



Grade Band

3-5

Contents

ACCESS AND EQUITY _____	242	ASSESSMENT _____	297	EE ASSESSMENT _____	435
COMPETENCIES _____	246	ELA _____	301	IMPLEMENTATION _____	473
ELA _____	248	HGSS _____	321	Philosophy _____	476
HGSS _____	250	EL HGSS _____	331	Grading Considerations _____	478
Mathematics _____	251	Mathematics _____	334	Accommodations/Modifications _____	479
Science _____	253	EL Mathematics _____	340	Family Engagement _____	480
Measuring SECD _____	256	Science _____	345	Instructional Examples _____	489
SECD _____	262	EL Science _____	362	STEAM Instructional Examples _____	505
Humanities _____	265	Humanities _____	365	Specials Instructional Examples _____	521
STEAM _____	271	STEAM _____	396		
Specials _____	278	Specials _____	412		
Special Education _____	289	Library Media _____	430		
Library Media _____	294				

Grade Band 3-5



Access and Equity

We recognize that our communities are diverse and so are the needs and aspirations of the students we serve. Incorporating an access and equity lens into how you plan and deliver instruction, services and support not only makes it more safe, meaningful and effective but ensures that you are doing so in a way that thoughtfully engages and includes individuals and communities who have been historically excluded. We strongly encourage you to incorporate an access and equity lens focused on all students as you incorporate the guidance contained in this document.



What does the Law Require?

If a school district has elected to provide the general education curriculum this school year via multiple learning environments (e.g., on-site, hybrid and remote), then the district must ensure that each student has equal access to the same opportunities. This includes students with exceptionalities and students of every race, color and national origin. School district officials have discretion to make educational decisions based on local health needs and concerns. Compliance with national, state and local health recommendations should not create civil rights concerns. Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits disability discrimination by schools receiving federal financial assistance. Title II of the Americans with Disabilities Act of 1990 (Title II) prohibits disability discrimination by public entities, including schools. Title VI of the Civil Rights Act of 1964 (Title VI) prohibits race, color and national origin discrimination by schools receiving federal funds. As school leaders respond to evolving conditions, they should be mindful of the requirements of Section 504, Title II and Title VI, to ensure that all students are able to study and learn in an environment that is safe and free from discrimination.

School districts should continually discuss and evaluate whether any education learning environment it is implementing is discriminatory, either on its face or as implemented, results in discrimination to a specific group of students protected by federal anti-discrimination laws.

For students with exceptionalities and an IEP this includes a free appropriate public education (FAPE). School districts must provide a FAPE to students with exceptionalities and an IEP consistent with the need to protect the health and safety of students with exceptionalities and those individuals providing education, specialized instruction and related services to these students. In this unique and ever-changing environment, these exceptional circumstances may affect how all educational and related services and supports are provided. FAPE may include, as appropriate, special education and related services provided through an on-site learning environment, a hybrid learning environment, or a remote learning environment.

What are Ways I Can Do That?

1. Establish a plan and schedule to reflect and evaluate on whether the education and services being provided are effective for diverse students. Analyze relevant data on engagement and academics to determine whether students of color, English language learners, immigrant students, students with exceptionalities, students who are gifted, students who qualify for free and reduced lunch, among others, are learning. This should be discussed and evaluated separately by learning environment (e.g. in-person, hybrid and remote learning environment). If any of these groups are not succeeding within the given learning environment, the instructional approach might need to be more culturally responsive. This should be done individually, by all educators, and collectively at the building and district level on a set schedule throughout the school year. Individuals and groups should work to identify success gaps for certain students or groups or students, determine why this success gap is occurring, and action plan to mitigate the gap and prevent future gaps from occurring.
2. Work and study collaboratively within your building or district to understand inequity by design and its impact on student instruction. Identify resources that will be helpful to each educator and collectively, as a building and district, in confronting and addressing access and equity. This is a significant and important task and is not just accomplished by KSDE providing a few resources, but the following resources are shared as a starting point for continuing this important work within each classroom (on-site, hybrid, or remote), building and district.
 - a. Clinton, J. (2020). Supporting Vulnerable Children in the Face of a Pandemic: A paper prepared for the Australian Government Department of Education, Skills and Employment. Centre for Program Evaluation, Melbourne Graduate School of Education, The University of Melbourne. https://www.dese.gov.au/system/files/doc/other/clinton_supporting_vulnerable_children_final.pdf
 - b. New Jersey Department of Education Internal Equity Team list of resources, <https://www.nj.gov/education/equity/resources/>
 - c. Culturally Reponsive Teaching and The Brain by Zaretta Hammond, <https://crtandthebrain.com/>
 - d. Coaching for Equity by Elena Aguilar (forthcoming)
 - e. Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student by Alan M. Blankstein and Pedro Noguera with Lorena Kelly

3. Across all learning environments, ensure educators are focused on building and maintaining relationships with students. There are many positive stories about how this occurred during continuous learning in the spring of 2020. This will be more critical as we move into the 2020–21 school year. But we can't stop at building and maintaining relationships. Educators then must use those relationships as an entry point into positive and meaningful instruction for all students.
4. Maintain equitable access to your school's offered programs and practices. Implement programs and practices that provide equal access and enable all students to thrive academically, athletically, socially, and emotionally.
5. Demonstrate inclusive teaching and learning. Examine and revise your curriculum and teaching practices as necessary to ensure that you are effective in reaching every student. Train your teachers to recognize and to understand the range of needs, social-emotional and academic, among your students and to hone their skills in building and sustaining an inclusive classroom.
6. Encourage self-reflection and exploration. Teach individuals to self-reflect, question their cultural viewpoints and assumptions, and to modify them when appropriate. Commit to exploring your school's unique cultures to better understand the encounters of people from diverse backgrounds and to challenging your own practices.
7. Have meaningful interaction and dialogue. Challenge everyone to interact meaningfully with the entire school community and to learn from each other, honoring differences. Create a safe environment allowing for expression of differences in ways that encourage dialogue and education rather than alienation.
8. Encourage community involvement and service: Use the above practices to instill a consciousness of social justice, an ethic of citizenship, and a commitment to service. Teach and practice responsibility towards and engagement in your school, your larger community, and the world.

Grade Band
3-5



Competencies

Kansans should be proud of everything accomplished while navigating unprecedented times and facing unique educational challenges in the response to COVID-19.

A Continuous Learning Task Force commissioned by the Kansas State Department of Education (KSDE) developed meaningful ways to help Kansas school districts successfully complete the 2019-2020 school year with social-emotional support and grace for all stakeholders among its top priorities.

Districts should include considerations for the possibility of interruptions to learning because of COVID-19. To provide resources and guidance, Kansas Commissioner of Education Dr. Randy Watson assembled the Learning for the Future Task Force. With more time to prepare, this team was charged with developing a comprehensive way to ensure academic rigor and that schools can assess student learning in meaningful and actionable ways.

What follows is the result of recent collaboration among nearly 100 Kansas teachers, administrators, service centers, educational consultants, KSDE program directors and more. The goal was to review and analyze nearly 30 years of work among current Kansas Standards and, in 30 days, develop a competency-based model in PreK-2, 3-5, 6-8 and 9-12 grade bands that is also organized by broader themes of Humanities and STEAM.

This work has the potential to change the way we meet students' needs for the next 30 years and beyond by allowing students to demonstrate mastery of their learning in a variety of ways.

In a competency-based model, students move through the curriculum in a personalized way at their own pace, which is also aligned to their individual plan of study. Students progress or advance by demonstrating mastery when they are ready, not based on seat time or calendars.

Competencies themselves are often broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional learning environment that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful and, after demonstrating mastery on his or her schedule, moves on to the next level.

This resource and accompanying guidance seeks to provide you and your leadership team with the foundation for planning and implementing a competency-based curriculum, instruction and assessment model for your school district, Pre-K-12, that will focus on rigor, accountability and an unwavering commitment to personalizing learning for students.

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources	IT	Information Technology
AC	Architecture and Construction	LPSCS	Law, Public Safety, Corrections and Security
BC	Business Career	MA	Media Arts
BC.BMAE	Business Management, Administration and Entrepreneurship	MATH	Math
BC.F	Finance	MNFR	Manufacturing
BC.M	Marketing	MUS	Music
DNC	Dance	PE	Physical Education
FACS	Family and Consumer Sciences	SCI	Science
ELA	English Language Arts	SCI.ESS	Earth and Space Science
ENG	Engineering	SCI.LS	Life Science
HB	Health and Biosciences	SCI.PS	Physical Science
HE	Health	SECD	Social-Emotional Character Development
HGSS	History, Government and Social Studies	STM	STEAM
HUM	Humanities	THR	Theatre
		TRAN	Transportation
		WL	World Languages
		VA	Visual Arts

Grade Bands:

P	PreK to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

ELA

ELA Classification	COMPETENCY	CODE	STANDARDS
Writing	A successful student can:		
	<ul style="list-style-type: none"> • Priority: Communicate their opinions in writing and give reasons and information to support their point of view. 	ELA.IM.1.1	W 3.1, W 4.1, W 5.1
	<ul style="list-style-type: none"> • Priority: Write to inform/explain and express themselves clearly. 	ELA.IM.1.2	W 3.2, W 4.2, W 5.2
	<ul style="list-style-type: none"> • Priority: Narrate real or imagined events by describing details and in a clear sequence. 	ELA.IM.1.3	W 3.3, W 4.3, W 5.3
Speaking and Listening	A successful student can:		
	<ul style="list-style-type: none"> • Priority: Engage effectively in discussions with diverse partners. 	ELA.IM. 2.1	SL 3.1, SL 4.1, SL 5.1
	<ul style="list-style-type: none"> • Extended: Speak clearly and understandably, in an organized manner, and give pertinent details while orally reporting on a topic, telling a story or sharing about an experience. 	ELA.IM. 2.2	SL 4.4
Reading Literature	A successful student can:		
	<ul style="list-style-type: none"> • Priority: Ask and answer questions, draw inferences and refer to details and examples in a text to demonstrate understanding of the text. 	ELA.IM.3.1	RL 3.1, RL 4.1, RL 5.1
	<ul style="list-style-type: none"> • Priority: Determine the central message, moral or theme and be able to form a summary of the text. 	ELA.IM.3.2	RL 3.2, RL 4.2, RL 5.2
	<ul style="list-style-type: none"> • Priority: Compare and contrast the point of view of narrators or speakers in a text and its impact on the text. 	ELA.IM.3.3	RL 4.6, RL 5.6
	<ul style="list-style-type: none"> • Priority: Read and comprehend high-quality prose and poetry on grade level. 	ELA.IM.3.4	RL 3.13, RL 4.13, RL 5.13
	<ul style="list-style-type: none"> • Extended: Compare and contrast the treatment of similar themes and topics and patterns and events in multicultural literature. 	ELA.IM.3.5	RL 4.9

ELA Classification	COMPETENCY	CODE	STANDARDS
<p>Reading Informational Text</p>	<p>A successful student can:</p>		
	<ul style="list-style-type: none"> • Priority: Refer to the text when explaining and inferring to demonstrate understanding of the text. 	ELA.IM.4.1	RI 3.1, RI 4.1, RI 5.1
	<ul style="list-style-type: none"> • Priority: Explain relationships or interactions based on specific information in historical, scientific or technical text. 	ELA.IM.4.2	RI 3.2, RI 4.2
	<ul style="list-style-type: none"> • Priority: Integrate information from multiple texts to write or speak about a subject knowledgeably. 	ELA.IM.4.3	RI 3.9, RI 5.9
	<ul style="list-style-type: none"> • Priority: Read and comprehend grade-level informational text. 	ELA.IM.4.4	RI 3.13, RI 4.13, RI 5.13
	<ul style="list-style-type: none"> • Extended: Explain relationships or interactions based on specific information in historical, scientific or technical text. 	ELA.IM.4.5	RI 5.3
	<ul style="list-style-type: none"> • Extended: Describe the overall structure of events, ideas, concepts or information in text. 	ELA.IM.4.6	RI 4.5
	<ul style="list-style-type: none"> • Extended: Compare and contrast multiple accounts of an event or topic. 	ELA.IM.4.7	RI 4.6, RI 5.6
<p>Reading Foundational Skills</p>	<p>A successful student can:</p>	ELA.IM.5.1	RF 3.3, RF 4.3, RF 5.3
	<ul style="list-style-type: none"> • Priority: Apply knowledge of affixes, syllabication Latin roots and phonics to decode unknown words. 		RF 3.3 RF 4.3 RF 5.3

HGSS

HGSS Classification	COMPETENCY	CODE	STANDARDS
History: Societies	A successful student can:		
	<ul style="list-style-type: none"> • Priority: Use distinctions among facts and opinions of the same event and draw conclusions about how choices have consequences. 	HGSS.IM.1.1	Standard 3, 3.1, 3.2, 3.3, 3.4
	<ul style="list-style-type: none"> • Extended: Gather relevant information from multiple sources to acquire and organize information describing relationships between historical and contemporary events. 	HGSS.IM.1.2	Standard 3, 3.1, 3.2, 3.3, 3.4
Choices Have Consequences	<ul style="list-style-type: none"> • Priority: Use distinctions among fact and opinion of the same event and draw conclusions about how choices have consequences. 	HGSS.IM.2.1	Standard 1, 1.1, 1.2, 1.3, 1.4
	<ul style="list-style-type: none"> • Extended: Use distinctions among facts and opinions from multiple sources in response to compelling questions to investigate and connect examples of choices and consequences with contemporary issues. 	HGSS.IM.2.2	Standard 1, 1.1, 1.2, 1.3, 1.4
Civics and Government: Rights and Responsibilities	A successful student can:		
	<ul style="list-style-type: none"> • Priority: Distinguish the responsibilities and powers of government to explain how rules are created and recognize the responsibility of citizens in that society. 	HGSS.IM.3.1	Standard 2, 2.4, 2.1, 2.2, 2.3
	<ul style="list-style-type: none"> • Extended: Use a range of democratic procedures to identify common problems or needs within a school/community to draw conclusions and evaluate the rights and responsibilities of people living in societies. 	HGSS.IM.3.2	Standard 2, 2.4, 2.1, 2.2, 2.3
Geography (Dynamic Relationships)	<ul style="list-style-type: none"> • Priority: Use geographic information to observe, explore and compare human and physical characteristics of the community/region to analyze continuity and change over time. 	HGSS.IM.4.1	Standard 5, 5.1, 5.2, 5.3, 5.4
Economics: Continuity and Change Over Time	A successful student can:		
	<ul style="list-style-type: none"> • Extended: Use geographic information to investigate and connect dynamic relationships of human and physical characteristics to contemporary issues. 	HGSS.IM.4.2	Standard 5, 5.1, 5.2, 5.3, 5.4
	<ul style="list-style-type: none"> • Priority: Analyze multiple sources of economic information to demonstrate good economic decision-making skills and analyze and draw conclusions about continuity and change over time. 	HGSS.IM.5.1	Standard 4, 4.1, 4.2, 4.3, 4.4
	<ul style="list-style-type: none"> • Extended: Analyze multiple sources of economic information to explain the characteristics of a market economy and the impact of opportunity costs and benefits on individuals and communities to connect continuity and change to a contemporary issue. 	HGSS.IM.5.2	Standard 4, 4.1, 4.2, 4.3, 4.4

Mathematics

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Operations and Algebraic Thinking:	<p>A successful student can:</p> <ul style="list-style-type: none"> • Priority: Generate, analyze and explain numerical patterns and relationships. 		3.OA.5, 6, 4.OA.4, 4.OA.5
Numbers and Operations in Base 10	<ul style="list-style-type: none"> • Required Fluency, A successful student can: • Priority: Fluently add, subtract, multiply and divide multidigit numbers. • Priority: Explain and make generalizations about the patterns in a place value system, use this understanding and the properties of operations to perform single and multidigit arithmetic, including whole numbers and decimals, and understand how concepts of area, perimeter and volume relate to multiplication and addition. 		3.OA.7, 4.NBT.4, 5.NBT.5 3.OA.1, 2, 3, 4, 3.OA.7, 3.NBT.1, 2, 3, 3.MD.6, 7, 8, 9, 4.OA. 1, 2, 3, 4.NBT.1, 2, 3, 4.NBT. 4, 5, 6, 5.OA.1, 2, 5.NBT.1, 2, 3, 4, 5, 6, 7, 5.MD.3, 4, 5
Numbers and Operations - Fractions	<ul style="list-style-type: none"> • Priority: Demonstrate an understanding of fractions (concepts of fractional/decimal parts, estimating, equivalency, ordering) and all four operations with fractions by applying understandings of whole numbers through the use of visual models to represent and explain concepts. 		3.NF.1, 2, 3, 4.NF.1, 2, 4.NF.3, 4, 5, 6, 7, 4.NF. 5.NF.1, 2, 5.NF.3, 4, 5, 6, 7
Measurement and Data	<ul style="list-style-type: none"> • Priority: Demonstrate an understanding of measurement concepts (time, length, and/or money) by constructing reasonable estimates and solving problems involving all four operations (addition, subtraction, multiplication and division). • Priority: Collect, represent and interpret data with multiple categories and solve problems using the data. 	MATH.IM.4.1 MATH.IM.4.2	3.MD.1, 2, 3, 3.MD.6, 7, 8, 9, 4.MD.1, 2, 3, 5.MD.1 3.MD.4, 5, 4.MD.4, 5.MD.2

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Geometry	<p>A successful student can:</p> <ul style="list-style-type: none"> • Priority: Create, identify and distinguish between lines, angles and shapes based on their properties and defining attributes using a coordinate plane. 	MATH.IM.5.1	3.MD 9, 3.G.1, 2, 4.G.1, 2, 3, 5.G.1, 2, 5.G.3, 4
Problem-Solving, Modeling and Communicating Reasoning	<ul style="list-style-type: none"> • Demonstrate the ability to use the eight mathematical practices fluidly across skills and concepts: <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		

Science

Science Classification	COMPETENCY	CODE	STANDARDS
Engineering Design:	A successful student can: <ul style="list-style-type: none"> • Priority: Demonstrate proficiency with engineering skills by using the Engineering Design Process to explore and test possible solutions to a problem with limited materials and resources (constraints) and specific criteria in mind. 	SCI.IM.1.1	3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
Physical Science:	A successful student can:		
Structures and Properties of Matter	<ul style="list-style-type: none"> • Priority: Explore how any type of matter can be divided into small particles too small to be seen, but still exist and how measurements of properties can be used to identify materials, even when mixed or changed. 	SCI.PS.IM.2.1	5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4
Chemical Reactions	<ul style="list-style-type: none"> • Extended: Investigate the mixing of two or more different substances and how a new substance with different properties is formed, and when substances are heated, cooled or mixed, the total weight of the substance does not change. 	SCI.PS.IM.2.2	5-PS1-2, 5-PS1-4
Forces and Interactions	<ul style="list-style-type: none"> • Priority: Explore how forces act on objects with strength and direction and can be measured. A successful student can explore how electric and magnetic forces affect objects within contact or not in contact at all, and how the gravitational force of the Earth pulls objects. 	SCI.PS.IM.2.3	3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 5-PS2-1
Energy	<ul style="list-style-type: none"> • Priority: Explore the relationships between energy and objects, sound, light and heat. Successful students can explore the production, transference and transformation of energy. Students will explore the ways that energy and fuel are derived from natural sources and how use of that energy and fuel affect the environment. 	SCI.PS.IM.2.4	4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-PS4-2, 4-ESS3-1, 5-PS3-1
Waves	<ul style="list-style-type: none"> • Extended: Explore the relationships between movement of water and the creation of waves. The student will investigate how digitized information is transmitted between devices and how light reflection is processed by the eye to make sense of an object. 	SCI.PS.IM.2.5	4-PS4-1, 4-PS4-2, 4-PS4-3

Science Classification	COMPETENCY	CODE	STANDARDS
Life Science:	A successful student can:		
Structure and Function	<ul style="list-style-type: none"> • Priority: Explore how light reflection is processed by the eye to make sense of an object. The successful student can investigate how plants and animals use internal and external structures to aid in growth, survival, behavior and reproduction. Successful students can explore how animals use their perceptions, memories and senses to guide their actions. 	SCI.LS.IM.3.1	4-LS1-1, 4-LS1-2, 4-PS4-2
Matter and Energy in Organisms and Ecosystems	<ul style="list-style-type: none"> • Priority: Explore the connections between energy, the sun, plants, air, water, organisms, fungi, bacteria and decomposers. Successful students can explore the interdependence of ecosystems, the web of life, healthy organisms and the environment. 	SCI.LS.IM.3.2	5-LS1-1, 5-LS2-1, 5-PS3-1
Interdependent Relationships in Ecosystems	<ul style="list-style-type: none"> • Priority: Explore how being part of a group helps animals obtain food, defend themselves, cope with changes and survive in a variety of habitats. Successful students can explore how fossils provide evidence about organisms and how some plants and animals are no longer found on Earth. 	SCI.LS.IM.3.3	3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4
Inheritance and Variation of Traits	<ul style="list-style-type: none"> • Priority: Explore how reproduction is essential to the continued existence of every kind of organism and how plants and animals inherit characteristics from their parents and other characteristics are the result of the environment. 	SCI.LS.IM.3.4	3-LS1-1, 3-LS3-1, 3-LS3-2, 3-LS4-2
Natural Selection and Evolution	<ul style="list-style-type: none"> • Extended: All standards are embedded in other competencies.) Explore how reproduction is essential to the continued existence of every kind of organism. Successful students can explore life cycles of plants and animals and how many characteristics are inherited from parents. Successful students can explore how species survive or do not survive and how fossils provide evidence about organisms from long ago. 	SCI.LS.IM.3.5	3-LS3-1, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4

Science Classification	COMPETENCY	CODE	STANDARDS
Earth and Space:	A successful student can:		
Space System	<ul style="list-style-type: none"> • Extended: Explore patterns of day and night, shadows and positions of the sun, moon and stars throughout a day, month and year and how these patterns are affected by orbits and rotations of the moon around Earth and the Earth around the sun. 	SCI.ESS. IM.4.1	5-ESS1-1, 5-ESS1-2, 5-PS2-1
History of Earth	<ul style="list-style-type: none"> • Extended: Explore how rock formations reveal information about the presence of Earth forces and the order in which rock layers were formed. 	SCI.ESS. IM.4.2	4-ESS1-1
Weather and Climate	<ul style="list-style-type: none"> • Priority: Explore how scientists use weather patterns to make predictions and how climate and rainfall help shape the land and affect the types of living things found in a region. 	SCI.ESS. IM.4.3	3-ESS2-1, 3-ESS2-2, 4-ESS2-1
Earth's Systems	<ul style="list-style-type: none"> • Priority: Explore how rock, soil, water, ice, air and humans interact in multiple ways to affect Earth's surface materials and processes. Successful students can further explore how weather patterns are influenced by the interaction of wind and clouds with landforms. Successful students can further explore Earth's salt and freshwater resources and the volcanoes and earthquake patterns and occurrences. 	SCI.ESS. IM.4.4	4-ESS2-1, 4-ESS2-2, 5-ESS2-1, 5-ESS2-2
Human Sustainability	<ul style="list-style-type: none"> • Priority: Explore how humans interact with natural hazards, natural energy and fuel resources, and how their activities in agriculture, industry and everyday life impact land, vegetation, streams, oceans, air and outer space. Successful students can explore actions that help protect Earth's resources and environment. 	SCI.ESS. IM.4.5	3-ESS3-1, 4-ESS3-1, 4-ESS3-2, 5-ESS3-1

Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes.¹

SECD + SEL = SEG

SECD are the Social Emotional Character Development standards for Kansas schools. SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals, and make responsible decisions. Together SECD and SEL result in SEG, social emotional growth.

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success

within accountability models. In Kansas K-12 education, SECD is embedded into the Kansas Education Systems Accreditation (KESA) and Kansas School Redesign. The following information can help guide Kansas schools as they seek ways to measure that growth.

SEL is Strengths Based

SEL assessment requires a strengths-based approach: that is, assessment focuses on knowledge and use of skills that are actively taught and supported in the school setting. These SEG measures and the goal of assessment is distinct from screening for risk for mental and behavioral health needs. A strengths-based approach proactively builds on the strengths and skills individuals possess to foster further development of competencies, just as educators do for any other academic content area. In parallel, the assessment of adult-driven SEL practices

must be strengths based, focusing on methods for being proactive in holistically supporting young people's social, emotional, and academic development.

Assessment of social and emotional competencies helps paint a fuller picture of youth's capabilities and needs, while assessment of adult SE competencies and practices, as well as school climate and culture, paint a fuller picture of the support youth are given to gain and express these competencies. As widespread implementation of SEL practices gains traction, SEL data are increasingly available in multiple forms. Available data speak to culture and climate of settings, effective implementation of SEL programs and practices, and growth in individuals' development of social and emotional competencies.²

¹ Farrington et al. 2012; Gayl, 2017; Heckman, 2008; West et al. 2016). These skills may also be malleable and amenable to intervention (Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011; What Works Clearinghouse, 2007

² Measuring SEL, CASEL 2019

Data and Measuring SECD

Regarding data, Kansas school communities are encouraged to:³

- Be proficient in collecting, interpreting and analyzing data;
- Utilize multiple measures;
- Implement programs that are evidenced based;
- Become aware of all the sources of data available; and
- Be able to show how intentional interventions increase skill acquisition.

Schools should capitalize on their local experts, such as counselors, social workers, school psychologists, and early childhood educators, who are uniquely trained in social emotional development and the impact of community context in nurturing development. These professionals are positioned to help educational communities build capacity in adult SEL competencies, teaching, and measuring SECD.

Three Types of Collectable Data

There are essentially three types of increasingly rigorous SECD data that schools may collect: Process Data, Perception Data, and Outcome Data.

PROCESS DATA: What was done for whom?

- Evidence that the social emotional learning lessons occurred;
- How the social emotional learning lesson or activity was conducted;
- How many students were involved in core lessons (Tier 1);
- How many students also received Tier 2 or Tier 3 intervention

Examples of process data:

- 33 staff were trained in the ABC SEL curriculum
- 3 lessons on bullying were taught in every class, 6-8th grade;
- 98% of key elements on the lesson plan were addressed (good fidelity of implementation);
- 201 of 204 students participated in the core lesson(s) and 3 were absent;
- 15 students participated in small group assertive skills intervention as well;
- 5 students participated in Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

PERCEPTION DATA: What do people think they know, believe or can do? How do they feel their environment supports or impedes them?

- Measures perception of climate and culture;
- Measures what students or adults are perceived to have gained in knowledge, skills, attitudes or beliefs

Examples of perception data:

- 89% of students reported seeing bullying at school on the Kansas Communities That Care Survey;
- 78% of students said that adults do “nothing” or “I’m not certain” in response to bullying;
- After training, 92% of teachers said they felt confident delivering the curriculum;
- After the bullying lessons, 69% of students believed they could implement one strategy to combat bullying (student perception, belief);
- After the bullying lessons, 95% of students said bullying is unacceptable (attitude);
- After assertive skills lessons, 89% of teachers felt that students were implementing strategies to be upstanders and reduce bullying (teacher perception of student skills);
- After teaching conflict resolution lessons, 78% of teachers said they were more likely to address conflict and potential bullying situations (teacher perception of adult skills);

³Adapted from Dr. Sharon Sevier, Chair of the Board, American School Counselor Association, Rockwood R-VI School District, Lafayette High School, Missouri; Data and Advocacy: A Step by Step Approach. 2014.

OUTCOME DATA: What is the impact on development, learning and wellbeing? Are we seeing growth in knowledge and performance/behaviors?

- Demonstrates a change in knowledge and/or skill in action;
- Demonstrates whether the program has/has not impacted the student's ability to utilize new knowledge, attitudes, behaviors, skills;
- Demonstrates whether or not change has occurred in climate and culture

Examples of Outcome data:

- Immediate Examples (pre/post):
- Before the bullying lessons 56% of students could correctly report the signs of bullying and after the bullying lessons, 98% of students correctly reported the signs of bullying (demonstrated knowledge increase);
- After the bullying lessons, 95% of students effectively demonstrated one strategy to address bullying (skill performance);

Intermediate Examples (quarter/semester/year):

- "Before the bullying lessons 50 cases of bullying were reported for the quarter; after the lessons, there were only 10 cases for the quarter."
- 82% of staff showed growth on the Adult SE Competency Self-Assessment from first to second semester.
- Long-range Examples (showing impact over time, i.e. CORE data):
- "On the Kansas Communities That Care survey, 20% fewer students reported witnessing bullying this year over last year. This correlated with decreases in depression and not feeling safe at school, and an increase in average GPA for these grade levels."

Measuring Growth: Three Key Categories of SECD Data

Social emotional growth (SEG) results from the interplay of (a) proactive teaching and learning of social emotional skills and competencies, (b) a supportive culture and climate, and (c) a clear improvement cycle used by schools. We can teach skills, but if the culture allows little opportunity for practice throughout the day, and the climate is negative and deficit-focused or we ignore addressing mental health concerns, those skills may be difficult for students to put into action. Therefore, these three key categories of SECD Data are recommended when developing a robust approach to measuring SEG locally:

1. **VALIDATED STRENGTHS-BASED MEASURES.** For example, these often come with an evidence-based Social Emotional Learning curriculum to show attainment of knowledge, skills and behaviors that are being taught. These measures are usually either in the form of *perception data* or *outcome data* focused on knowledge or performance of skills/behavior.
2. **CULTURE AND CLIMATE.** Validated School Climate Data. For example, the Kansas Communities That Care survey obtains student perception data about school climate; likewise, the Kansas Family Engagement Survey obtains caregiver *perception data* about school climate. School Culture Data is often represented by "On-Track" Indicators such as: attendance, office discipline referrals and suspensions/expulsions, and course grades. Evidence of strong implementation of SEL curriculum may also be considered in this category.
3. **CLEAR IMPROVEMENT CYCLE DATA.** A responsive school has a consistent, system-wide process for reviewing Strengths-based Skill Measures against Culture and Climate data while screening for risk to get students additional supports they may need. A clear improvement cycle results in adaptations at the individual level to support students in need, and adjustments at the systems level to ensure a healthy culture and climate that fosters equity, learning and wellbeing.

Here is a listing of commonly collected SECD data sources and how they may relate to these three key categories.

COMMONLY COLLECTED DATA ⁴	SOURCES AND CATEGORY	CATEGORY
SECD/SEL skill mastery	Self, Teacher, Parent, Peer or Observer Rating or Other Assessment Tools commonly provided in evidence-based SEL curricula and programs	Strengths-based Measure
SEL Fidelity of Implementation and Adult Competencies tools	Commonly provided in evidence-based SEL curricula and programs	Culture and climate
Absenteeism	School records	Culture and climate
Retention in grade	School records	Culture and climate
Suspensions, Office Discipline Referrals	School records	Culture and climate
Grades, Academic performance	School records, state assessments and other content formative assessments	Culture and climate
School climate perceptions	Kansas Communities That Care Survey (KCTC), Family Engagement Survey (FES) or other student, family and/or staff survey	Culture and climate
School engagement	School Surveys or Tools, such as the KCTC or Psychological Sense of School Membership Scale (PSSM)	Culture and climate
Behavioral or mental health risk	Universal Screeners, such as: <ul style="list-style-type: none"> • BASC-BESS (Behavior Assessment System for Children-Behavioral and Emotional Screening System) SAEBRS (Social, Academic, Emotional Behavior Risk Screener) • SRSS-IE (Student Risk Screening Scale – Internalizing and Externalizing) • SDQ (Strength and Difficulties Questionnaire) • The Ages and Stages Questionnaires (ASQ-3 and ASQ-SE2) • Mental health screeners such as: <ul style="list-style-type: none"> • SCAS (Spence Children’s Anxiety Scale) • Self, Teacher, Parent, Peer or Observer Rating or Survey • Diagnostic tools as needed 	Clear improvement cycle

⁴ Adapted from Hanover Research, 2018.

Measuring Employability Skills

It is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. The assessment and reflection process is critical in that it:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students' career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Please find the complete guide to measuring employability and work-based learning at: [Measuring Employability Skills](#).⁵

How Assessing SECD/SEL Flows with the Overall SECD/SEL Program⁶

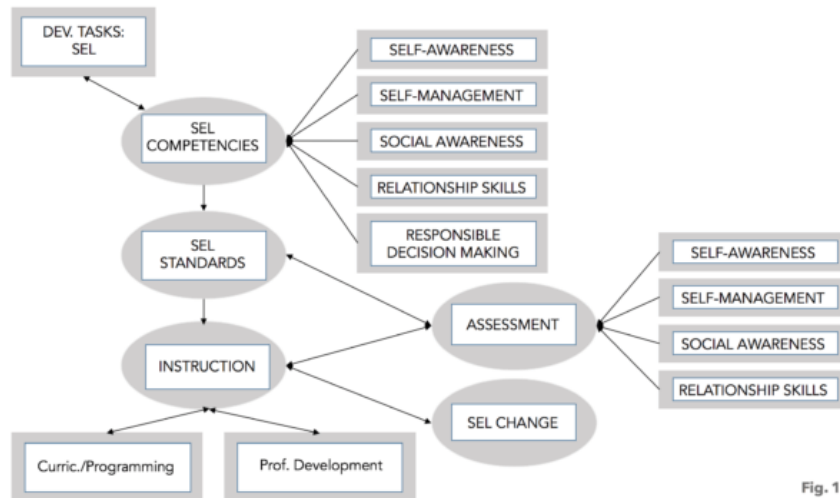


Fig. 1

Resources

The following resources align with the State Board Goal of “Measuring SECD/SEL Locally” and provide examples of how to collect SECD/SEL data at the district, building and student levels.

[Measuring SECD Toolkit](#)⁷

This document summarizes examples of how to collect and utilize SECD data to drive decision making. Please check back closer to the beginning of school as it will be revised and posted.

[Kansas Communities That Care Survey](#)⁸

The Kansas Communities That Care (KCTC) is the best tool for assessing student perceptions around SEL and all Kansas schools are encouraged to utilize it.

[Assessment Guide for SEL \(CASEL\)](#)⁹

CASEL is the preeminent authority for developing, implementing and measuring SEL.

[Measuring Employability Skills](#)⁵

For the first time KSDE has developed a document that helps schools learn how to assess and measure student employability and work-based learning skills.

[Likert Scale for SECD Student Growth Measure](#)¹⁰

An example of how to measure individual student SECD skills.

[Reflecting on Adult SE Competencies Personal Assessment and Reflection Tool](#)¹¹

This tool from CASEL provides a framework and process for staff to reflect on their own social and emotional growth.

[Trauma-informed Toolkit](#)¹²

This toolkit will help schools address trauma experienced by student, staff and families as a result of the current pandemic crisis.

[Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers \(TASN\)](#)¹³

This TASN document addresses how to provide assistance for trauma, toxic stress, resilience and caregiver wellbeing.

[KSDE/TASN Suicide Prevention/Response/Postvention Toolkit](#)¹⁴

Teen suicide has been an issue for Kansas schools and as a result of the current crisis has become even more so. This is a comprehensive guide for schools in how to deal with suicidal ideation.

[National Center for School Crisis and Bereavement](#)¹⁵

The current crisis has compounded the issues of grief and bereavement, both from typical social-emotional perspectives (i.e. student/family death) but also from current crisis perspectives (i.e. family loss of jobs, student/family displacement etc. This site addresses the many components and levels of crisis, grief and bereavement.

[Kansas Can Competency Framework](#)¹⁶ offers numerous free tools and resources.

- [PreK-12 College and Career Competency Sequence](#)¹⁷

7 [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Measuring%20SECD%20Toolkit.pdf?ver=2017-02-16-094209-983](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Measuring%20SECD%20Toolkit.pdf?ver=2017-02-16-094209-983)

8 <http://kctcdata.org/>

9 <https://measuringcel.casel.org/access-assessment-guide/>

10 [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343)

11 <https://schoolguide.casel.org/focus-area-2/learn/reflecting-on-personal-sel-skills/>

12 <https://www.transformingeducation.org/trauma-informed-sel-toolkit/>

13 <https://ksdetasn.org/smhi>

14 <https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training/Prevention-and-Responsive-Culture/Suicide-Awareness-and-Prevention/Kansas-Suicide-Prevention-Response-and-Postvention-Toolkit>

15 <https://www.schoolcrisiscenter.org/>

16 <http://www.cccframework.org/>

17 <https://ksdetasn.org/competency/prek-12-kansas-competency-sequence>

SECD

SECD Classification	COMPETENCY	CODE
Character Development: Core Principles	A successful student can:	
	<ul style="list-style-type: none"> Interpret ethical reasoning through discussion of individual and community, assesses positive responsible action and reflects on personal involvement. 	SECD.IM.1.1
	<ul style="list-style-type: none"> Explain and demonstrate clear and consistent expectations of good character throughout all school activities and in all areas of the school. 	SECD.IM.1.2
	<ul style="list-style-type: none"> Demonstrate and practice characteristics of caring and empathic relationships with family, school and community and recognizes hurtful relationships and the impact they have on others. 	SECD.IM.1.3
	<ul style="list-style-type: none"> Demonstrate respectful communication skills, including active listening and empathy, in person and through multiple media. 	SECD.IM.1.4
	<ul style="list-style-type: none"> Differentiate between bullying, teasing and harassment by explaining how power, control, popularity, security and fear play into bullying behavior toward others. 	SECD.IM.1.5
	<ul style="list-style-type: none"> Describe the role of students in instances of bullying (bystanders, "upstanders," students who bully, targets of bullying). 	SECD.IM.1.6
Responsible Decision-Making and Problem-Solving	<ul style="list-style-type: none"> Recognize and model how a bystander can be part of the problem or solution, and how certain behaviors can have unintended consequences. 	SECD.IM.1.7
	<ul style="list-style-type: none"> Compare and contrast safe and unsafe situations. 	SECD.IM.2.1
	<ul style="list-style-type: none"> Identify choices made and the consequences of those choices, including consequences of inappropriate behavior. 	SECD.IM.2.2
	<ul style="list-style-type: none"> Create a daily schedule of school work and activities. 	SECD.IM.2.3
	<ul style="list-style-type: none"> Identify factors that inhibit or advance the accomplishment of personal goals. 	SECD.IM.2.4
	<ul style="list-style-type: none"> Recognize how, when and who to ask for help. 	SECD.IM.2.5
	<ul style="list-style-type: none"> Identify and organize what materials are needed to be prepared for class. 	SECD.IM.2.6
	<ul style="list-style-type: none"> Apply self-regulation skills. 	SECD.IM.2.7
<ul style="list-style-type: none"> Identify, demonstrate and analyze problem-solving processes. 	SECD.IM.2.8	

SECD Classification	COMPETENCY	CODE
<p>Personal Development:</p> <p>Self-Awareness</p>	<p>A successful student can:</p> <ul style="list-style-type: none"> • Describe behavioral responses depending on context and situation. • Identify the varying degrees of emotions one can experience in different situations and recognize reactions to emotions. • Describe, identify and practice the benefits of various personal qualities (for example, personal strengths, weaknesses, interests and abilities). • Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring). • Solicit the feedback of others and become an active listener. • Identify additional external supports (for example, friends, historical figures, media representations). 	<p>SECD.IM.3.1</p> <p>SECD.IM.3.2</p> <p>SECD.IM.3.3</p> <p>SECD.IM.3.4</p> <p>SECD.IM.3.5</p> <p>SECD.IM.3.6</p>
<p>Self-Management</p>	<ul style="list-style-type: none"> • Identify and develop techniques to manage emotions. • Describe cause/effect relationships and distinguish between facts and opinions. • Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism and violence). • Predict possible outcomes to behavioral choices • Develop and practice responsibility for personal hygiene. • Acknowledge and recognize responsibilities in school, home and community, including environmental. • Examine the personal impact of helping others. • Reflect on personal responses to success, challenge, failure and disappointment and understand the cause and effect of impulsive behavior. • Identify and utilize potential resources and demonstrate factors that lead to achievement of goals (for example, integrity, motivation and hard work). • Demonstrate and design an action plan for achieving, evaluating and monitoring personal, school and home goals. 	<p>SECD.IM.4.1</p> <p>SECD.IM.4.2</p> <p>SECD.IM.4.3</p> <p>SECD.IM.4.4</p> <p>SECD.IM.4.5</p> <p>SECD.IM.4.6</p> <p>SECD.IM.4.7</p> <p>SECD.IM.4.8</p> <p>SECD.IM.4.9</p> <p>SECD.IM.4.10</p>

SECD Classification	COMPETENCY	CODE
Social Development: Social Awareness	<p>A successful student can:</p> <ul style="list-style-type: none"> • Describe a range of emotions in others based on verbal and nonverbal cues in different situations. • Use “i statements” to let others know that they have heard them. • Develop strategies for building relationships, including recognizing and developing a respect for individual similarities and differences. • Demonstrate respect for the perspectives of others. 	<p>SECD.IM.5.1</p> <p>SECD.IM.5.2</p> <p>SECD.IM.5.3</p> <p>SECD.IM.5.4</p>
Interpersonal Skills	<ul style="list-style-type: none"> • Describe how words, voice tone and body language communicate and impact relationships positively and negatively and respond appropriately and respectfully in social situations. • Practice refusal skills for protection in unsafe situations. • Recognize differences in communication practices in face-to-face interactions from social media interactions. • Recognize characteristics of healthy and unhealthy relationships, including the impact of peer pressure. • Demonstrate a capacity to manage actions and emotional expressions with guidance from adults. • Describe, utilize and apply conflict resolution strategies to be proactive, advocate and resolve conflict in a constructive manner. 	<p>SECD.IM.6.1</p> <p>SECD.IM.6.2</p> <p>SECD.IM.6.3</p> <p>SECD.IM.6.4</p> <p>SECD.IM.6.5</p> <p>SECD.IM.6.6</p>

Humanities

Academic subject areas that describe, study or inform the human experience, which includes, but is not limited to, literature, history, philosophy, visual arts and performing arts.

Humanities Classification	COMPETENCY	CODE	STANDARDS
ELA	<p>A successful student can:</p> <ul style="list-style-type: none"> • Communicate his or her opinions in writing and give reasons and information to support his or her point of view. • Can write to inform/explain and express himself or herself clearly. • Narrate real or imagined events by describing details and in a clear sequence. • Engage effectively in discussions with diverse partners. • Speak clearly and understandably, in an organized manner, and give pertinent details while orally reporting on a topic, telling a story or sharing about an experience. • Ask and answer questions, draw inferences and refer to details and examples in a text to demonstrate understanding of the text. • Determine the central message, moral or theme and be able to form a summary of the text. • Compare and contrast the point of view of narrators or speakers in a text and its impact on the text. • Read and comprehend high-quality prose and poetry on grade level. • Compare and contrast the treatment of similar themes and topics and patterns and events in multicultural literature. 	<p>ELA.IM.1.1 ELA.IM.1.2 ELA.IM.1.3 ELA.IM. 2.1 ELA.IM. 2.2 ELA.IM.3.1 ELA.IM.3.2 ELA.IM.3.3 ELA.IM.3.4 ELA.IM.3.5</p>	<p>W 3.1 W 4.1 W 5.1 W 3.2 W 4.2 W 5.2 W 3.3 W 4.3 W 5.3 SL 3.1 SL 4.1 SL 5.1 SL 4.4 RL 3.1 RL 4.1 RL 5.1 RL 3.2 RL 4.2 RL 5.2 RL 4.6 RL 5.6 RL 3.13 RL 4.13 RL 5.13 RL 4.9</p>

**Humanities
Classification**

ELA

COMPETENCY

CODE

STANDARDS

A successful student can:

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------|
| <ul style="list-style-type: none"> • Refer to the text when explaining and inferring to demonstrate understanding of the text. | ELA.IM.4.1 | RI 3.1 RI 4.1
RI 5.1 |
| <ul style="list-style-type: none"> • Explain relationships or interactions based on specific information in historical, scientific or technical text. | ELA.IM.4.2 | RI 3.2 RI 4.2 |
| <ul style="list-style-type: none"> • Integrate information from multiple texts to write or speak about a subject knowledgeably. | ELA.IM.4.3 | RI 3.9 RI 5.9 |
| <ul style="list-style-type: none"> • Read and comprehend grade-level informational text. | ELA.IM.4.4 | RI 3.13 RI 4.13
RI 5.13 |
| <ul style="list-style-type: none"> • Explain relationships or interactions based on specific information in historical, scientific or technical text. | ELA.IM.4.5 | RI 5.3 |
| <ul style="list-style-type: none"> • Describe the overall structure of events, ideas, concepts or information in text. | ELA.IM.4.6 | RI 4.5 |
| <ul style="list-style-type: none"> • Compare and contrast multiple accounts of an event or topic. | ELA.IM.4.7 | RI 4.6 RI 5.6 |

**Humanities
Classification**

COMPETENCY

CODE

STANDARDS

HGSS

A successful student can:

- Apply knowledge of affixes, syllabication, Latin roots and phonics to decode unknown words.
- Use distinctions among facts and opinions of the same event and draw conclusions about how choices have consequences.
- Gather relevant information from multiple sources to acquire and organize information describing relationships between historical and contemporary events.
- Use distinctions among fact and opinion of the same event and draw conclusions about how choices have consequences.
- Use distinctions among facts and opinions from multiple sources in response to compelling questions to investigate and connect examples of choices and consequences with contemporary issues.
- Distinguish the responsibilities and powers of government to explain how people make rules, which create responsibilities and protect freedoms to recognize and evaluate dynamic relationships.
- Use a range of democratic procedures to identify common problems or needs within a school/community to draw conclusions and evaluate the rights and responsibilities of people living in societies.
- Use geographic information to observe, explore and compare human and physical characteristics of the community/region to analyze continuity and change over time.
- Use geographic information to investigate and connect dynamic relationships of human and physical characteristics to contemporary issues.
- Analyze multiple sources of economic information to demonstrate good economic decision-making skills and analyze and draw conclusions about continuity and change over time.
- Analyze multiple sources of economic information to explain the characteristics of a market economy and the impact of opportunity costs and benefits on individuals and communities to connect continuity and change to a contemporary issue.

ELA.IM.5.1	RF 3.3 RF 4.3 RF 5.3
HGSS.IM.1.1	Standard 3, Benchmark 3.1, 3.2, 3.3, 3.4
HGSS.IM.1.2	Standard 3, Benchmark 3.1, 3.2, 3.3, 3.4
HGSS.IM.2.1	Standard 1, Benchmark 1.1, 1.2, 1.3, 1.4
HGSS.IM.2.2	Standard 1, Benchmark 1.1, 1.2, 1.3, 1.4
HGSS.IM.3.1	Standard 2, Benchmark 2.4, 2.1, 2.2, 2.3
HGSS.IM.3.2	Standard 2, Benchmark 2.4, 2.1, 2.2, 2.3
HGSS.IM.4.1	Standard 5, Benchmark 5.1, 5.2, 5.3, 5.4
HGSS.IM.4.2	Standard 5, Benchmark 5.1, 5.2, 5.3, 5.4
HGSS.IM.5.1	Standard 4, Benchmark 4.1, 4.2, 4.3, 4.4
HGSS.IM.5.2	Standard 4, Benchmark 4.1, 4.2, 4.3, 4.4

**Humanities
Classification**

COMPETENCY

CODE

SECD

**Character Development:
Core Principles**

A successful student can:

- Interpret ethical reasoning through discussion of individual and community, assesses positive responsible action and reflects on personal involvement. SECD.IM.1.1
- Explain and demonstrate clear and consistent expectations of good character throughout all school activities and in all areas of the school. SECD.IM.1.2
- Demonstrate and practice characteristics of caring and empathic relationships with family, school and community and recognizes hurtful relationships and the impact they have on others. SECD.IM.1.3
- Demonstrate respectful communication skills, including active listening and empathy, in person and through multiple media. SECD.IM.1.4
- Differentiate between bullying, teasing and harassment by explaining how power, control, popularity, security and fear play into bullying behavior toward others. SECD.IM.1.5
- Describe the role of students in instances of bullying (bystanders, “upstanders,” students who bully, targets of bullying). SECD.IM.1.6
- Recognize and model how a bystander can be part of the problem or solution, and how certain behaviors can have unintended consequences. SECD.IM.1.7

**Responsible Decision-Making
and Problem-Solving**

- Compare and contrast safe and unsafe situations. SECD.IM.2.1
- Identify choices made and the consequences of those choices, including consequences of inappropriate behavior. SECD.IM.2.2
- Create a daily schedule of school work and activities. SECD.IM.2.3
- Identify factors that inhibit or advance the accomplishment of personal goals. SECD.IM.2.4
- Recognize how, when and who to ask for help. SECD.IM.2.5
- Identify and organize what materials are needed to be prepared for class. SECD.IM.2.6
- Apply self-regulation skills. SECD.IM.2.7
- Identify, demonstrate and analyze problem-solving processes. SECD.IM.2.8

Humanities Classification	COMPETENCY	CODE
SECD		
Personal Development:	A successful student can:	
Self-Awareness	<ul style="list-style-type: none"> • Describe behavioral responses depending on context and situation. • Identify the varying degrees of emotions one can experience in different situations and recognize reactions to emotions. • Describe, identify and practice the benefits of various personal qualities (for example, personal strengths, weaknesses, interests and abilities). • Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring). • Solicit the feedback of others and become an active listener. • Identify additional external supports (for example, friends, historical figures, media representations). 	<p>SECD.IM.3.1</p> <p>SECD.IM.3.2</p> <p>SECD.IM.3.3</p> <p>SECD.IM.3.4</p> <p>SECD.IM.3.5</p> <p>SECD.IM.3.6</p>
Self-Management	<ul style="list-style-type: none"> • Identify and develop techniques to manage emotions. • Describe cause/effect relationships and distinguish between facts and opinions. • Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism and violence). • Predict possible outcomes to behavioral choices • Develop and practice responsibility for personal hygiene. • Acknowledge and recognize responsibilities in school, home and community, including environmental. • Examine the personal impact of helping others. • Reflect on personal responses to success, challenge, failure and disappointment and understand the cause and effect of impulsive behavior. • Identify and utilize potential resources and demonstrate factors that lead to achievement of goals (for example, integrity, motivation and hard work). • Demonstrate and design an action plan for achieving, evaluating and monitoring personal, school and home goals. 	<p>SECD.IM.4.1</p> <p>SECD.IM.4.2</p> <p>SECD.IM.4.3</p> <p>SECD.IM.4.4</p> <p>SECD.IM.4.5</p> <p>SECD.IM.4.6</p> <p>SECD.IM.4.7</p> <p>SECD.IM.4.8</p> <p>SECD.IM.4.9</p> <p>SECD.IM.4.10</p>

Humanities Classification	COMPETENCY	CODE
SECD		
Social Development: Social Awareness	A successful student can: <ul style="list-style-type: none"> • Describe a range of emotions in others based on verbal and nonverbal cues in different situations. • Use “i statements” to let others know that they have heard them. • Develop strategies for building relationships, including recognizing and developing a respect for individual similarities and differences. • Demonstrate respect for the perspectives of others. 	SECD.IM.5.1 SECD.IM.5.2 SECD.IM.5.3 SECD.IM.5.4
Interpersonal Skills	<ul style="list-style-type: none"> • Describe how words, voice tone and body language communicate and impact relationships positively and negatively and respond appropriately and respectfully in social situations. • Practice refusal skills for protection in unsafe situations. • Recognize differences in communication practices in face-to-face interactions from social media interactions. • Recognize characteristics of healthy and unhealthy relationships, including the impact of peer pressure. • Demonstrate a capacity to manage actions and emotional expressions with guidance from adults. • Describe, utilize and apply conflict resolution strategies to be proactive, advocate and resolve conflict in a constructive manner. 	SECD.IM.6.1 SECD.IM.6.2 SECD.IM.6.3 SECD.IM.6.4 SECD.IM.6.5 SECD.IM.6.6

STEAM

Academic subject areas that facilitate inquiry, creation and analysis, which includes, but is not limited to, science, technology, engineering, the arts and mathematics. Arts integration enhances expression, dialogue and critical thinking.

STEAM Classification	COMPETENCY	CODE	STANDARDS
Mathematics	<p>A successful student can:</p> <ul style="list-style-type: none"> • Generate, analyze and explain numerical patterns and relationships. • Fluently add, subtract, multiply and divide multidigit numbers. • Explain and make generalizations about the patterns in a place-value system, use this understanding and the properties of operations to perform single and multidigit arithmetic, including whole numbers and decimals, and understand how concepts of area, perimeter and volume relate to multiplication and addition. • Generate, analyze and explain numerical patterns and relationships. • Demonstrate an understanding of fractions (concepts of fractional/decimal parts, estimating, equivalency, ordering) and all four operations with fractions by applying understandings of whole numbers through the use of visual models to represent and explain concepts. • Demonstrate an understanding of measurement concepts (time, length, and/or money) by constructing reasonable estimates and solving problems involving all four operations (addition, subtraction, multiplication and division). • Collect, represent and interpret data with multiple categories and solve problems using the data. 		<p>3.OA.5, 6, 4.OA.4, 4.OA.5</p> <p>3.OA.7, 4.NBT.4, 5.NBT.5</p> <p>3.OA.1, 2, 3, 4, 3.OA.7, 3.NBT.1, 2, 3, 3.MD.6, 7, 8, 9, 4.OA. 1, 2, 3, 4.NBT.1, 2, 3, 4.NBT. 4, 5, 6, 5.OA.1, 2, 5.NBT.1, 2, 3, 4, 5, 6, 7, 5.MD.3, 4, 5</p> <p>3.OA.5, 6, 4.OA.4, 4.OA.5</p> <p>3.NF.1, 2, 3, 4.NF.1, 2, 4.NF.3, 4, 5, 6, 7, 4.NF. 5.NF.1, 2, 5.NF.3, 4, 5, 6, 7</p> <p>3.MD.1, 2, 3, 3.MD.6, 7, 8, 9, 4.MD.1, 2, 3, 5.MD.1</p> <p>3.MD.4,5, 4.MD.4, 5.MD.2</p>

**STEAM
Classification**

COMPETENCY

CODE

STANDARDS

Mathematics

A successful student can:

- Create, identify and distinguish between lines, angles and shapes based on their properties and defining attributes using a coordinate plane.

- A successful student can demonstrate the ability to use the eight mathematical practices fluidly across skills and concepts, Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with Mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

3.MD.9, 3.G.1, 2,
4.G.1, 2, 3, 5.G.1,
2, 5.G.3, 4

STEAM Classification	COMPETENCY	CODE	STANDARDS
Science	A successful student can:		
Engineering Design	<ul style="list-style-type: none"> • Priority: Demonstrate proficiency with engineering skills by using the Engineering Design Process to explore and test possible solutions to a problem with limited materials and resources (constraints) and specific criteria in mind. 	SCI.IM.1.1	3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
Physical Science	<ul style="list-style-type: none"> • Priority: Explore how any type of matter can be divided into small particles too small to be seen, but still exist, and how measurements of properties can be used to identify materials, even when mixed or changed. 	SCI.PS.IM.2.1	5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4
	<ul style="list-style-type: none"> • Extended: Investigate the mixing of two or more different substances and how a new substance with different properties is formed, and when substances are heated, cooled or mixed, the total weight of the substance does not change. 	SCI.PS.IM.2.2	5-PS1-2, 5-PS1-4
	<ul style="list-style-type: none"> • Priority: Explore how forces act on objects with strength and direction and can be measured. Explore how electric and magnetic forces affect objects within contact or not in contact at all, and how the gravitational force of the earth pulls objects. 	SCI.PS.IM.2.3	3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 5-PS2-1
	<ul style="list-style-type: none"> • Priority: Explore the relationships between energy and objects, sound, light and heat. Successful students can explore the production, transference and transformation of energy. Students will explore the ways that energy and fuel are derived from natural sources and how use of that energy and fuel affect the environment. 	SCI.PS.IM.2.4	4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-PS4-2, 4-ESS3-1, 5-PS3-1
	<ul style="list-style-type: none"> • Extended: Explore the relationships between movement of water and the creation of waves. The student will investigate how digitized information is transmitted between devices and how light reflection is processed by the eye to make sense of an object. 	SCI.PS.IM.2.5	4-PS4-1, 4-PS4-2, 4-PS4-3

**STEAM
Classification**

COMPETENCY

CODE

STANDARDS

Science

A successful student can:

Life Science

- **Priority:** Explore how light reflection is processed by the eye to make sense of an object. The successful student can investigate how plants and animals use internal and external structures to aid in growth, survival, behavior and reproduction. Successful students can explore how animals use their perceptions, memories and senses to guide their actions. SCI.LS.IM.3.1 4-LS1-1, 4-LS1-2, 4-PS4-2
- **Priority:** Explore the connections between energy, the sun, plants, air, water, organisms, fungi, bacteria and decomposers. Successful students can explore the interdependence of ecosystems, the web of life, healthy organisms and the environment. SCI.LS.IM.3.2 5-LS1-1, 5-LS2-1, 5-PS3-1
- **Priority:** Explore how being part of a group helps animals obtain food, defend themselves, cope with changes and survive in a variety of habitats. Successful students can explore how fossils provide evidence about organisms and how some plants and animals are no longer found on Earth. SCI.LS.IM.3.3 3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4
- **Priority:** Explore how reproduction is essential to the continued existence of every kind of organism and how plants and animals inherit characteristics from their parents and other characteristics are the result of the environment. SCI.LS.IM.3.4 3-LS1-1, 3-LS3-1, 3-LS3-2, 3-LS4-2
- **Extended:** Explore how reproduction is essential to the continued existence of every kind of organism. Successful students can explore life cycles of plants and animals and how many characteristics are inherited from parents. Successful students can explore how species survive or do not survive and how fossils provide evidence about organisms from long ago. SCI.LS.IM.3.5 3-LS3-1, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4

Earth and Space

- **Extended:** Explore patterns of day and night, shadows and positions of the sun, moon and stars throughout a day, month and year and how these patterns are affected by orbits and rotations of the moon around Earth and the Earth around the sun. SCI.ESS.IM.4.1 5-ESS1-1, 5-ESS1-2, 5-PS2-1
- **Extended;** Explore how rock formations reveal information about the presence of Earth forces and the order in which rock layers were formed. SCI.ESS.IM.4.2 4-ESS1-1
- **Priority:** Explore how scientists use weather patterns to make predictions and how climate and rainfall help shape the land and affect the types of living things found in a region. SCI.ESS.IM.4.3 3-ESS2-1, 3-ESS2-2, 4-ESS2-1
- **Priority:** Explore how rock, soil, water, ice, air and humans interact in multiple ways to affect earth's surface materials and processes. Successful students can further explore how weather patterns are influenced by the interaction of wind and clouds with landforms. Successful students can further explore earth's salt and freshwater resources and the volcanoes and earthquake patterns and occurrences. SCI.ESS.IM.4.4 4-ESS2-1, 4-ESS2-2, 5-ESS2-1, 5-ESS2-2
- Explore how humans interact with natural hazards, natural energy and fuel resources, and how their activities in agriculture, industry and everyday life impact land, vegetation, streams, oceans, air and outer space. Successful students can explore actions that help protect earth's resources and environment. SCI.ESS.IM.4.5 3-ESS3-1, 4-ESS3-1, 4-ESS3-2, 5-ESS3-1

STEAM Classification	COMPETENCY	CODE
SECD		
Character Development: Core Principles	A successful student can:	
	<ul style="list-style-type: none"> • Interpret ethical reasoning through discussion of individual and community, assesses positive responsible action and reflects on personal involvement. 	SECD.IM.1.1
	<ul style="list-style-type: none"> • Explain and demonstrate clear and consistent expectations of good character throughout all school activities and in all areas of the school. 	SECD.IM.1.2
	<ul style="list-style-type: none"> • Demonstrate and practice characteristics of caring and empathic relationships with family, school and community and recognizes hurtful relationships and the impact they have on others. 	SECD.IM.1.3
	<ul style="list-style-type: none"> • Demonstrate respectful communication skills, including active listening and empathy, in person and through multiple media. 	SECD.IM.1.4
	<ul style="list-style-type: none"> • Differentiate between bullying, teasing and harassment by explaining how power, control, popularity, security and fear play into bullying behavior toward others. 	SECD.IM.1.5
	<ul style="list-style-type: none"> • Describe the role of students in instances of bullying (bystanders, “upstanders,” students who bully, targets of bullying). 	SECD.IM.1.6
Responsible Decision-Making and Problem-Solving	<ul style="list-style-type: none"> • Recognize and model how a bystander can be part of the problem or solution, and how certain behaviors can have unintended consequences. 	SECD.IM.1.7
	<ul style="list-style-type: none"> • Compare and contrast safe and unsafe situations. 	SECD.IM.2.1
	<ul style="list-style-type: none"> • Identify choices made and the consequences of those choices, including consequences of inappropriate behavior. 	SECD.IM.2.2
	<ul style="list-style-type: none"> • Create a daily schedule of school work and activities. 	SECD.IM.2.3
	<ul style="list-style-type: none"> • Identify factors that inhibit or advance the accomplishment of personal goals. 	SECD.IM.2.4
	<ul style="list-style-type: none"> • Recognize how, when and who to ask for help. 	SECD.IM.2.5
	<ul style="list-style-type: none"> • Identify and organize what materials are needed to be prepared for class. 	SECD.IM.2.6
	<ul style="list-style-type: none"> • Apply self-regulation skills. 	SECD.IM.2.7
<ul style="list-style-type: none"> • Identify, demonstrate and analyze problem-solving processes. 	SECD.IM.2.8	

STEAM Classification

COMPETENCY

CODE

SECD

Personal Development:

Self-Awareness

A successful student can:

- Describe behavioral responses depending on context and situation. SECD.IM.3.1
- Identify the varying degrees of emotions one can experience in different situations and recognize reactions to emotions. SECD.IM.3.2
- Describe, identify and practice the benefits of various personal qualities (for example, personal strengths, weaknesses, interests and abilities). SECD.IM.3.3
- Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring). SECD.IM.3.4
- Solicit the feedback of others and become an active listener. SECD.IM.3.5
- Identify additional external supports (for example, friends, historical figures, media representations). SECD.IM.3.6

Self-Management

- Identify and develop techniques to manage emotions. SECD.IM.4.1
- Describe cause/effect relationships and distinguish between facts and opinions. SECD.IM.4.2
- Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism and violence). SECD.IM.4.3
- Predict possible outcomes to behavioral choices SECD.IM.4.4
- Develop and practice responsibility for personal hygiene. SECD.IM.4.5
- Acknowledge and recognize responsibilities in school, home and community, including environmental. SECD.IM.4.6
- Examine the personal impact of helping others. SECD.IM.4.7
- Reflect on personal responses to success, challenge, failure and disappointment and understand the cause and effect of impulsive behavior. SECD.IM.4.8
- Identify and utilize potential resources and demonstrate factors that lead to achievement of goals (for example, integrity, motivation and hard work). SECD.IM.4.9
- Demonstrate and design an action plan for achieving, evaluating and monitoring personal, school and home goals. SECD.IM.4.10

STEAM Classification	COMPETENCY	CODE
SECD		
Social Development: Social Awareness	<p>A successful student can:</p> <ul style="list-style-type: none"> • Describe a range of emotions in others based on verbal and nonverbal cues in different situations. • Use “i statements” to let others know that they have heard them. • Develop strategies for building relationships, including recognizing and developing a respect for individual similarities and differences. • Demonstrate respect for the perspectives of others. 	<p>SECD.IM.5.1</p> <p>SECD.IM.5.2</p> <p>SECD.IM.5.3</p> <p>SECD.IM.5.4</p>
Interpersonal Skills	<ul style="list-style-type: none"> • Describe how words, voice tone and body language communicate and impact relationships positively and negatively and respond appropriately and respectfully in social situations. • Practice refusal skills for protection in unsafe situations. • Recognize differences in communication practices in face-to-face interactions from social media interactions. • Recognize characteristics of healthy and unhealthy relationships, including the impact of peer pressure. • Demonstrate a capacity to manage actions and emotional expressions with guidance from adults. • Describe, utilize and apply conflict resolution strategies to be proactive, advocate and resolve conflict in a constructive manner. 	<p>SECD.IM.6.1</p> <p>SECD.IM.6.2</p> <p>SECD.IM.6.3</p> <p>SECD.IM.6.4</p> <p>SECD.IM.6.5</p> <p>SECD.IM.6.6</p>

Specials

Specials Classification	COMPETENCY	CODE	STANDARDS
-------------------------	------------	------	-----------

Agriculture

Agriculture, Foods and Natural Resources (AFNR)

- A successful student can
- Analyze how issues, trends, technologies and public policies impact systems in the AFNR Career Cluster. AFRN.IM.1.1
 - Evaluate the nature and scope of the AFNR Career Cluster and the role of AFNR in society and the economy. AFRN.IM.2.1
 - Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces. AFRN.IM.3.1
 - Demonstrate stewardship of natural resources in AFNR activities. AFRN.IM.4.1
 - Describe career opportunities and means to achieve those opportunities in each of the AFNR Career Pathways. AFRN.IM.5.1
 - Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources. AFRN.IM.6.1

Architecture and Construction

- A successful student can:
- Use vocabulary, symbols and formulas common to architecture and construction. AC.IM.1.1
 - Use architecture and construction skills to create and manage a project. AC.IM.2.1
 - Comply with regulations and applicable codes to establish and manage a legal and safe workplace. AC.IM.3.1
 - Evaluate the nature and scope of the Architecture and Construction Career Cluster and the role of architecture and construction in society and the economy. AC.IM.4.1
 - Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships. AC.IM.5.1
 - Read, interpret and use technical drawings, documents and specifications to plan a project. AC.IM.6.1
 - Describe career opportunities and means to achieve those opportunities in each of the Architecture and Construction Career Pathways. AC.IM.7.1

Specials Classification	COMPETENCY	CODE	STANDARDS
Business Career Field: Business Management, Administration and Entrepreneurship	A successful student can <ul style="list-style-type: none"> • Recognize the impact of supply and demand on business. • List different career choices in the business field. 	BC.BMAE.IM.1.1 BC.BMAE.IM.1.2	
Finance	<ul style="list-style-type: none"> • Demonstrate the ability to use goal setting to manage personal money resources. • Investigate the importance of branding for a product or service. 	BC.F.IM.1.1 BC.M.IM.1.1	
Marketing	<ul style="list-style-type: none"> • Predict future market trends. 	BC.M.IM.1.2	
Dance	A successful student can		
	<ul style="list-style-type: none"> • Communicate learning through creative movement by applying dance skills and language to Explore, Plan and Revise learning through dance by: <ul style="list-style-type: none"> • Exploring, planning, and revising ideas. • Refining and completing ideas 	DNC.IM.1.1	
	<ul style="list-style-type: none"> • Demonstrate the ability to apply skills and understanding of how dance communicates through Expression, Embodiment and Presentation of their artistic ideas and work for presentation by: <ul style="list-style-type: none"> • Analyzing, interpreting and selecting dance works for presentation. • Realizing, developing and refining dance works for presentation. 	DNC.IM.2.1	
	<ul style="list-style-type: none"> • Respond to dance by Analyzing, Interpreting and Critiquing how artworks convey meaning by: <ul style="list-style-type: none"> • Perceiving and analyzing dance. • Interpreting intent and meaning of dance. • Applying criteria to artistic work. 	DNC.IM.2.2	
	<ul style="list-style-type: none"> • Connect personal meaning and external context to dance by Synthesizing and Relating to works of dance through and during the learning process by: <ul style="list-style-type: none"> • Synthesizing and relating knowledge and personal experience to dance. • Applying societal, cultural and historical contexts to dance ideas and artistic work. 	DNC.IM.3.1	

Specials Classification	COMPETENCY	CODE	STANDARDS
Engineering	A successful student can		
	• Use STEM concepts and processes to solve problems involving design and/or production.	ENG.IM.1.1	
	• Display and communicate STEM information.	ENG.IM.2.1	
	• Apply processes and concepts for the use of technological tools in STEM.	ENG.IM.3.1	
	• Apply the elements of the design process.	ENG.IM.4.1	
	• Apply the knowledge learned in STEM to solve problems.	ENG.IM.5.1	
	• Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.	ENG.IM.6.1	
FACS: <i>Family and Consumer Sciences (FACS)</i>	A successful student can		
Wellness	• Identify areas of conflict and ability to find a common solution.	FACS.IM.1.1	
	• Demonstrate understanding of food sourcing and healthy food selection.	FACS.IM.1.2	
	• Explain wellness is a balance of physical, social, emotional and intellectual health.	FACS.IM.1.3	
Sustainability	• Explain their personal role in practicing socially responsible practices related to use of resources (e.g. water, material goods, food, money, recycling).	FACS.IM.2.1	
Global Connectiveness	• Demonstrate ability to locate and understand sourcing of common products, including clothing, food, electronics, household items and community-owned property.	FACS.IM.3.1	
	• Discuss how others have impacted society (as in the power of one person) and how each person can impact society.	FACS.IM.3.2	
Technology	• Explore how technology will change over their life.	FACS.IM.4.1	
	• Understand how to use technology safely and appropriately to solve basic needs and make life easier.	FACS.IM.4.2	

Specials Classification	COMPETENCY	CODE	STANDARDS
Health	<p>A successful student can</p> <ul style="list-style-type: none"> • Comprehend concepts related to health promotion and disease prevention to enhance health. • Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Demonstrate the ability to access valid information, products, and services to enhance health. • Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Demonstrate the ability to use decision-making skills to enhance health. • Demonstrate the ability to use goal-setting skills to enhance health. • Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Demonstrate the ability to advocate for personal, family, and community health. 		
Information Technology: Graphic Design and Digital Communications	<p>A successful student can</p> <ul style="list-style-type: none"> • Explore the variety of uses of photos and images in media. 	IT.IM.1.1	
	<ul style="list-style-type: none"> • Use a sequence of images to convey a short story. 	IT.IM.1.2	
Computer Science	<ul style="list-style-type: none"> • With guidance, select and use a computing device to perform a variety of tasks for an intended outcome. 	IT.IM.2.1	
	<ul style="list-style-type: none"> • Create programs using a programming language that utilize sequencing, repetition, conditionals and variables to solve a problem or express ideas both independently and collaboratively. 	IT.IM.2.2	
Information Technology	<ul style="list-style-type: none"> • Identify how computing devices can be connected to extend capabilities. 	IT.IM.3.1	
	<ul style="list-style-type: none"> • Explain simple processes between hardware and software. 	IT.IM.,3.2	

Specials Classification	COMPETENCY	CODE	STANDARDS
Law, Public Safety, Corrections and Security	<p>A successful student can</p> <ul style="list-style-type: none"> • Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services. • Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment. • State the rationale for various rules and laws designed to promote safety and health in the workplace. • Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security. • Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections and Security Career Pathways. • Analyze the nature and scope of the Law, Public Safety, Corrections and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy. 	<p>LPSCS.IM.1.1</p> <p>LPSCS.IM.2.1</p> <p>LPSCS.IM.3.1</p> <p>LPSCS.IM.4.1</p> <p>LPSCS.IM.5.1</p> <p>LPSCS.IM.6.1</p>	
Manufacturing	<p>A successful student can</p> <ul style="list-style-type: none"> • Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy. • Analyze and summarize how manufacturing businesses improve performance. • Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices. • Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways. • Describe government policies and industry standards that apply to manufacturing. • Demonstrate workplace knowledge and skills common to manufacturing. 	<p>MNFR.IM.1.1</p> <p>MNFR.IM.2.1</p> <p>MNFR.IM.3.1</p> <p>MNFR.IM.4.1</p> <p>MNFR.IM.5.1</p> <p>MNFR.IM.6.1</p>	

Specials Classification	COMPETENCY	CODE	STANDARDS
Media Arts	<p>A successful student can</p> <ul style="list-style-type: none"> • Create and communicate by applying the skills and language of a specific media arts form to Conceive, Develop and Construct artistic ideas and work by: <ul style="list-style-type: none"> • Generating, conceptualizing and organizing media arts ideas. • Refining and completing media ideas. • Reflecting upon the process, refining and continuing artistic ideas. • Demonstrate the ability to apply the skills and understanding of how the media arts communicate through their Integration, Practice and Presentation of their artistic ideas and work by: <ul style="list-style-type: none"> • Analyzing, interpreting, and selecting artistic works for presentation. • Realizing, developing and refining artistic works for presentation. • Respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning by: <ul style="list-style-type: none"> • Perceiving and analyzing the media. • Interpreting intent and meaning of media artworks. • Applying criteria to evaluating media artworks. 	MA.IM.1.1	
		MA.IM.2.1	
		MA.IM.3.1	

SPECIALS COMPETENCIES

Specials Classification

COMPETENCY

CODE

STANDARDS

Music

A successful student can

- Create and communicate by applying the skills and language of music to Imagine, Plan and Make musical ideas and work by:
 - Generating, developing and organizing musical ideas.MSC.IM.1.1
- Create by applying the skills and language of music to Evaluate, Refine and Present musical ideas and work by:
 - Reflecting upon and refining musical ideas and work.
 - Presenting original musical ideas and work.MSC.IM.2.1
- Demonstrate the ability to apply skills and effectively communicate musical ideas and work through Selection, Analysis and Interpretation by:
 - Selecting musical works based on interest, knowledge, technical skill and context.
 - Analyzing the structure and context of musical works.
 - Developing personal interpretations of musical works.MSC.IM.3.1
- Demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining and Performing musical works by:
 - Evaluating and refining personal and ensemble performances.
 - Performing expressively and accurately with appropriate interpretation.MSC.IM.4.1
- Respond to music by Selecting, Analyzing, Interpreting and Evaluating how music conveys meaning by:
 - Selecting musical works for a variety of purposes.
 - Perceiving and analyzing musical works.
 - Interpreting intent and meaning of musical works., Applying criteria to evaluating musical works.MSC.IM.5.1
- Connect personal meaning and external context to music through and during the music learning process by:
 - Synthesizing and relating knowledge and personal experience to musical ideas and work.
 - Applying societal, cultural and historical contexts to musical ideas and work.MSC.IM.6.1

Specials Classification	COMPETENCY	CODE	STANDARDS
Physical Education:	A successful student can:		
Locomotor	<ul style="list-style-type: none"> Demonstrate and combine mature patterns of locomotor skills in games involving skills with execution to a target. 	PE.IM.1.1	S1.E1
	<ul style="list-style-type: none"> Demonstrate a variety of rhythmic movements using both sides of the body and crossing the midline while following the correct steps or pattern with a leader. 	PE.IM.1.2	S1.E5
Manipulatives	<ul style="list-style-type: none"> Throw an object overhand, demonstrating a mature motor pattern towards a moving target and catch an object demonstrating a mature motor pattern at a variety of levels/ heights or distances. 	PE.IM.2.1	S1.E13, S1.E14, S1.E16
	<ul style="list-style-type: none"> Jump rope, demonstrating a mature motor pattern while performing intermediate skills and attempt advanced skills with short rope and/or uses equipment while jumping long rope. 	PE.IM.2.2	S1.E27
	<ul style="list-style-type: none"> Strike an object, demonstrating a mature motor pattern with a short- or long-handled implement and volley an object using a two-hand pattern sending it upward to a target and volley an object demonstrating a mature motor pattern in a small group. 	PE.IM.2.3	S1.E34, S1.E25, S1.E22
	<ul style="list-style-type: none"> Kick a moving object, demonstrating a mature motor pattern with control toward a target with increased accuracy and dribble with feet demonstrating a mature motor pattern while changing speeds and directions. 	PE.IM.2.4	S1.E21, S1.E22
	<ul style="list-style-type: none"> Dribble with hands, demonstrating a mature motor pattern while changing speeds and directions. 	PE.IM.2.5	S1.E17
Applies Knowledge	<ul style="list-style-type: none"> Demonstrate body control while on offense and defense. 	PE.IM.3.1	S2.E1
	<ul style="list-style-type: none"> Combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. 	PE.IM.3.2	S2.E2
	<ul style="list-style-type: none"> Apply movement concepts to strategy in game situations and apply the concepts of direction and force to strike an object with a long-handled implement. 	PE.IM.3.3	S2.E3
	<ul style="list-style-type: none"> Apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks and basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. Recognizes the type of throw, volley or striking action needed for different games and sports situations. 	PE.IM.3.4	S2.E4
Knowledge and Skills	<ul style="list-style-type: none"> Actively engage in all the activities of physical education, differentiates between Skill-Related and Health-Related Fitness and identify the need for warm-up and cool-down relative to various physical activities. 	PE.IM.4.1	S3.E1, S3.E2, S3.E3
	<ul style="list-style-type: none"> Analyze results of fitness assessment (prepost), comparing results with fitness components for good health. 	PE.IM.4.2	S3.E5
	<ul style="list-style-type: none"> Analyze the impact of food choices relative to physical activity, sports and personal health. 	PE.IM.4.3	S3.E6

Specials Classification	COMPETENCY	CODE	STANDARDS
<p>Physical Education:</p> <p>Responsibility and Value of Physical Activity</p>	<p>A successful student can:</p> <ul style="list-style-type: none"> • Demonstrate respectful attitude and conflict resolution skills while participating in activities. • Identify and discuss the benefits of good sportsmanship: <ul style="list-style-type: none"> • Identifies the results of bad sportsmanship. • Describes the personal benefits gained through lifelong participation in physical activity. 	<p>PE.IM.5.1</p> <p>PE.IM.5.2</p>	<p>S4.E1.3, S4.E1.4, S4.E1.5</p> <p>S5.E1.3, S5.E1.4, S5.E1.5</p>
<p>Theatre</p>	<p>A successful student can:</p> <ul style="list-style-type: none"> • Create and communicate by applying the skills and language of theatre through Envisioning, Conceptualizing, Developing and Rehearsing artistic ideas and work by: <ul style="list-style-type: none"> • Envisioning, conceptualizing and organizing artistic ideas. • Refining and completing artistic ideas. • Demonstrate the ability to apply the skills and understanding of how Theatre communicates through Selection, Preparation, Sharing and Presentation of their artistic ideas and work by: <ul style="list-style-type: none"> • Reflecting, interpreting and selecting artistic works for presentation. • Realizing, developing and refining artistic works for presentation. • A successful student can respond to theatre by Reflecting, Interpreting and Evaluating how productions convey meaning by: <ul style="list-style-type: none"> • Perceiving and evaluating theatrical work. • Interpreting intent and meaning of theatrical work. • Applying criteria when evaluating theatrical work. • Connect personal meaning and external context to theatre by Empathizing, Interrelating and Researching works: <ul style="list-style-type: none"> • Synthesizing and relating knowledge and personal experience to artistic ideas and artistic work. • Applying societal, cultural and historical contexts to artistic ideas and artistic work. 	<p>THR.IM.1.1</p> <p>THR.IM.2.1</p> <p>THR.IM.3.1</p> <p>THR.IM.4.1</p>	

Specials Classification	COMPETENCY	CODE	STANDARDS
Transportation	<p>A successful student can:</p> <ul style="list-style-type: none"> • Describe the nature and scope of the Transportation, Distribution and Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy. • Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems. • Describe the key operational activities required of successful transportation, distribution and logistics facilities. • Identify governmental policies and procedures for transportation, distribution and logistics facilities. • Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health. • Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution and Logistics Career Pathways. 	<p>TRAN.IM.1.1</p> <p>TRAN.IM.2.1</p> <p>TRAN.IM.3.1</p> <p>TRAN.IM.4.1</p> <p>TRAN.IM.5.1</p> <p>TRAN.IM.6.1</p>	

SPECIALS COMPETENCIES

Specials Classification

COMPETENCY

CODE

STANDARDS

Visual Arts

A successful student can:

- Create and communicate by applying the skills and language of a specific visual arts form to Investigate, Plan and Make artistic ideas and work by:

 - Generating, conceptualizing, and organizing artistic ideas.
 - Refining and completing artistic ideas.

VA.IM.1.1

- Create by applying the skills and language of a specific visual arts form to Reflect, Refine and Continue with artistic ideas and work by:

 - Reflecting upon the process, refining and continuing artistic ideas.

VA.IM.2.1

- Demonstrate the ability to apply the skills and understanding of how the visual arts communicate through their Selection, Analyzation and Sharing of their artistic ideas and work for presentation by:

 - Analyzing, interpreting, and selecting artistic works for presentation.
 - Realizing, developing, and refining artistic works for presentation.

VA.IM.3.1

- Respond to the visual arts by Perceiving, Analyzing and Interpreting how artworks convey meaning by:

 - Perceiving and analyzing artistic work., Interpreting intent and meaning of artistic work.
 - Applying criteria to artistic work.

VA.IM.4.1

- Connect personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing and Interpreting to works of art through and during the art-making process by:

 - Synthesizing and relating knowledge and personal experience to artistic ideas and artistic work.
 - Applying societal, cultural, and historical contexts to artistic ideas and artistic work.

VA.IM.5.1

Special Education

In general, it is expected that children with exceptionalities will achieve these competencies with the support of special education services, related services and supplementary aids and services specified in an Individualized Education Program (IEP) or 504 Plan. In addition, IEP teams have authority to modify curriculum and to set educational goals to enable children with exceptionalities to make appropriate educational progress in light of each child's unique circumstances. The modified curriculum and educational goals set by an IEP team for an individual child with an exceptionality might be different than the outcomes expected of other students. When, and to the extent, educational goals specified in an IEP are different than the competencies described in this document, the successful student can achieve the educational goals specified in their IEP.

Students in Special Education and the Competencies

Navigating Change: Kansas' Guide to Learning and School Safety Operations (2020) is designed to lead the way we meet students' needs by allowing students to demonstrate mastery of their learning in a variety of ways. Therefore, all students in Special Education will access core grade-band competencies.

Students in Special Education need to be able to access instruction that will prepare them to meet grade-level competencies. Access to core content (Tier 1) is a priority so learning gaps do not widen. To address skill deficits needed to access core content (Tier 1), some students will also require additional support through specially-designed instruction and/or a tiered system of support.

Kansas Multi-Tiered System of Supports and Alignment (2015) is an evidenced-based framework used in Kansas schools for organizing and providing a tiered instructional continuum to support learning for all students, including students with exceptionalities. Kansas MTSS and Alignment supports access to core instruction for all students with differentiated instruction as needed to enable every learner to achieve high standards. Tiered interventions, in addition to core instruction, are recommended when it is necessary to address skill deficits or to support a child in reaching higher levels of accomplishment. We

contend all students are general education students, including students with the most significant cognitive exceptionalities

Furthermore, students should not be hindered in learning grade-band content. For example, a student who has learning gaps either due to their exceptionality and/or lack of exposure will not be limited solely to the attainment of prerequisite skills. Therefore, high-quality instruction, accommodations, and modifications should provide the differentiation needed for students to access this grade-level content. High-quality instruction involves a scaffold or strategy to access or attach new learning. High-quality instruction does not repeatedly focus on the same skill, lesson content or information introduced in the general education classroom. Additionally, students who are gifted should not be held to only learning grade-band content. Students who are gifted should be supported through high-quality instruction, accommodations and modifications to provide the differentiation needed for students to achieve higher levels of accomplishment. The IEP Team of a child who is gifted may specify in the child's IEP that they are permitted to test out of, or work at an individual rate, and receive credit for required or prerequisite courses, or both, at all grade levels (K.A.R. § 91-40-3 (g)). A

child who is gifted may also receive credit for college study at the college or high school level, or both (K.A.R. § 91-40-3(H)).

Moreover, standards guide the goals for Individualized Education Programs (IEPs). IEP goals require specially designed instruction to address the learning gap and advance the student's current level of functioning or for students who are gifted, to address the unique needs of the child that result from the child's giftedness, including supporting the child in achieving higher levels of accomplishment. Therefore, Special Education goals should not replace the grade-level curriculum taught in the general education classroom.

Some students will require accommodations in order to demonstrate mastery of the competencies. Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content. Accommodations may be embedded (digitally-provided) or nonembedded (locally provided). These are generally available for students for whom there is a documented need on an IEP, Section 504 plan or Individual Learning Plan (ILP) Accommodations should be individualized for each student; more does not equate to better. Some examples are listed in Table 1.

Table 1: Common Accommodations and Categories

Common Accommodations	CATEGORIES
Provide Access to Grade-Level Content	<ul style="list-style-type: none"> • Human reader • Text to speech/digital text (eg., Kansas Infitext) • Speech to text • Provide smaller numbers in math with grade level skills • Build background knowledge • Provide manipulatives (number line, two color chips, base ten blocks, etc.) • Use of facts charts, formulas or word banks to facilitate processing • Reducing auditory and visual background (increase white space, highlight key concepts) • Provide note taking assistance or notes (provide outline, cloze notes, etc.) • Orally assess understanding
Adjust Level of Material	<ul style="list-style-type: none"> • Reduce complexity to student's ability level (text, vocabulary, sentence structure, questions, simplify directions, etc.)
Provide Tools for Organization of Information	<ul style="list-style-type: none"> • Organize information presented, such as provide a detailed model to follow during multiple-step procedures (e.g., task schedule, process, prewriting, graphic organizer, etc.) • Provide digital and non-digital tools to facilitate student organization • Use graph paper, paper with vertical lines or raised-line paper for alignment of problems
Provide More Opportunities for Practice/Exposure	<ul style="list-style-type: none"> • Multiple exposures until mastery • Front load prerequisite information • Code text to enhance background knowledge • Provide questions or cues to student in advance • Reinforce directions (students repeat, number list for multiple steps, etc.) • Additional time for verbal response, assignments, and assessments • Allow for processing with peers before production • Consistent, distributed practice with vocabulary (academic vocab, Tier 2 vocabulary words) • Small group instruction • Text sets (multiple pieces of text on same topic to deepen understanding)
Focus information to key Information/Skills	<ul style="list-style-type: none"> • Chunk assignments/assessments • Highlight or emphasize critical information • Eliminate repetitive practice when mastery is shown • Reduce volume of writing and copying in favor of quality • Reduce number of choices on multiple choice assessments • Spelling is not penalized
Vary and Pair Modalities when Presenting Information	<ul style="list-style-type: none"> • Pair visual, auditory, and tactile cues • Orally assess understanding • Offer student voice and choice (Visual, Auditory, Kinesthetic/Tactile)

Detailed information about the use of accommodations for instruction and assessment of all students can be found in the How to Select, Administer and Evaluate Use of Accommodations for Instruction and Assessment of all Students (2020) guidance document located at <https://www.ksdetasn.org/resources/2283>

One way to ensure students have access to core (Tier 1) content is to intentionally create a plan for differentiating the content to meet the student's needs. The National Center on Intensive Intervention has created a planning template built on the seven dimensions of intervention intensity (https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.pdf).

This template assists with planning and documenting the dimensions of intervention for small groups and individual students. The Taxonomy of Intervention Intensity (2017) developed by the National Center on Intensive Intervention identified seven dimensions that support educators in evaluating and building intervention intensity: strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and individualization (<https://intensiveintervention.org/taxonomy-intervention-intensity>).

It is important to recognize students who receive Special Education Services and Supports have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content areas (Tier 1) with individualized accommodations, modifications, and supports make it possible for them to do so.

Students Who Have the Most Significant Cognitive Exceptionalities

All students are taught academic content for their enrolled grade level. Students who have the most significant cognitive exceptionalities mostly take the alternate assessments and may need content aligned to alternate academic achievement standards. These standards are aligned with the general education content standards with reduced depth, breadth and complexity. Competencies for this population are the same as for students following the general education curriculum. However, the learning targets and measurement tables for this population align to the alternate academic achievement standards.

Students who have the most significant cognitive exceptionalities, who are eligible for an alternate assessment, work from the alternate academic achievement standards. The DLM Essential Elements (2020) allow students access to instruction aligned to grade level academic content. Goals and instruction listed in the IEP for these students are linked to the enrolled grade level DLM Essential Elements (2020). Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. Students who demonstrate mastery of level 3 or 4 competencies may not be appropriately challenged when working from the Essential Elements. Providing a continuum between the level 4 skill on the Essential Elements Competency Rubric and the level 1 skill on the Competency Rubric (2019)

for each grade band will assist those students in the transition to the Kansas competencies/state standards.

Students who have a most significant cognitive exceptionality must have access to grade-level academic standards. This can be accomplished through the Kansas MTSS Alignment for all students. In this delivery system, supplemental special education supports simplify, magnify, and modify what is taught in the general education classroom. For students receiving Tier 1 support with their general education peers, the instruction should be focused on priority learning targets. Navigating Change: Kansas Guide to Learning and School Safety Operations (2020) has identified the primary or essential learning targets in the Competency Rubrics. The Essential Elements Competency Rubrics (2017) provide learning targets aligned to the Essential Elements. While the learning targets differ in depth, breadth, and complexity, the overarching competencies remain the same. Using the identified primary learning targets, students who have a most significant cognitive exceptionality can be educated in an inclusive environment during core (Tier 1) instruction. Tier 2 and Tier 3 instruction should focus on providing the additional instruction essential for closing the gap for students. Instruction could be delivered in homogenous small groups or in some cases, individualized instruction, as intensity of need increases.

References

- Kansas State Department of Education. (2020). How to select, administer and evaluate use of accommodations for instruction and assessment of all students. <https://www.ksdetasn.org/resources/2283>
- Kansas State Department of Education. (2019). Essential Elements by Linkage Level Data. <https://www.ksde.org/Portals/0/SES/DLM/KSDE-EE-LinkageLevels3-10.pdf>
- Kansas State Department of Education. (2015). Kansas multi-system of support and alignment. <https://www.ksdetasn.org/mtss>
- Kansas State Department of Education. (2015). Navigating change 2020: Kansas guide to competency-based learning and school safety operations. <https://www.ksdetasn.org/tasn/kansas-continuous-learning-2020-resources>
- National Center on Intensive Interventions. (2017). Intervention plan (for small groups or individual students), American Institute of Research. https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.pdf
- National Center on Intensive Interventions. (2017). Taxonomy of intervention intensity: Academics, American Institute of Research. <https://intensiveintervention.org/taxonomy-intervention-intensity>
- Dynamic Learning Maps Alternative Assessment Consortium. (2020). Dynamic learning maps alternative assessment, The University of Kansas. <https://dynamiclearningmaps.org/>

Library Media

School Librarian

“School librarians fulfill five important roles: instructional partner, teacher, leader, information specialist, and program administrator, all of which highlight the profession’s skill at building relationships and creating an inclusive school culture” (AASL, 2020, para. 1). School librarians are prepared as teaching partners who serve as instructional librarians in all subject areas. They dovetail with classroom teachers to strengthen and support literacy in all of its many facets. In online and face-to-face learning environments and across grade levels, school librarians teach students to demonstrate measurable academic, cognitive, and technology skills associated with learning about the value of information in various contexts and formats, research as inquiry, scholarly conversation, and searching as strategic exploration going beyond simple Google searches. School librarians are prepared to recommend and make accessible high quality digital and print teaching materials. As teaching partners, school librarians ensure that students have learning experiences, building each year on prior learning, that will prepare them now and in their future civic involvement, jobs, college, and careers to be effective and efficient users of information. School librarians as Kansas licensed teachers are active participants in continuous improvement processes in their school districts.

References

- American Association of School Librarians, 2020, Pandemic Resources for School Librarians. Document ID: 99ec732a-b7ce-4a8d-a12c-7a603c528d15. Retrieved from <http://www.ala.org/aasl/about/pandemic>
- American Association of School Librarians, 2018, Standards Framework for Learners. Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf>
- Association of College and Research Libraries, 2016, Framework for Information Literacy in Higher Education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>
- Kansas State Department of Education, 2019, Kansas Education Systems Accreditation Guidance 2019-2020. Retrieved from <https://www.ksde.org/Portals/0/TLA/Accreditation/KESA%20Guidance.pdf>
- Kansas State Department of Education, 2016, Kansas Library and Technology Curricular Standards. Retrieved from <https://www.ksde.org/LinkClick.aspx?fileticket=9IEAE56aAc0%3d&tabid=476&portalid=0&mid=3268>

Standards available upon request.

Library Media Classification	COMPETENCY	CODE
Information Value	<p>A successful student can:</p> <ul style="list-style-type: none"> Identify different types of resources and their uses for varied information needs, personal interests, and purposes and make connections among those materials. Analyze elements of a story and characteristics of different genres. 	<p>G51.1 G5 1.2 G5 1.5 G5 1.6 G5 1.7 G5 1.9</p>
Information as Exploration	<p>A successful student can:</p> <ul style="list-style-type: none"> Identify and use appropriate search terms based on need. Access and utilize information to answer questions. 	<p>G5 2.2 G5 2.3 G5 2.4</p>
Information Research and Inquiry	<p>A successful student can:</p> <ul style="list-style-type: none"> Utilize an appropriate research model to determine the need for and produce information on a given topic through the use of a variety of sources. Refine questions as information needs change. 	<p>G5 3.1 G5 3.4 G5 3.5 G5 5.1 G5 5.2</p>
Information Authority	<p>A successful student can:</p> <ul style="list-style-type: none"> Select and evaluate appropriate resources based on knowledge of currency, credibility, accuracy and relevance. Define or give examples of plagiarism and intellectual freedom. 	<p>G5 4.1 G5 4.2 G5 4.4 G5 6.5 G5 6.6</p>

Library Media Classification	COMPETENCY	CODE
Information Format	<p>A successful student can:</p> <ul style="list-style-type: none"> • Organize, synthesize, and present information to express new understandings from a variety of sources. • Apply internet safety precautions. 	<p>G5 5.2 G5 5.3 G5 5.5 G5 5.6</p>
Information as Conversation	<p>A successful student can:</p> <ul style="list-style-type: none"> • Discuss and respond respectfully to the point of views and ideas of others, changing ideas when appropriate, and acknowledge the contribution of others to the conversation. • Summarize and paraphrase with assistance and create a basic bibliography. 	<p>G5 6.1 G5 6.2 G5 6.3 G5 6.4</p>

Grade Band 3-5



Assessment

This section of the guidance document seeks to support educators as they consider ways to develop, refine and/or implement a comprehensive, balanced and cohesive approach to meaningfully assess student learning in a competency-based model. When thinking about mastery, a multiple-measures approach can be useful and may include a variety of assessments, ranging from the use of rubrics that focus on the depth of a student's understanding to nationally normed assessments by age and/or ability to state accountability assessment systems. What follows as guidance to consider may be best conceptualized by thinking of it from the perspective of assessing student learning.

Performance-Based Assessment and the Use of Rubrics

- **Continuity and Comprehensive Approach:** The grade-band teams from Phase I of this project developed both the competencies and a set of performance-based “I can ...” rubrics.
 - SECD, specials, electives and CTE are also included for your consideration and inclusion in assessing broader STEAM and Humanities competencies.
- **Interpretation of Performance Levels:** These rubrics contain four performance levels that include “I can ...” statements that intend to reflect the various stages of what students know and are able to do through progressive depths of each competency. Ideally, students move to and through each of the levels from left to right, but this may take place at different times for each student. Webb’s Depth of Knowledge (DOK) is included as a familiar reference to help support the development of instruction in a leveled manner.
 - **Level 1** may be thought of as introducing or beginning/DOK: Recall and Reproduce
 - **Level 2** may be thought of as developing or emerging/DOK: Application and Reasoning
 - **Level 3** may be thought of as demonstrating or creating/DOK: Strategic Thinking
 - **Level 4** may be thought of as extending or enriching/DOK: Extended Thinking

NOTE: Levels 1-4 are not intended to predict Kansas State Assessment scores.

Levels Explanation

Webb's Depth of Knowledge: Use to Align "A successful student can ..." Statements to Appropriate Performance Level

Performance Level	I can ...
Level 1	<p>Recall and Reproduction</p> <ul style="list-style-type: none"> Recall a fact, term, definition, principle or concept; perform a simple procedure. Items typically specify what the student is to do, which is often to carry out some procedure that can be performed mechanically. Recall of a fact, information, definition, term or performance of a process or procedure.
Level 2	<p>Basic Application of Skills and Concepts</p> <ul style="list-style-type: none"> Apply conceptual knowledge: <ul style="list-style-type: none"> Use provided information to select appropriate procedures for a task. Perform two or more steps with decision points along the way. Solve routine problems; organize or display data. Interpret or use simple graphs. Items require students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step. Includes the engagement of some mental processing beyond recalling or reproducing a response.
Level 3	<p>Strategic Thinking</p> <ul style="list-style-type: none"> Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex or nonroutine problems; interpret information and provide justification when more than one approach is possible. Items require students to justify the responses they give and may have more than one possible answer. Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands are complex and abstract.
Level 4	<p>Extended Thinking</p> <ul style="list-style-type: none"> Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources. Items require students to bring together skill and knowledge from various domains. Due to the complexity of cognitive demand, this level often requires an extended period to answer. A DOK 4 is first a DOK 3 with added connections. Requires high cognitive demand and is very complex. Students are expected to make connections and relate ideas within the content or among areas - and have to select or devise one approach among many alternatives on how the situation can be solved.

THIS IS THE TARGET

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FACS	Family and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology

LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

ELA

Writing:

A successful student can communicate their opinions in writing and give reasons and information to support their point of view.

ELA		Writing			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can determine the difference between fact and opinion.	I can determine the difference between fact and opinion in independent sentences.	I can determine the difference between fact and opinion in a written piece.	I can determine the difference between fact and opinion and extend these in my written work.	W.3.1,W.4.1,W.5.1	
I can write an opinion topic sentence.	I can write an opinion topic sentence with one supporting detail and/or reason.	I can write an opinion piece, supporting my point of view with reasons and information.	I can write an opinion piece supporting my point of view, reasons and information with credible sources as references.		
I can write a topic sentence supporting an opinion.	I can introduce a topic by stating an opinion.	I can clearly introduce a topic by stating an opinion that has a clear introduction and is well organized.	I can clearly introduce a topic organizing the topic with clear reasons and relevant evidence.		
I can provide reasons to support an opinion.	I can support an opinion with supporting details using words and phrases.	I can support an opinion with clear supporting details by using words, phrases and clauses.	I can support an opinion with clear transitions and a formal style that uses phrases and clauses to clarify relationships.		
I can write a concluding statement.	I can support an opinion with supporting details using words and phrases.	I can provide a concluding statement related to stated opinion.	I can maintain a formal style of writing that supports the claims of the opinion.		
English Learner (EL)					
A successful level 1 EL student can write simple words, copied or adapted from a model with guidance and support.	A successful level 2 EL student can write simple sentence patterns with guidance and support.	A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions with some guidance and support.	A successful level 4 EL student can produce writing that includes organization with a developing range of sentence patterns, conventions and vocabulary with minimal guidance and support.	Writing Standard 4, grades 3 and 4	

A successful student can write to inform/explain and express themselves clearly.

ELA		Writing			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can create a written piece that has a topic with supporting details.	I can create a written piece that has a topic with supporting details.	I can create a written piece by developing a topic with facts and concrete details.	I can create a written piece that supports the topic with facts, definitions and concrete details.	W.3.2, W.4.2, W.5.2	
I can use linking words to connect ideas in written work.	I can create a written piece that links ideas using words and phrases.	I can create a written piece that links ideas and information using words, phrases, and clauses.	I can create a written piece that uses appropriate transitions to clarify ideas.		
I can create a written piece that connects ideas on a topic.	I can create a written piece with precise language to explain a topic.	I can create a written piece with precise language and vocabulary to inform or explain about the topic.	I can create a written piece with precise language and domain specific vocabulary to explain the topic.		
I can create a written piece that provides a concluding statement.	I can create a written piece that provides a concluding statement on the information presented.	I can create a written piece that provides a concluding statement related to the information presented.	I can create a written piece with a concluding statement within a section that follows the information presented.		
EL					
A successful level 1 EL student can write simple words, copied or adapted from a model with guidance and support.	A successful level 2 EL student can write simple sentence patterns with guidance and support.	A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions with some guidance and support.	A successful level 4 EL student can produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	Writing Standard 4, grade 5	

A successful student can narrate real or imagined events by describing details and in a clear sequence.

ELA		Writing		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can create a written piece to narrate a real or imagined event using descriptive details and a clear sequence.	I can create a written piece to narrate a real or imagined event using descriptive details and a clear sequence.	I can create a written piece to narrate a real or imagined event using descriptive details and a clear sequence.	I can compose an engaging narrative to recount real or imagined events when needing to motivate, educate, or entertain the reader.	W.3.3, W.4.3, W.5.3
I can introduce the narrator and/or characters.	I can introduce the narrator and/or characters.	I can orient the reader by introducing the narrator and/or characters.	I can orient and engage the reader by conveying information about well-developed characters or narrator.	
I can use dialogue and describe actions, thoughts, and feelings of characters to show their response to situations.	I can use dialogue and describe actions, thoughts, and feelings of characters to show their response to situations.	I can use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	I can use narrative techniques such as dialogue, description, and pacing to portray well-developed characters that captivate readers' attention and interest.	
I can use temporal words and phrases to signal event order in a narrative.	I can use a variety of transitional words and phrases to signal sequence of events.	I can use a variety of transitional words and phrases to signal sequence of events.	I can combine ideas and indicate passage of time using transitional words and phrases.	
I can write to provide a sense of closure in a narrative piece.	I can convey events and experiences with precision by using concrete words and phrases and using sensory details.	I can convey events and experiences with precision by using concrete words and phrases and using sensory details.	I can maintain reader engagement by providing precision, being concrete, and using sensory details.	
	I can write to provide a sense of closure in a narrative piece.	I write to provide a sense of closure in a narrative piece.	I can establish closure for the reader.	

ELA		Writing		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
EL - Writing Standard 4, grade 5				
A successful level 1 EL student can write simple words, copied or adapted from a model with guidance and support.	A successful level 2 EL student can write simple sentence patterns with guidance and support.	A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions with some guidance and support.	A successful level 4 EL student can produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	

Speaking and Listening

A successful student can engage effectively in discussions with diverse partners.

ELA		Speaking and Listening			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
I can engage in discussions (one-on-one, in groups, and teacher led) with diverse partners on grade three topics and texts.	I can engage in discussions (one-on-one, in groups, and teacher led) with diverse partners on grade four topics and texts.	I can engage in discussions (one-on-one, in groups, and teacher led) with diverse partners on grade five topics and texts.	I can integrate interpersonal, intrapersonal, and cognitive skills to effectively collaborate in conversations with diverse partners.	SL 3.1, SL 4.1, SL 5.1	
I can express ideas clearly and build on others' ideas.	I can express ideas clearly and build on others' ideas.	I can express ideas clearly and build on others' ideas.	I can build on to or respectfully challenge another's viewpoint.		
I can prepare for discussions by reading or studying required material.	I can prepare for discussions by reading and studying required material.	I can prepare for discussions by organizing my time by reading or studying required material prior to group work.	I can organize tasks and manage time to ensure that I am prepared for discussions by reading and studying the reading material.		
I can use information from the reading and other information that I know to explore the ideas being discussed.	I can follow agreed upon rules for discussions.	I can follow agreed-upon rules for discussions and carry out assigned roles.	I can use self- and social-awareness to productively and effectively engage in conversations.		
I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I can pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I can request and give clarification and elaboration and build on to or challenge another's idea.		
I can ask questions to check my understanding of information presented, stay on topic, and link my comments to the remarks of others.	I can review the key ideas expressed in light of the discussion.	I can review the key ideas expressed and explain my own ideas and understanding in light of the discussion.	I can deduce new understanding by synthesizing a discussion.		

ELA		Speaking and Listening		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
EL				
A successful EL level 1 student can nod for "yes" and "no", draw, and point. This student has minimal comprehension and can remain in the silent period absorbing surroundings.	A successful EL level 2 student can produce one or two word responses or a simple sentence. This student has limited comprehension.	A successful level 3 EL student can follow rules for discussions, participate in dialogue and express ideas, with the help of sentence stems, word banks, etc.	A successful level 4 EL student can engage in conversations (one-on-one, in groups, and teacher-led). They can build on the ideas of others; follow the rules of discussion; ask questions for clarification; and make comments that contribute to the conversation.	Speaking and Listening Standard 1, grades 3 and 4

EXTENDED: A successful student can speak clearly and understandably; in an organized manner; and give pertinent details while orally reporting on a topic, telling a story, or sharing about an experience.

ELA				
Speaking and Listening				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can report on a topic in an organized manner.	I can report on a topic or text, tell a story or recount an experience in an organized manner.	I can develop a logical argument on a topic or text in an organized manner.	I can synthesize a logical argument on a topic or text in an organized manner.	SL.4.4
I can focus on details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.	I can use appropriate facts and relevant, descriptive details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.	I can cite facts and descriptive details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.	I can cite facts in a logical sequence and add descriptive details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.	
I can speak clearly when speaking for a variety of purposes.	I can speak clearly at an understandable pace when speaking for a variety of purposes.	I can speak using appropriate volume, enunciation and rate for a variety of purposes.	I can incorporate common public speaking norms when speaking for a variety of purposes.	
EL				
A successful level 1 EL student can draw or point to pictures to describe familiar people, places, things and/or events or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one/two words or phrases to give a presentation or to give with a partner in a presentation.	A successful level 3 EL student can produce complete sentences with some organization, details and reasoning present.	A successful level 4 EL student can report on a topic or text, tell a story, or recount an experience in an organized manner, using some facts and details to support main ideas or themes; speaking clearly at an understandable pace	Speaking and Listening Standard 4, grade 4

Reading Literature

A successful student can ask and answer questions, draw inferences and refer to details and examples in a text to demonstrate understanding of the text.

ELA				
Reading Literature				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can ask and answer questions to demonstrate understanding of text.	I can refer to details in a text to ask and answer key detail questions.	I can quote accurately when explaining what the text says explicitly.	I can evaluate quotes accurately when defending a text.	
I can explicitly refer to text for answers to better understand the text.	I can identify the location of an answer in text.	I can draw inferences in a text using background knowledge and the text.	I can cite text evidence to draw inferences and analyze a text.	
I can construct questions about text using who, what, when, where, and why questions.	I can use text and text features to ask and answer key detail questions.	I can refer to the details of text when making inferences.	I can cite specific textual evidence when writing or speaking to support conclusion drawn from text.	
EL				
A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.	A successful level 2 EL student can ask or answer a who, what, when, where text-dependent question by locating or giving a detail from a simple text.	A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.	A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence. In 4th grade, the student can also answer implicit text dependent questions by citing specific textual evidence	Speaking and Listening Standard 4, grade 4

A successful student can determine the central message, moral or theme and be able to form a summary of the text.

ELA				
Reading Literature				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recount stories using pictures, photographs or illustrations to answer questions.	I can describe the theme of a story, drama or poem using details from text.	I can determine theme of story, drama or poem using key details from the text.	I can analyze the theme of a story, drama or poem using key details from the text.	RL 3.2, RL 4.2, RL 5.2
I can state how characters in a story or drama respond to challenges or how a poem reflects a topic.	I can explain how characters in a story or drama respond to challenges or how a poem reflects a topic.	I can distinguish how characters in a story or drama respond to challenges or how a poem reflects a topic.	I can assess how characters in a story or drama respond to challenges or how a poem reflects a topic.	
I can recount key details of text.	I can construct the key details of text.	I can summarize key details of text.	I can analyze key details from text.	
I can recount key details of text.	I can work with peers or independently to determine important key details for a summary.	I can select the key details in text to create a summary.	I can analyze how key details impact the central idea of text.	
EL				
A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.	A successful level 2 EL student can answer a text-dependent who, what, when, where, or why question by locating and/or give a detail or a logical conclusion from a simple text.	A successful level 3 EL student can answer explicit text-dependent who, what, when, where, why, and how questions by identifying details and/or logical conclusions in a text.	A successful level 4 EL student can answer various explicit and implicit text-dependent questions by providing textual evidence.	Reading Standard 1, grade 5

A successful student can compare and contrast the point of view of narrators or speakers in a text and its impact on the text.

ELA		Reading Literature			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can distinguish the author's point of view from my own in literature.	I can compare and contrast two perspectives from the same event or topic in literature.	I can describe how point of view influences the description of events in literature.	I can analyze point of view and its impact on text in literature.	RL 4.6, RL 5.6	
I can understand what impacts point of view in literature.	I can explain how the point of view affects perspective of the topic or event in literature.	I can understand what impacts point of view in literature.	I can explain how point of view is developed in literature.		
I can compare and contrast my point of view from the author's point of view in literature.	I can explain why the author wrote a text.	I can infer the author's reason for writing a text.	I can explain how the author's point of view is conveyed in text.		
EL					
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	A successful level 4 EL student can read and comprehend quality informational text, dramas, prose and poetry at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 3.	Reading Standard 13, grade 3	

A successful student will read and comprehend high quality prose and poetry on grade level.

ELA				
Reading Literature				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can read high quality dramas, prose and poetry on grade level.	I can read and comprehend high quality dramas, prose and poetry on grade level.	I can read, comprehend, and analyze high quality dramas, prose and poetry on grade level.	I can read, comprehend and interpret high-quality dramas, prose and poetry on or above grade level.	RL.3.13, RL.4.13, RL.5.13
I can read increasingly complex literary text.	I can read and comprehend increasingly complex text.	I can select, read and comprehend increasingly complex grade level text.	I can select, read and comprehend increasingly complex text above grade level.	
EL				
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5.	Reading Standard 13, grade 3

EXTENDED: A successful student can compare and contrast the treatment of similar themes and topics and patterns and events in multicultural literature.

ELA		Reading Literature		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can compare and contrast themes that are similar.	I can compare and contrast treatment of similar themes from different cultures.	I can compare and contrast stories in similar genres on approaches to similar themes and topics.	I can evaluate different stories with similar genres.	RL 4.9
I can compare and contrast settings that are similar.	I can compare and contrast similar topics from different cultures.	I can compare and contrast the treatment of similar themes in multicultural literature.	I can evaluate the treatment of similar themes and topics in multicultural literature.	
I can compare and contrast plots that are similar.	I can determine similar patterns of events from different cultures.	I can compare and contrast the patterns and events in stories from different cultures.	I can evaluate and expand on the patterns and events in stories from different cultures.	

Reading Foundation Skills:

A successful student can apply knowledge of affixes, syllabication Latin roots and phonics to decode unknown words.

ELA				
Reading Foundation Skills				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use phonics skills to decode multisyllabic words.	I can use phonics skills to break words into parts for decoding unfamiliar multisyllabic words.	I can apply grade level phonics and decoding unfamiliar multisyllabic words.	I can apply grade level phonics in decoding unfamiliar multisyllabic words in and out of context.	RF 3.3, RF 4.3, RF 5.3
I can use word analysis skill of grade level letter sound correspondences to decode unfamiliar multisyllabic words.	I can use word analysis skills of letter-sound correspondence and syllabication to decode unfamiliar multisyllabic words.	I can use word analysis skill of morphology to understand and decode unfamiliar multisyllabic words.	I can use word analysis skills of morphology, syntax, and syllabication to decode unknown multisyllabic words.	
I can decode grade level Latin roots and affixes.	I can use Latin roots and affixes to understand grade level multisyllabic words in and out of context.	I can use syllabication patterns and morphology to read accurately multisyllabic words in and out of context.	I can use and apply syllabication patterns and morphology to read accurately multisyllabic words in and out of context.	
I can decode grade-level irregularly spelled words.	I can read and spell grade level irregular words.	I can define grade level irregularly spelled words using my knowledge of affixes and roots.	I can decode grade level Latin roots and affixes.	
EL				
A successful level 1 EL student can recognize: initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name; medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name; and high-frequency words within simple text relying heavily on pictures.	A successful level 2 EL student can: recognize common consonant and vowel digraphs by selecting corresponding printed ones; decode by blending phonemes and recognize high frequency words within simple text with support; identify the number of syllables in a single word by clapping for each vowel sound; and select correct inflectional endings for roots (-ed, -ing, -s) with support.	A successful level 3 EL student can: apply knowledge of all letter-sound correspondences with minimal support; change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support; identify inconsistent but common spelling-sound correspondences (ai, ay, eigh, ea) with support; and read unfamiliar multisyllabic words accurately in context and out of context with support]	A successful level 4 EL student can: employ grade-level phonics and word analysis skills in decoding words within grade-level literal and abstract text with little to no support; change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no support; and read unfamiliar multisyllabic words accurately in context and out of context without support.	Reading Foundation Standard 3, grades 3, 4, and 5

Reading Informational Text:

A successful student can refer to the text when explaining and inferring to demonstrate understanding of the text.

ELA				
Reading Informational Text				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can construct questions using who, what, where, when and why.	I can use text and text features to ask and answer key detail questions.	I can identify locations in text to answer text specific questions.	I can refer to a text to support ideas and assumptions when writing or speaking.	RI 3.1, RI, 4.1, RI 5.1
I can identify the location of the answer in the text.	I can use the text to make an inference.	I can use background knowledge and text to make an inference.	I can explain the definition of inference and the process of making an inference.	
EL				
A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.	A successful level 2 EL student can ask or answer a who, what, when, where text-dependent question by locating or giving a detail from a simple text.	A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.	A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence. In 4th grade, the student can also answer implicit text dependent questions by citing specific textual evidence.	Reading Standard 1, grades 3 and 4

A successful student can determine main idea, explain key details and summarize text.

ELA				
Reading Informational Text				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine main idea in informational text.	I can explain main idea in informational text.	I can identify two or more main ideas of a text.	I can justify main ideas of informational text.	RI 3.2, RI 4.2
I can identify key details of informational text.	I can explain key details of informational text.	I can determine key details of informational text.	I can examine key details of informational text.	
I can summarize informational text with one supporting detail in informational text.	I can complete a summary of informational text with two supporting details.	I can create a summary of informational text with many supporting details.	I can interpret the summary of informational text which includes supporting details.	
EL				
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	A successful level 4 EL student can read and comprehend quality informational text, dramas, prose and poetry at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 3.	Reading Standard 13, grade 3

A successful student can integrate information from multiple texts to write or speak about a subject knowledgeably.

ELA		Reading Informational Text			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can understand the difference between compare and contrast.	I can integrate information on topic to speak or write on the subject knowledgeably.	I can integrate information from several texts to speak or write on subject knowledgeably.	I can interpret and evaluate information from multiple text and speak or write knowledgeably about the subject.	RI 3.9, RI 5.9	
I can understand how to compare and contrast key details.	I can integrate a key detail on topic to speak or write on the subject knowledgeably.	I can integrate key details from several texts to speak or write on subject knowledgeably.	I can interpret and evaluate key details from multiple text and speak or write knowledgeably about the subject.		
I can compare and contrast text on the same topic.	I can categorize key details from two texts to compare and contrast.	I can compare and contrast texts in order to combine information.	I can articulate the similarities and differences between the same event by different authors for better understanding.		
EL					
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5.	Reading Standard 13, grades 4 and 5	

A successful student can read and comprehend grade level informational text.

ELA		Reading Informational Text		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can read grade-level informational text.	I can read and comprehend grade-level informational text.	I can read and comprehend grade-level complex informational text.	I can read and comprehend above grade level complex informational text.	RI.3.13, RI.4.13, RI.5.13
I can understand the meaning of informational text.	I can interpret meaning from informational text.	I can interpret meaning from a variety of informational text.	I can interpret meaning from a variety of high-level informational text.	
EL				
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5.	Reading Standard 13, grades 4 and 5

EXTENDED: A successful student can explain relationships or interactions based on specific information in historical, scientific or technical text.

ELA				
Reading Informational Text				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use language that relates to time or sequence with describing relationships.	I can use time sequence, cause and effect cue words.	I can identify and use time, sequence and cause/effect cue words when explaining connected relationships.	I can explain the use of time, sequence and cause/effect cue words when explaining connected relationships.	RI 5.3
I can describe the relationship between a series of historical events or scientific ideas.	I can explain what happened and why in a historical, scientific or technical text.	I can understand the differences and structures associated with historical, scientific and technical text.	I can use close reading strategies to identify key individuals, events or ideas in informational text.	
I can use digital tools to create a timeline explaining the connection between related historical events.	I can describe the connection between a series of historical events or scientific ideas.	I can understand the differences and structures associated with historical, scientific and technical texts.	I can extract meaning and purpose from informational text by analyzing its structure and organization.	
I can describe the technical steps or procedures in text.	I can describe the connection between two individuals in text.	I can describe and explain the connection between two or more individuals in text.	I can compare and contrast connections between two or more individuals in text.	
EL				
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5.	Reading Standard 13, grades 4 and 5

EXTENDED: A successful student can describe the overall structure of events, ideas, concepts or information in text.

ELA				
Reading Informational Text				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	I can select effective tools to locate information relevant to a given topic.	I can justify the most effective tools to use to locate information relevant to a given topic.	I can model the use of effective tools to use to locate information relevant to a given topic.	RI 4.5
I can understand text structure in informational text.	I can identify text structure in informational text.	I can use text structure to understand informational text.	I can optimize the use of text structures that enhance comprehension of informational text.	
I can understand how the authors uses text features to organize text.	I can determine why the author chose a specific text structure.	I can relate specific text structures to author's purpose.	I can explain the use of specific text structures to author's purpose.	
EL				
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5.	Reading Standard 13, grades 4 and 5

EXTENDED: A successful student can compare and contrast multiple accounts of an event or topic.

ELA		Reading Informational Text			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can distinguish my point of view from that of the author of a text.	I can compare and contrast first and secondhand account of the event or topic.	I can analyze multiple accounts of same events or topics.	I can assess multiple accounts of events or topics.	RI 4.6,5.6	
I can understand the differences in information.	I can describe the differences of information provided.	I can note similarities and differences in point of view.	I can analyze similarities and differences in point of view.		
I can recognize the same event told from different perspectives.	I can compare the same event told from different perspectives.	I can compare and contrast the same event told from different perspectives.	I can elaborate on the differences of the same event told from different perspectives.		
EL					
A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5.	Reading Standard 13, grades 4 and 5	

HGSS

History Priority:

A successful student can use distinctions among fact and opinion of the same event and draw conclusions about how choices have consequences.

HGSS		History Priority		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall basic facts from memory and retell the topic of a story or informational text.	I can recall detailed facts from memory and retell the topic with details of a story or informational text.	I can demonstrate how facts support specific concepts or big ideas on the topic.	I can use multiple sources to interpret facts and demonstrate how the same event can be explained from more than one point of view.	Standard 1 Benchmark: 1.1, 1.2, 1.3, 1.4
I can identify an opinion in a story or informational text.	I can identify two or more opinions in a story or informational text.	I can demonstrate how opinions support specific concepts or big ideas on the topic.	I can use multiple sources to interpret opinions to demonstrate how the same event can be explained from more than one point of view.	
I can identify a primary source.	I can explain why a source is a primary source.	I can categorize resources as primary or secondary related to a specific concept or topic.	I can categorize and evaluate primary and secondary resources and appropriately use them to build meaning around a concept or topic.	
I can identify how a choices has a consequence.	I can explain two or more consequences to a choice.	I can demonstrate how a choice has multiple consequences.	I can use evidence to support how a choice has multiple consequences.	

Civics/Government Priority:

A successful student can distinguish the responsibilities and powers of government to explain how rules are created and recognize the responsibility of citizens in that society.

HGSS		Civics /Government Priority		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify responsibilities of local government.	I can give examples of responsibilities of local government.	I can explain responsibilities of local government and the responsibilities of citizens in that local community.	I can justify responsibilities of local government and argue the responsibilities of citizens in a local community.	Standard 2 Benchmark: 2.4, 2.1, 2.2, 2.3
I can identify responsibilities of state government.	I can give examples of responsibilities of state government.	I can explain responsibilities of state government and the responsibilities of citizens in that state.	I can justify responsibilities of state government and argue the responsibilities of citizens in that state.	
I can identify my own nation.	I can give identify and give examples of responsibilities of national government.	I can explain responsibilities of national government and explain the responsibilities of citizens to the nation.	I can justify responsibilities of national government and argue the responsibilities of citizens in that nation.	
I can explain how laws are created in a local government and give examples of local laws.	I can explain how laws are created in a state government and give examples of state laws.	I can explain how laws are created in a national government and give examples of national laws.	I can justify the responsibilities of citizens and how those responsibilities impact their freedoms.	

History Priority:

A successful student will analyze multiple perspectives, evaluate events, and investigate relationships to make a claim using evidence and arguments.

HGSS		History Priority		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the perspective of a story or informational text.	I can identify multiple perspectives of a story or informational text.	I can demonstrate how different perspectives can relate to a specific event, concept or topic.	I can use multiple perspectives to interpret facts and demonstrate how the same event can be explained from more than one point of view.	Standard 3 Benchmark: 3.1, 3.2, 3.3, 3.4
I can identify the important information from an event.	I can identify the important information with details from an event.	I can evaluate the details from an event.	I can categorize use multiple sources to evaluate details from the same event.	
I can identify a relationship between two events.	I can explain a relationship between events and how those events impact a society (identities, beliefs, practices).	I can use evidence to explain a relationship between events and how those events impact a society (identities, beliefs, practices).	I can use multiple sources to argue a relationship between events and their impact on a society (identities, beliefs, practices) with evidence to support my claim.	

Economics Priority:

A successful student will analyze multiple sources of economic information to demonstrate good economic decision-making skills and analyze and draw conclusions about continuity and change over time.

HGSS		Economics Priority		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify examples of resources (human capital, physical capital, natural resources) used to produce goods and services in my community.	I can identify examples of resources (human capital, physical capital, natural resources) used to produce goods and services in my state.	I can identify examples of resources (human capital, physical capital, natural resources) used to produce goods and services in a region.	I can compare resources (human capital, physical capital, natural resources) used to produce goods and services in regions.	Standard 4 Benchmark: 4.1, 4.2, 4.3, 4.4
I can describe the role of banks in an economy.	I can identify financial resources (loans, grants, taxes, wages, trade) in an economy.	I can explain the purpose of financial resources (loans, grants, taxes, wages, trade) in an economy.	I can compare the purpose of financial resources (loans, grants, taxes, wages, trade) in an economy.	
I can identify good economic decision making skills.	I can explain how good economic decision making skills change over time.	I can demonstrate how good economic decision making skills change over time.	I can explain the effect of increasing economic interdependence in regions/nations.	

Geography Priority:

A successful student can use geographic information to observe, explore and compare human and physical characteristics and their relationship to the region.

HGSS		Geography Priority		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use a map/globe to locate physical and political locations in my school/community.	I can use a map/globe to locate and explain physical and political locations in my community/state.	I can use a map/globe to locate and explain physical and political features of national regions.	I can use a map/globe to compare physical and political features of different geographic locations.	Standard 5: Benchmark: 5.1, 5.2, 5.3, 5.4
I can identify how my school/community is supported by our local human and physical characteristics.	I can explain how my community/state is supported by our local human and physical characteristics.	I can explain how a region is supported by human and physical characteristics.	I can analyze how a region is supported by human and physical characteristics.	
I can explain why a school changes over time.	I can explain why a community/state changes over time.	I can explain why a nation changes over time.	I can analyze changes of a region over time.	

History Extension:

A successful student can use distinctions among fact and opinion from multiple sources in response to compelling questions to investigate and connect examples of choices and consequences with contemporary issues.

HGSS		History Extension			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can identify facts and opinions from sources to answer a compelling question.	I can gather relevant facts and opinions from sources to answer a compelling question.	I can demonstrate how facts and opinions support specific concepts or big idea on a topic to support a compelling question.	I can use multiple sources to identify facts and opinions which explain specific concepts or big ideas on the topic or to support a compelling question.	Standard 1 Benchmark: 1.1, 1.2, 1.3, 1.4	
I can identify a relationship between a historical and a contemporary event.	I can gather relevant information to support a relationship between a historical and a contemporary event.	I can demonstrate how facts and opinions support a relationship between a historical and a contemporary event.	I can use evidence to support a relationship between a historical and a contemporary event.		

Civics/Government Extension:

A successful student can use a range of democratic procedures to identify common problems or needs within a school/community to draw conclusions and evaluate the rights and responsibilities of people living in societies.

HGSS				
Civics /Government Extension				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify a democratic procedure.	I can give examples of a democratic procedure.	I can explain and use a democratic procedure.	I can justify democratic procedures.	Standard 2 Benchmark: 2.4, 2.1 2.2, 2.3
I can identify a problem or need in my school.	I can identify a problem or need in my community.	I can explain a problem or need in my school/community.	I can explain a problem in my state/nation.	
I can identify a possible solution to a problem or need in my school.	I can identify a possible solution to a problem or need in my community.	I can explain and evaluate a possible solution to a problem or need in my school/community.	I can explain and evaluate a possible solution to a problem or need in my state/nation.	
I can explain the responsibilities of students to solve a problem in my school.	I can explain the responsibilities of citizens to solve a problem in my community.	I can evaluate the rights and responsibilities of citizens to solve a problem in my school/community.	I can evaluate the rights and responsibilities of citizens to solve a problem in my state/nation.	

History Extension:

A successful student can gather relevant information from multiple sources and organize the information to describe relationships between historical and contemporary events.

HGSS		History Extension		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify facts and opinions from sources about a historical and contemporary event.	I can gather relevant facts and opinions from sources about a historical and contemporary event.	I can use evidence from multiple sources to explain a relationship between a historical event and a current event.	I can evaluate primary and secondary resources and appropriately use them as evidence to support a relationship between a historical and a contemporary event.	Standard 3 Benchmark: 3.1, 3.2, 3.3, 3.4
I can identify a relationship between a historical and a contemporary event.	I can gather relevant information to support a relationship between a historical and a contemporary event.	I can use evidence from multiple sources to explain a relationship between a historical event and a current event.	I can evaluate primary and secondary resources and appropriately use them as evidence to support a relationship between a historical and a contemporary event.	

Economic Extension:

A successful student will analyze multiple sources of economic information to explain the characteristics of a market economy and the impact on individuals and communities to connect continuity and change to a contemporary issue.

HGSS		Economic Extension		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can describe terms (buyer, seller, product, service) related to a market economy.	I can give examples of relationships (buyer, seller, product, service, supply, demand, investment) related to a market economy.	I can explain relationships (buyer, seller, product, service, supply, demand, investment) related to a market economy.	I can analyze relationships (buyer, seller, product, service, supply, demand, investment) related to a market economy.	Standard 4 Benchmark: 4.1, 4.2, 4.3, 4.4
I can identify jobs within a market economy.	I can give examples of inflation, deflation and unemployment related to a market economy.	I can explain inflation, deflation and unemployment related to a market economy.	I can analyze inflation, deflation and unemployment related to a market economy.	
I can identify a change in my local economy.	I can identify a change in my state economy.	I can identify a change in my national economy.	I can analyze a change in economy.	
I can use economic information to identify changes causing a local issue today.	I can use economic information to explain changes causing a local/state issue today.	I can use economic information to identify changes causing a national issue today.	I can use economic information to identify changes causing a world issue today.	

Geography Extension:

A successful student can use geographic information to investigate and connect relationships of human and physical characteristics to contemporary issues.

HGSS		Geography Extension			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can compare maps of my school from past and present to identify changes.	I can compare maps of my community/state from past and present to identify changes.	I can compare maps of my nation from past and present to identify changes.	I can analyze changes of maps from past and present.	Standard 5: Benchmark: 5.1, 5.2, 5.3, 5.4	
I can identify how humans have an impact on the physical area of my school.	I can explain how humans have an impact on the physical area of my community/state.	I can explain how humans have an impact on the physical area of my nation.	I can analyze how humans have an impact on the physical area of regions.		
I can identify how cultural and environmental characteristics cause change over time in my school.	I can explain how cultural and environmental characteristics cause change over time in my community/state.	I can explain how cultural and environmental characteristics cause change over time in my nation.	I can analyze how cultural and environmental characteristics cause change over time in an area.		
I can identify how human movement and use of natural resources cause change over time in my school.	I can explain how human movement and use of natural resources cause change over time in my community/state.	I can explain how human movement and use of natural resources cause change over time in my nation.	I can analyze how human movement and use of natural resources cause change over time in a region.		

EL HGSS

It is important to recognize that students who receive ESOL Services have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content with individualized accommodations, modifications, and supports makes it possible for them to do so. Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. All students are taught academic content for their enrolled grade level. Competencies for this population are the same as for students following the general education curriculum. However, the measurement tables for this population align to The Kansas Standards for English Learners. These standards create a foundation upon which successful English language instruction is built. The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. These standards below frame expectations of “what students need to know and be able to do” from a level 1 to level 4 of English fluency and how that relates to a mastery level.

Special Note: These standards are grade banded and overarching. Some competencies are designed with the end in mind. Therefore, a student in 3rd -4th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 5.

HGSS		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can read wordless picture books using expression with prompting and support.	A successful level 2 EL student can read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	EL. RF.4	
A successful level 1 EL student can read wordless picture books using expression with prompting and support.	A successful level 2 EL student can read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	EL. RF.4	

HGSS		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph	A successful level 2 EL student can match a picture depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Successful students can also label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. The successful students explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify and distinguish between relevant and irrelevant evidence to support the particular point (claim) in a text and explain why or why not.	EL.R. 8.4 and 8. 5	
A successful level 1 EL student can point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex. verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	A successful level 2 EL student can point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	A successful level 3 EL student can utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	A successful level 4 EL student can recognize and define multiple-meaning words/ phrases, homophones, and grade-level roots and affixes by using context clues and reference materials (digital/print) for pronunciation and definition clarification.	EL.R. 11	
A successful level 1 EL student can sit and listen to a short, simple read aloud with prompting and support.	A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	A successful level 4 EL student can read and comprehend (grade 3-4), actively engage (grade 5) quality informational texts. Read and comprehend (grade 3-4), actively engage (grade 5) quality informational texts.	EL.R.13	

HGSS		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can produce text that consists of simple words, copied or adapted from a model that is appropriate to task and purpose with guidance and support.	A successful level 2 EL student can produce simple sentence patterns that are appropriate to task and purpose with guidance and support.	A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with some guidance and support.	A successful level 4 EL student can produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	EL. W.4	
A successful level 1 EL student can nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word responses or a simple sentence with limited comprehension. Follow rules for discussions.	A successful level 3 EL student can participate in dialogue and express ideas, especially with the help of sentence stems, word banks, etc. Follow rules for discussions.	A successful level 4 EL student can engage in conversations in a one-on-one setting or in a group in a prepared manner. Build on the ideas of others. Follow the rules of discussion. Ask questions for clarification. Make comments that contribute to the conversation.	EL. SL.1	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak simple sentences when relaying information with limited comprehension.	A successful level 3 EL student can produce basic comprehension of information presented in diverse media and formats.	A successful level 4 EL student can determine (grade 3) summarize (grade 4&5) information presented in diverse media and formats accurately.	EL. SL.2	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak one/two words or simple sentences when identifying a supporting reason.	A successful level 3 EL student can produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	A successful level 4 EL student can identify (grade 3 &4) summarize (grade 5) most of the reasons and evidence a speaker provides.	EL. SL. 3	
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL.8	

Mathematics

A successful student will fluently add, subtract, multiply, and divide multidigit numbers.

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>A successful student will fluently multiply multidigit numbers. I can multiply multidigit numbers using manipulatives, pictures or diagrams.</p>	<p>I can multiply numbers using area model, partial products or the standard algorithm.</p> <p>I can explain the connections within multiplication to area or place value.</p>	<p>I can fluently multiply multidigit numbers using an effective method.</p> <p>I can connect multiple methods (area and place value, as an example).</p>	<p>I can flexibly and fluently select and use a multiplication strategy based on a context or situation.</p>	<p>3.OA.7, 4.NBT.4, 5.NBT.5</p>
<p>A successful student will fluently divide multidigit numbers. I can divide multidigit numbers using manipulatives, pictures or diagrams.</p>	<p>I can divide numbers using area model, partial products or the standard algorithm.</p> <p>I can explain the connections within division to area or place value.</p>	<p>I can fluently divide multidigit numbers using an effective method.</p> <p>I can connect multiple division methods (area and place value, as an example).</p>	<p>I can flexibly and fluently select and use a division strategy based on a context or situation.</p>	
<p>A successful student will fluently add multidigit numbers. I can add multidigit numbers using manipulatives, pictures or diagrams.</p>	<p>I can multiply numbers using area model, partial products, or the standard algorithm.</p> <p>I can explain the connections within multiplication to area or place value.</p>	<p>I can fluently multiply multidigit numbers using an effective method.</p> <p>I can connect multiple addition methods (area and place value, as an example).</p>	<p>I can flexibly and fluently select and use a multiplication strategy based on a context or situation.</p>	
<p>A successful student will fluently subtract multidigit numbers. I can subtract multidigit numbers using manipulatives, pictures or diagrams.</p>	<p>I can subtract numbers using area model, partial products, or the standard algorithm. I can explain the connections within subtraction to area or place value.</p>	<p>I can fluently subtract multidigit numbers using an effective method.</p> <p>I can connect multiple subtraction methods (area and place value, as an example).</p>	<p>I can flexibly and fluently select and use a subtraction strategy based on a context or situation.</p>	

A successful student can explain and make generalizations about the patterns in a place value system, use this understanding and the properties of operations to perform single and multidigit arithmetic, including whole numbers and decimals, and understand how concepts of area, perimeter and volume relate to multiplication and addition.

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>A successful student can perform operations on single digit problems and explain the relationship to place value. I can perform operations with single digit problems using manipulatives, pictures or diagrams.</p>	<ul style="list-style-type: none"> I can perform operations with single digit problems using strategies with explanations in multiplicative comparisons and additive comparisons. I can explain the connections within operations to area or place value. 	<ul style="list-style-type: none"> I can connect operations, solve problems, and explain relationships in multiple ways with multiplication and division. (area and place value, as an example). 	<ul style="list-style-type: none"> I can solve problems, and explain relationships in multiple ways. 	<ul style="list-style-type: none"> 3.OA.A.1, 2, 3, 4 3.OA.C.7, 3.NBT.A.1, 2, 3, 3.MD.C.6, 7, 8, 9, 4.OA.A.1, 2, 3, 4.NBT.A. 1, 2, 3, 4.NBT.B. 4, 5, 6. 5.OA.A.1, 2, 5.NBT.A.1, 2, 3, 4, 5, 6, 7
<p>A successful student can perform operations on multidigit problems and explain the relationship to place value. I can perform operations with multidigit numbers with decimals using manipulatives, pictures or diagrams.</p>	<ul style="list-style-type: none"> I can perform operations with multidigit numbers with decimals using area model, partial products, or the standard algorithm with explanations in multiplicative comparisons and additive comparisons. I can explain the connections within operations to area or place value. 	<ul style="list-style-type: none"> I can connect operations, solve problems and explain relationships in multiple ways and use the traditional algorithm with multiplication and division (area and place value, as an example). 	<ul style="list-style-type: none"> I can solve problems, and explain relationships in multiple ways. 	
<p>A successful student can perform operations on multidigit problems with decimals and explain the relationship to place value. I can perform operations with multidigit numbers with decimals using manipulatives, pictures or diagrams.</p>	<ul style="list-style-type: none"> I can perform operations with multidigit numbers with decimals using area model, partial products, or the standard algorithm. I can explain the connections within operations to area or place value. 	<ul style="list-style-type: none"> I can connect decimal operations, solve problems, and explain relationships in multiple ways (area and place value, as an example). 	<ul style="list-style-type: none"> I can solve decimal problems using all four operations and explain relationships in multiple ways and explain concepts of place value. 	

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>A successful student can relate area, perimeter, and volume to multiplication and addition. I can describe and calculate area and perimeter.</p>	<p>I can relate area and perimeter to addition.</p>	<p>I can relate area, perimeter, and volume to multiplication and addition to solve problems in multiple ways.</p>	<p>I can use multiplication and addition to solve area, perimeter, and volume problems.</p>	

A successful student can generate, analyze and explain numerical patterns and relationships.

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>A successful student can generate and analyze numerical pattern and explain relationships. I can generate a numerical pattern.</p>	<p>I can generate and analyze a numerical pattern.</p>	<p>I can generate, analyze, and explain a numerical pattern in many situations.</p>	<p>I can generate, analyze, and explain a numerical pattern in multiple ways in many situations.</p>	<p>3.OA.5, 6; 4.OA.4; 4.OA.5</p>

A successful student will demonstrate an understanding of fractions (concepts of fractional/decimal parts, estimating, equivalency, ordering) and all four operations with fractions by applying understandings of whole numbers through the use of visual models to represent and explain concepts.

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>A successful student can demonstrate and explain the concepts of fractional parts, equivalency, and estimating fractions. I can demonstrate the concepts of fractions using pictures and models.</p>	<p>I can demonstrate the concepts of fractions using models, numbers, and contextual situations.</p>	<p>I can demonstrate and explain the concepts of fractions in multiple ways.</p>	<p>I can apply and connect the concepts of fractions, equivalent fractions, and estimating fractions to decimals in multiple ways in contextual situations.</p>	<p>3.NF.1, 2, 3; 4.NF.1, 2, ; 4.NF.3, 4, 5, 6, 7; 4.NF; 5.NF.1, 2, ; 5NF.3, 4, 5, 6, 7</p>
<p>A successful student can demonstrate and explain the concepts of decimal parts, equivalency, and estimating decimals. I can demonstrate the concepts of decimals using pictures and models.</p>	<p>I can demonstrate the concepts of decimals using models, numbers, and contextual situations.</p>	<p>I can demonstrate and explain the concepts of decimals in multiple ways.</p>	<p>I can apply and connect the concepts of decimals, equivalent decimals, and estimating decimals to fractions in multiple ways in contextual situations.</p>	
<p>A successful student can apply all four operations and explain with fractions by using understanding of whole numbers through the use of visual models to represent and explain concepts. I can identify the operations of fractions and demonstrate some with a visual model.</p>	<p>I can apply all four operations of fractions using visual models.</p>	<p>I can apply and explain all four operations of fractions using visual models.</p>	<p>I can apply and connect the operations of fractions to contextual situations in multiple ways.</p>	

A successful student can demonstrate an understanding of measurement concepts (time, length and/or money) by constructing reasonable estimates and solving problems involving all four operations (addition, subtraction, multiplication and division).

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
A successful student can identify time to the nearest minute and apply the measurement concepts of time by solving problems with elapsed time. I can identify time to the nearest minute.	I can identify time to the nearest minute and solve problems with elapsed time.	I can apply and explain problems using elapsed time.	I can apply and explain problems using time in multiple situations.	3.MD.1, 2, 3; 3.MD.6,7,8,9; 4.MD.1, 2, 3; 5.MD.1
A successful student can measure using standard and metric lengths and apply the measurement concepts of measurement by solving problems with all operations. I can measure using standard and metric lengths.	I can measure using standard and metric lengths and solve problems with length.	I can apply and explain problems using length.	I can apply and explain problems using lengths in multiple situations.	
A successful student can identify coins and dollar bills and solve problems involving all four operations with money. I can identify coins and bills and count the values of each.	I can solve problems involving money using addition and subtraction by drawing models and visuals.	I can apply and explain problems using money.	I can apply and explain problems using money in multiple situations.	

A successful student can collect, represent, and interpret data with multiple categories and solve problems using the data.

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
A successful student can collect, represent, and interpret data with multiple categories. I can collect and represent data in a scaled pictograph or scaled bar graph.	I can collect, represent and explain data, a line plot, bar graph and pictograph.	I can collect, represent and interpret data in multiple categories.	I can use data to explain multiple situations.	3.MD.4, 5.MD.4, 5.MD.2
A successful student can solve problems using data collected. I can collect data to solve an addition or subtraction problem.	I can solve problems with data using all four operations.	I can solve two step problems with data in multiple ways.	I can solve problems with data in multiple situations.	

A successful student can create, identify, and distinguish between lines, angles and shapes based on their properties and defining attributes using a coordinate plane.

Mathematics				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
A successful student can identify, create, and distinguish quadrilaterals based on properties. I can identify and create quadrilaterals based on properties.	I can distinguish between different quadrilaterals based on properties and attributes.	I can use properties of quadrilaterals to solve real world problems.	I can use properties of quadrilaterals to solve problems and graph points on a coordinate plane.	3.MD.9; 3.G.1, 2, 4.G.1, 2, 3, 5.G.1, 2 5.G.3, 4
A successful student can identify, create, and distinguish triangles based on properties. I can identify and create triangles based on properties.	I can distinguish between different triangles based on properties and attributes.	I can use properties of triangles to solve real world problems.	I can use properties of triangles to solve problems and graph points on a coordinate plane	

EL Mathematics

It is important to recognize that students who receive ESOL Services have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content with individualized accommodations, modifications, and supports makes it possible for them to do so. Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. All students are taught academic content for their enrolled grade level. Competencies for this population are the same as for students following the general education curriculum. However, the measurement tables for this population align to The Kansas Standards for English Learners. These standards create a foundation upon which successful English language instruction is built. The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. These standards below frame expectations of “what students need to know and be able to do” from a level 1 to level 4 of English fluency and how that relates to a mastery level.

Special Note: These standards are grade banded and overarching. Some competencies are designed with the end in mind. Therefore, a student in 3rd -4th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 5.

Mathematics		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can read wordless picture books using expression with prompting and support.	A successful level 2 EL student can read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	EL. RF . 4	
A successful level 1 EL student can point to a picture or single word in response to a who or what text-dependent question.	A successful level 2 EL student can locate or give a detail from a simple text that answers a who, what, when, where text-dependent question.	A successful level 3 EL student can identify details in a text that answer explicitly who, what, when, where, why, how text-dependent questions.	A successful level 4 EL student can ask and answer (grade 3) identify (grade 4) provide (grade 5) details in a text that answers various explicit and implicit text-dependent questions.	EL.R.1	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	

Mathematics		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph	A successful level 2 EL student can match a picture depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Successful students can also label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. The successful students explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify and distinguish between relevant and irrelevant evidence to support the particular point (claim) in a text and explain why or why not.	EL.R. 8.4 and 8.5	
A successful level 1 EL student can point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex. verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	A successful level 2 EL student can point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	A successful level 2 EL student can point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	A successful level 3 EL student can utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	EL.R. 11	
A successful level 1 EL student can produce text that consists of simple words, copied or adapted from a model that is appropriate to task and purpose with guidance and support.	A successful level 2 EL student can produce simple sentence patterns that are appropriate to task and purpose with guidance and support.	A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with some guidance and support.	A successful level 4 EL student can produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	EL. W.4	
A successful level 1 EL student can nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word responses or a simple sentence with limited comprehension. Follow rules for discussions.	A successful level 3 EL student can participate in dialogue and express ideas, especially with the help of sentence stems, word banks, etc. Follow rules for discussions.	A successful level 4 EL student can engage in conversations in a one-on-one setting or in a group in a prepared manner. Build on the ideas of others. Follow the rules of discussion. Ask questions for clarification. Make comments that contribute to the conversation.	EL. SL.1	

Mathematics		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak one/two words or simple sentences when identifying a supporting reason	A successful level 3 EL student can produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	A successful level 4 EL student can identify (grade 3 &4) summarize (grade 5) most of the reasons and evidence a speaker provides.	EL. SL. 3	
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL. 8	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak one/two words or simple sentences when identifying a supporting reason	A successful level 3 EL student can produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	A successful level 4 EL student can identify (grade 3 &4) summarize (grade 5) most of the reasons and evidence a speaker provides.	EL. SL. 3	

Mathematics		EL		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL. 8
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak one/two words or simple sentences when identifying a supporting reason	A successful level 3 EL student can produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	A successful level 4 EL student can identify (grade 3 &4) summarize (grade 5) most of the reasons and evidence a speaker provides.	EL. SL. 3
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL. 8
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3

Mathematics		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak one/two words or simple sentences when identifying a supporting reason	A successful level 3 EL student can produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	A successful level 4 EL student can identify (grade 3 &4) summarize (grade 5) most of the reasons and evidence a speaker provides.	EL. SL. 3	
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL. 8	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak one/two words or simple sentences when identifying a supporting reason	A successful level 3 EL student can produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	A successful level 4 EL student can identify (grade 3 &4) summarize (grade 5) most of the reasons and evidence a speaker provides.	EL. SL. 3	
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL. 8	

Science

A successful student can demonstrate proficiency with engineering skills by using the Engineering Design Process to explore and test possible solutions to a problem with limited materials and resources (constraints) and specific criteria in mind.

SCIENCE				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDSS
I can organize the steps of the engineering design process.	I can explain the engineering design process.	I can define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.	I can justify using the engineering design process to answer a question.	3-5-ETS1-1; 3-5-ETS1-2; 3-5-ETS1-3
I can identify criteria and constraints.	I can explain criteria and constraints.	I can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	I can analyze the best solution to a problem within constraints and using set criteria.	
I can identify variables	I can identify failure points	I can plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	I can justify the best solution to a problem	
EL				
A successful level 1 EL student can read wordless picture books using expression with prompting and support.	A successful level 2 EL student can read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	RF Standard 4 grades 3, 4, and 5

Structures and Properties of Matter

A successful student can explore how any type of matter can be divided into small particles too small to be seen, but still exist, and how measurements of properties can be used to identify materials, even when mixed or changed.

Science		Structures and Properties of Matter		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify types of matter	I can sort types of matter including atoms	I can develop a model to describe that matter is made of particles too small to be seen.	I can evaluate matter	5-PS1-1; 5-PS1-2; 5-PS1-3; 5-PS1-4
I can measure and graph solids, liquids and gases	I can read graphs containing solid, liquid and gaseous data/measurements	I can measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	I can analyze and compare graphs	
I can identify properties of materials	I can compare properties of materials	I can make observations and measurements to identify materials based on their properties.	I can analyze properties of materials	
I can identify substances	I can explain properties of substances	I can conduct an investigation to determine whether the mixing of two or more substances results in new substances.	I can graph and analyze the results of an investigation involving the mixing of substances.	

Forces and Interactions

A successful student can explore how forces act on objects with strength and direction and can be measured. A successful student can explore how electric and magnetic forces affect objects within contact or not in contact at all, and how the gravitational force of the Earth pulls objects.

Science		Forces and Interactions		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the differences between balanced and unbalanced forces on an object.	I can explain the difference between balanced and unbalanced forces on an object.	I can plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	I can graph and analyze the results of an investigation involving balanced and unbalanced forces on an object's motion.	3-PS2-1; 3-PS2-2; 3-PS2-3; 3-PS2-4; 5-PS2-1
I can observe an object's motion.	I can measure an object's motion.	I can make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	I can graph and analyze the results of repeated observations and measurements of an object's motion to predict future motion.	
I can use magnetic or electric forces on two objects that are not in contact with each other.	I can describe the interactions of two objects that are not in contact but have electric or magnetic forces on them.	I can ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	I can compile and analyze data to show the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	
I can use magnets to solve problems.	I can use scientific ideas to describe how magnets can solve problems.	I can define a simple design problem that can be solved by applying scientific ideas about magnets.	I can evaluate the effectiveness of using magnets to solve design problems by applying scientific ideas.	
I can use objects to demonstrate gravity.	I can demonstrate and describe that gravity forces objects down through multiple trials and differing objects.	I can support an argument that the gravitational force exerted by Earth on objects is directed down.	I can compile and analyze data on the effects of gravity on different objects.	

Energy

A successful student can explore the relationships between energy and objects, sound, light, and heat. Successful students can explore the production, transference, and transformation of energy. Students will explore the ways that energy and fuel are derived from natural sources and how use of that energy and fuel affect the environment.

Science		Energy		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can give examples of objects that have differing speeds.	I can organize and group objects that have differing speeds.	I can use evidence to construct an explanation relating the speed of an object to the energy of that object.	I can devise investigations to explain the effect of energy on and object's speed.	4-PS3-1; 4-PS3-2; 4-PS3-3; 4-PS3-4; 4-PS4-2; 4-ESS3-1; 5-PS3-1
I can show how sound, light, heat, and electric currents produce energy.	I can show and describe how sound, light, heat, and electric currents produce energy.	I can make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	I can prove that energy can be transferred from place to place by sound, light, heat, and electric currents by setting up investigations and gathering data.	
I can make two objects collide.	I can describe the effect of two objects colliding.	I can ask questions and predict outcomes about the changes in energy that occur when objects collide.	I can investigate the changes in energy that occur when objects collide by compiling and organizing data.	
I can identify devices that create energy.	I can describe the initial and final forms of energy devices create.	I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	I can use a device that converts energy from one form to another to solve a problem and evaluate why that device is scientifically suited to solve that problem.	

Science		Energy		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can show how objects need light to be seen by the human eye.	I can describe and explain how objects need light to be seen by the human eye.	I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	I can create a model that describes how light reflects from objects to the human eye to be seen, and I can design light experiments using the model to compare the effects of differing lights on the ability of humans to see objects.	
I can list natural resources.	I can describe solar energy, wind energy, nuclear energy, water energy, and fossil fuels and how humans use each one.	I can obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	I can use multiple resources to create a graph that describes and analyzes the environmental effects of using each of the energy sources. I can generate recommendations for the use of each energy source.	
I can give examples of how animals use their food to stay alive.	I can describe how plants that animals eat get energy from the sun to grow.	I can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	I can use design a model or visual representations of the chain of energy events that occur between the sun, plants, and animals.	

Structure and Function

A successful student can explore how light reflection is processed by the eye to make sense of an object. The successful student can investigate how plants and animals use internal and external structures to aid in growth, survival, behavior, and reproduction. Successful students can explore how animals use their perceptions, memories, and senses to guide their actions.

Science		Structure and Function		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can describe the internal and external structures of plants and animals.	I can explain how animals and plants use their internal and external structures.	I can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	I can create and present a model that shows how plants and animals use their internal and external structures for survival, growth, behavior and reproduction.	4-LS1-1;4-LS1-2; 4-PS4-2
I can give examples of how animals use their senses.	I can describe how animals use their senses to react to their environments.	I can use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	I can create and present a model that shows how animals react to and survive in their environments by using their senses, their brain, and their behavioral output mechanisms.	
I can show how objects need light to be seen by the human eye.	I can describe and explain how objects need light to be seen by the human eye.	I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	I can create a model that describes how light reflects from objects to the human eye to be seen, and I can design light experiments using the model to compare the effects of differing lights on the ability of humans to see objects.	

Matter and Energy in Organisms and Ecosystems

A successful student can explore the connections between energy, the sun, plants, air, water, organisms, fungi, bacteria, and decomposers. Successful students can explore the interdependence of ecosystems, the web of life, healthy organisms, and the environment.

Science				
Matter and Energy in Organisms and Ecosystems				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can label the parts of a plant and the function of each part.	I can collect plant growth data through investigations using air, light, water, and soil.	I can support an argument that plants get the materials they need for growth chiefly from air and water.	I can compile and analyze investigation data to determine the extent that plants use water, air, light and soil for growth.	5-LS1-1; 5-LS2-1; 5-PS3-1
I can give examples of how animals use their food to stay alive.	I can summarize the relationship between plants, animals and decomposers in the environment.	I can develop a model to describe the movement of matter among plants, animals, decomposers and the environment.	I can produce evidence using the model that show how the interactions of matter, plants, animals, and decomposers allow species to meet their needs and survive in an environment.	
I can give examples of how animals use their food to stay alive.	I can describe how plants that animals eat get energy from the sun to grow.	I can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	I can use design a model or visual representations of the chain of energy events that occur between the sun, plants and animals.	

Interdependent Relationships in Ecosystems

A successful student can explore how being part of a group helps animals obtain food, defend themselves, cope with changes, and survive in a variety of habitats. Successful students can explore how fossils provide evidence about organisms and how some plants and animals are no longer found on Earth.

Science		Interdependent Relationships in Ecosystems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify animals that live in groups.	I can collect data that explains the different reasons why some animals live in groups.	I can construct an argument that some animals form groups that help members survive.	I can create a model or representation to argue that the causal evidence of belonging to a group has the effect of animals being able to obtain food, defend themselves, and cope with changes in order to survive.	3-LS2-1; 3-LS4-1 3-LS4-3; 3-LS4-4
I can label fossil samples as to what living organism it once was.	I can classify fossil samples based on common characteristics.	I can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	I can compile the data from fossils to propose that fossil features provide evidence of the types of organisms that lived long ago and the environments that they lived in.	
I can list the needs of organisms (plants and animals).	I can compare the features of different habitats and the organisms that live there.	I can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	I can organize the evidence to show the cause and effect relationship between environments and organisms that survive and organisms that survive less well, and organisms that cannot survive at all.	
I can make a list of environmental problems in the world.	I can use the list of environmental problems in the world to describe the effect that these problems have on plants and animals.	I can make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	I can construct a presentation that addresses an environment, a change that happened in that environment, how the change affected the plants/animals, a solution to the problem and its effect on the plants/animals, and how that solution now affects other plants/animals. Is this solution the best?	

Inheritance and Variation of Traits

A successful student can explore how reproduction is essential to the continued existence of every kind of organism and how plants and animals inherit characteristics from their parents and other characteristics are the result of the environment.

Science		Inheritance and Variation of Traits		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list the stages that an organism goes through.	I can describe the stages of birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can use the model of an organism's life cycle to produce a written explanation to predict the outcomes if these stages are interrupted and what patterns can be predicted in life cycle stages.	3-LS1-1; 3-LS3-1 3-LS3-2; 3-LS4-2
I can list commonalities between adult animals and their babies and also adult plants and their babies.	I can compare the traits of adult and baby animals and the traits of adult and baby plants to discover patterns.	I can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	I can organize the data about the traits that are passed from adult to baby animals and plants. I can devise a presentation to discuss the patterns of similarities and differences of traits between parents, children and siblings are inherited.	
I can give examples of environmental factors that affect organisms' growth.	I can describe the effect of environmental factors on the growth of organisms.	I can use evidence to support the explanation that traits can be influenced by the environment.	I can analyze the variations within an organism's family to organize those that are influenced by the environment and the effect of the environment on individuals.	
I can name the internal and external features of plants and animals that help them survive in an environment.	I can describe how internal and external features of plants and animals help them survive in an environment.	I can use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.	I can explain the cause-effect relationships of characteristics that are found in a plant or animal family that lead to surviving, finding mates, and reproducing.	

Weather and Climate

A successful student can explore how scientists use weather patterns to make predictions and how climate and rainfall help shape the land and affect the types of living things found in a region.

Science		Weather and Climate		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can collect weather condition data over time.	I can describe the weather conditions that are commonly found in each season in my climate.	I can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can use the graphical displays of weather condition data to make predictions about patterns that can be found in different climates during different seasons.	3-ESS2-1; 3-ESS2-2 4-ESS2-1
I can read informational texts about differing climates in the world.	I can describe differences in climates around the world.	I can obtain and combine information to describe climates in different regions of the world.	I can make a display to explain how patterns in climate can be used to make predictions about typical weather conditions.	
I can list natural factors that affect erosion.	I can explain the effects of each natural factor on the rate of erosion.	I can make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	I can design a visual representation to compare the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	

Earth's Systems

A successful student can explore how rock, soil, water, ice, air and humans interact in multiple ways to affect Earth's surface materials and processes. Successful students can further explore how weather patterns are influenced by the interaction of wind and clouds with landforms. Successful students can further explore Earth's salt and freshwater resources and the volcanoes and earthquake patterns and occurrences.

Science		Earth's Systems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list natural factors that affect erosion.	I can explain the effects of each natural factor on the rate of erosion.	I can make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	I can design a visual representation to compare the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	4-ESS2-1; 4-ESS2-2, 5-ESS2-1; 5-ESS2-2
I can use maps to locate Earth's features such as mountains, boundaries, earthquakes, volcanoes, and ocean structures.	I can point out similarities between features found in like geographical regions.	I can analyze and interpret data from maps to describe patterns of Earth's features.	I can design a visual display to describe how Earth's features occur in patterns that reflect information about how they are formed or occur.	
I can define and give examples of geosphere, biosphere, hydrosphere, and atmosphere systems.	I can describe examples of how geosphere, biosphere, hydrosphere, and atmosphere systems affect climate, weather, landforms, and ecosystems.	I can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	I can use a model to explain how earth's systems interact together to affect the Earth's surface materials and processes.	
I can use resources to find sources of freshwater and saltwater on Earth.	I can sort reservoirs of water on Earth into freshwater or saltwater categories.	I can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	I can organize and analyze data to show where on Earth freshwater and salt water reservoirs are and what they have in common.	

Human Sustainability

A successful student can explore how humans interact with natural hazards, natural energy and fuel resources, and how their activities in agriculture, industry and everyday life impact land, vegetation, streams, oceans, air, and outer space. Successful students can explore actions that help protect Earth's resources and environment.

Science	Human Sustainability			STANDARDS
Earth's Systems	LEVEL 2	LEVEL 3	LEVEL 4	
I can list weather-related hazards.	I can explain the effects of weather-related hazards on society.	I can make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	I can critique design solutions that reduce the impact of a weather-related hazard as to the benefits and the risks for society.	3-ESS3-1, 4-ESS3-1, 4-ESS3-2, 5-ESS3-1
I can list natural resources.	I can describe solar energy, wind energy, nuclear energy, water energy, and fossil fuels and how humans use each one.	I can obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	I can use multiple resources to create a graph that describes and analyzes the environmental effects of using each of the energy sources. I can generate recommendations for the use of each energy source.	
I can list and describe natural hazards such as earthquakes, tsunamis, volcanoes, floods, landslides, etc.	I can describe the effects and impacts that natural hazards have on society	I can generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	I can evaluate and make a recommendation about which of two different solutions effectively reduces the impact of natural Earth processes by alleviating the effect and also staying within constraints and criteria.	
I can identify ways in which humans use Earth's resources and the impact that the usage has on the Earth itself.	I can use multiple resources to classify the positive and negative impacts that human activity has on the Earth.	I can obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	I can recommend a plan for humans to protect a natural resource and the environment using science ideas.	

Extended: Chemical Reactions

A successful student can investigate the mixing of two or more different substances and how a new substance with different properties is formed, and when substances are heated, cooled, or mixed, the total weight of the substance does not change.

Science		Extended: Chemical Reactions		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can measure and graph solids, liquids and gases	I can read graphs containing solid, liquid and gaseous data/measurements	I can measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	I can analyze and compare graphs	5-PS1-2; 5-PS1-4
I can identify substances	I can explain properties of substances	I can conduct an investigation to determine whether the mixing of two or more substances results in new substances.	I can justify the best solution to a problem	

Extended: Waves

A successful student can explore the relationships between movement of water and the creation of waves. The student will investigate how digitized information is transmitted between devices and how light reflection is processed by the eye to make sense of an object.

Science		Extended: Waves		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify wave behaviors like waves, wave amplitude, wavelengths, and motions of objects.	I can describe patterns found in wavelengths and amplitude.	I can develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	I can analyze the wave model to explain how the relevant relationships between components of the model cause objects to move.	4-PS4-1, 4-PS4-2, 4-PS4-3
I can show how objects need light to be seen by the human eye.	I can describe and explain how objects need light to be seen by the human eye.	I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	I can create a model that describes how light reflects from objects to the human eye to be seen, and I can design light experiments using the model to compare the effects of differing lights on the ability of humans to see objects.	
I can list high-tech objects that are used to communicate over long distances.	I can describe situations where high-tech objects are needed to communicate over long distances.	I can generate and compare multiple solutions that use patterns to transfer information.	I can generate a plan to use the best solution for transmitting digital information over long distances. The solution should fit within set criteria and constraints and safety measures.	

Extended: Natural Selection and Evolution

A successful student can explore how reproduction is essential to the continued existence of every kind of organism. Successful students can explore life cycles of plants and animals and how many characteristics are inherited from parents. Successful students can explore how species survive or do not survive and how fossils provide evidence about organisms from long ago.

Science				
Extended: Natural Selection and Evolution				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list commonalities between adult animals and their babies and also adult plants and their babies.	I can compare the traits of adult and baby animals and the traits of adult and baby plants to discover patterns.	I can analyze and interpret data to provide evidence that plants and animals have traits inherited from parent and that variation of these traits exists in a group of similar organisms.	I can organize the data about the traits that are passed from adult to baby animals and plants. I can devise a presentation to discuss the patterns of similarities and differences of traits between parents, children, and siblings are inherited.	3-LS3-1, 3-LS4-1, 3-LS4-2., 3-LS4-3, 3-LS4-4
I can label fossil samples as to what living organism it once was.	I can classify fossil samples based on common characteristics.	I can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	I can compile the data from fossils to propose that fossil features provide evidence of the types of organisms that lived long ago and the environments that they lived in.	
I can name the internal and external features of plants and animals that help them survive in an environment.	I can describe how internal and external features of plants and animals help them survive in an environment.	I can use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	I can explain the cause-effect relationships of characteristics that are found in a plant or animal family that lead to surviving, finding mates, and reproducing.	
I can list the needs of organisms (plants and animals).	I can compare the features of different habitats and the organisms that live there.	I can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	I can organize the evidence to show the cause and effect relationship between environments and organisms that survive and organisms that survive less well, and organisms that cannot survive at all.	

Science		Extended: Natural Selection and Evolution		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can make a list of environmental problems in the world.	I can use the list of environmental problems in the world to describe the effect that these problems have on plants and animals.	I can make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	I can construct a presentation that addresses an environment, a change that happened in that environment, how the change affected the plants/animals, a solution to the problem and its effect on the plants/animals, and how that solution now affects other plants/animals. Is this solution the best?	

Extended: Space Systems

A successful student can explore patterns of day and night, shadows, and positions of the sun, moon, and stars throughout a day, month, and year and how these patterns are affected by orbits, and rotations of the moon around Earth and Earth around sun.

Science		Extended: Space Systems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can study the daytime and nighttime skies to compare the brightness of the sun and stars.	I can make comparisons between the distance and brightness of the sun and stars by using flashlights to demonstrate the differences in distance and brightness.	I can support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	I can use scientific reasoning to explain how size and distance of the sun and other stars affect the apparent brightness that is seen on Earth	5-ESS1-1; 5-ESS1-25-PS2-1
I can show how shadows changes throughout the day based on the sun.	I can predict sunrise and sunset in the different seasons based on patterns as a result of the Earth's rotation.	I can represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	I can analyze graphical displays to describe the similarities and differences in the timing of observable changes in shadows, daylight, and the appearance of stars during a day and a year.	
I can use objects to demonstrate gravity.	I can demonstrate and describe that gravity forces objects down through multiple trials and differing objects.	I can support an argument that the gravitational force exerted by Earth on objects is directed down.	I can compile and analyze data on the effects of gravity on different objects.	

Extended: History of Earth

A successful student can explore how rock formations reveal information about the presence of earth forces and the order in which rock layers were formed.

Science		Extended: History of Earth		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can retrieve information about the discoveries of fossils in my environment.	I can use information gathered about fossils to describe the ordering of the rock layers and the presence of fossils.	I can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	I can design a model that supports an argument that the organization of rock layers and presence of fossils are due to Earth's forces, presence of water and other factors.	4-ESS1-1

EL Science

It is important to recognize that students who receive ESOL Services have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content with individualized accommodations, modifications, and supports makes it possible for them to do so. Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. All students are taught academic content for their enrolled grade level. Competencies for this population are the same as for students following the general education curriculum. However, the measurement tables for this population align to The Kansas Standards for English Learners. These standards create a foundation upon which successful English language instruction is built. The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. These standards below frame expectations of “what students need to know and be able to do” from a level 1 to level 4 of English fluency and how that relates to a mastery level.

Special Note: These standards are grade banded and overarching. Some competencies are designed with the end in mind. Therefore, a student in 3rd -4th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 5.

Science		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can read wordless picture books using expression with prompting and support.	A successful level 2 EL student can read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	EL. RF . 4	
A successful level 1 EL student can point to a picture or single word in response to a who or what text-dependent question.	A successful level 2 EL student can locate or give a detail from a simple text that answers a who, what, when, where text-dependent question.	A successful level 3 EL student can identify details in a text that answer explicitly who, what, when, where, why, how text-dependent questions.	A successful level 4 EL student can ask and answer (grade 3) identify (grade 4) provide (grade 5) details in a text that answers various explicit and implicit text-dependent questions.	EL.R.1	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	

Science		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph	A successful level 2 EL student can match a picture depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Successful students can also label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. The successful students explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify and distinguish between relevant and irrelevant evidence to support the particular point (claim) in a text and explain why or why not.	EL.R. 8.4 and 8.5	
A successful level 1 EL student can point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex.verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	A successful level 2 EL student can point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	A successful level 3 EL student can utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	A successful level 3 EL student can utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	EL.R. 11	
A successful level 1 EL student can Produce pictures, label pictures, or create a simple sentence with support.	A successful level 2 EL student can write simple sentences utilizing pictures for a task or purpose with support.	A successful level 3 EL student can write routinely over extended time frames and for a shorter time through a range of disciplines (ex. journal, quick writes) for a task, purpose, or audience with some support.	A successful level 4 EL student can write reasonably polished pieces over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	EL W. 12	
A successful level 1 EL student can nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word responses or a simple sentence with limited comprehension. Follow rules for discussions.	A successful level 3 EL student can participate in dialogue and express ideas, especially with the help of sentence stems, word banks, etc. Follow rules for discussions.	A successful level 4 EL student can engage in conversations in a one-on-one setting or in a group in a prepared manner. Build on the ideas of others. Follow the rules of discussion. Ask questions for clarification. Make comments that contribute to the conversation.	EL. SL.1	

Science		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	A successful level 2 EL student can speak simple sentences when relaying information with limited comprehension.	A successful level 3 EL student can produce basic comprehension of information presented in diverse media and formats.	A successful level 4 EL student can determine (grade 3) summarize (grade 4&5) information presented in diverse media and formats accurately.	EL. SL.2	
A successful level 1 EL student can nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire high-frequency words and names of common items found within surroundings.	A successful level 3 EL student can acquire and produce academic and domain-specific words regarding actions and emotions.	A successful level 4 EL student can acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	EL. SL.8	
A successful level 1 EL student can point to a picture or illustration depicting the point (claim) of a paragraph.	A successful level 2 EL student can match pictures depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	A successful level 3 EL student can identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	A successful level 4 EL student can identify the particular point (claim) and two or more supporting pieces of evidence from the text. A successful student can explain why the evidence supports the particular point (claim).	EL.R. 8.3	

Humanities

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
HGSS History A successful student can use distinctions among fact and opinion of the same event and draw conclusions about how choices have consequences.	I can recall basic facts from memory and retell the topic of a story or informational text.	I can recall detailed facts from memory and retell the topic with details of a story or informational text.	I can demonstrate how facts support specific concepts or big ideas on the topic.	I can use multiple sources to interpret facts and demonstrate how the same event can be explained from more than one point of view.	Standard 1 Benchmark: 1.1, 1.2, 1.3, 1.4
	I can identify an opinion in a story or informational text.	I can identify two or more opinions in a story or informational text.	I can demonstrate how opinions support specific concepts or big ideas on the topic.	I can use multiple sources to interpret opinions to demonstrate how the same event can be explained from more than one point of view.	
	I can identify a primary source.	I can explain why a source is a primary source.	I can categorize resources as primary or secondary related to a specific concept or topic.	I can categorize and evaluate primary and secondary resources and appropriately use them to build meaning around a concept or topic.	
	I can identify how a choices has a consequence.	I can explain two or more consequences to a choice.	I can demonstrate how a choice has multiple consequences.	I can use evidence to support how a choice has multiple consequences.	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Civics/ Government</p> <p>A successful student can distinguish the responsibilities and powers of government to explain how rules are created and recognize the responsibility of citizens in that society.</p>	<p>I can identify responsibilities of local government.</p>	<p>I can give examples of responsibilities of local government.</p>	<p>I can explain responsibilities of local government and the responsibilities of citizens in that local community.</p>	<p>I can justify responsibilities of local government and argue the responsibilities of citizens in a local community.</p>	<p>Standard 2 Benchmark: 2.4, 2.1 2.2, 2.3</p>
	<p>I can identify an opinion in a story or informational text.</p>	<p>I can give examples of responsibilities of state government.</p>	<p>I can explain responsibilities of state government and the responsibilities of citizens in that state.</p>	<p>I can justify responsibilities of state government and argue the responsibilities of citizens in that state.</p>	
	<p>I can identify my own nation.</p>	<p>I can give identify and give examples of responsibilities of national government.</p>	<p>I can explain responsibilities of national government and explain the responsibilities of citizens to the nation.</p>	<p>I can justify responsibilities of national government and argue the responsibilities of citizens in that nation.</p>	
	<p>I can explain how laws are created in a local government and give examples of local laws.</p>	<p>I can explain how laws are created in a state government and give examples of state laws.</p>	<p>I can explain how laws are created in a national government and give examples of national laws.</p>	<p>I can justify the responsibilities of citizens and how those responsibilities impact their freedoms.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS History</p> <p>A successful student will analyze multiple perspectives, evaluate events, and investigate relationships to make a claim using evidence and arguments.</p>	<p>I can identify the perspective of a story or informational text.</p>	<p>I can identify multiple perspectives of a story or informational text.</p>	<p>I can demonstrate how different perspectives can relate to a specific event, concept or topic.</p>	<p>I can use multiple perspectives to interpret facts and demonstrate how the same event can be explained from more than one point of view.</p>	<p>Standard 3 Benchmark: 3.1, 3.2, 3.3, 3.4</p>
	<p>I can identify the important information from an event.</p>	<p>I can identify the important information with details from an event.</p>	<p>I can evaluate the details from an event.</p>	<p>I can categorize use multiple sources to evaluate details from the same event.</p>	
	<p>I can identify a relationship between two events.</p>	<p>I can explain a relationship between events and how those events impact a society (identities, beliefs, practices).</p>	<p>I can use evidence to explain a relationship between events and how those events impact a society (identities, beliefs, practices).</p>	<p>I can use multiple sources to argue a relationship between events and their impact on a society (identities, beliefs, practices) with evidence to support my claim.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Economics</p> <p>A successful student will analyze multiple sources of economic information to demonstrate good economic decision-making skills and analyze and draw conclusions about continuity and change over time.</p>	<p>I can identify examples of resources (human capital, physical capital, natural resources) used to produce goods and services in my community.</p>	<p>I can identify examples of resources (human capital, physical capital, natural resources) used to produce goods and services in my state.</p>	<p>I can identify examples of resources (human capital, physical capital, natural resources) used to produce goods and services in a region.</p>	<p>I can compare resources (human capital, physical capital, natural resources) used to produce goods and services in regions.</p>	<p>Standard 4 Benchmark: 4.1, 4.2, 4.3, 4.4</p>
	<p>I can describe the role of banks in an economy.</p>	<p>I can identify financial resources (loans, grants, taxes, wages, trade) in an economy.</p>	<p>I can explain the purpose of financial resources (loans, grants, taxes, wages, trade) in an economy.</p>	<p>I can compare the purpose of financial resources (loans, grants, taxes, wages, trade) in an economy.</p>	
	<p>I can identify good economic decision making skills.</p>	<p>I can explain how good economic decision making skills change over time.</p>	<p>I can demonstrate how good economic decision making skills change over time.</p>	<p>I can explain the effect of increasing economic interdependence in regions/nations.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Geography</p> <p>A successful student can use geographic information to observe, explore and compare human and physical characteristics and their relationship to the region.</p>	<p>I can use a map/globe to locate physical and political locations in my school/community.</p>	<p>I can use a map/globe to locate and explain physical and political locations in my community/state.</p>	<p>I can use a map/globe to locate and explain physical and political features of national regions.</p>	<p>I can use a map/globe to compare physical and political features of different geographic locations.</p>	<p>Standard 5: Benchmark: 5.1, 5.2, 5.3, 5.4</p>
	<p>I can identify how my school/community is supported by our local human and physical characteristics.</p>	<p>I can explain how my community/state is supported by our local human and physical characteristics.</p>	<p>I can explain how a region is supported by human and physical characteristics.</p>	<p>I can analyze how a region is supported by human and physical characteristics.</p>	
	<p>I can explain why a school changes over time.</p>	<p>I can explain why a community/state changes over time.</p>	<p>I can explain why a nation changes over time.</p>	<p>I can analyze changes of a region over time.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS History Extension</p> <p>A successful student can use distinctions among fact and opinion from multiple sources in response to compelling questions to investigate and connect examples of choices and consequences with contemporary issues.</p>	<p>I can gather relevant facts and opinions from sources to answer a compelling question.</p>	<p>I can gather relevant facts and opinions from sources to answer a compelling question.</p>	<p>I can demonstrate how facts and opinions support specific concepts or big idea on a topic to support a compelling question.</p>	<p>I can use multiple sources to identify facts and opinions which explain specific concepts or big ideas on the topic or to support a compelling question.</p>	<p>Standard 1 Benchmark: 1.1, 1.2, 1.3, 1.4</p>
	<p>I can gather relevant information to support a relationship between a historical and a contemporary event.</p>	<p>I can gather relevant information to support a relationship between a historical and a contemporary event.</p>	<p>I can demonstrate how facts and opinions support a relationship between a historical and a contemporary event.</p>	<p>I can use evidence to support a relationship between a historical and a contemporary event.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Civics/ Government Extension</p> <p>A successful student can use a range of democratic procedures to identify common problems or needs within a school/community to draw conclusions and evaluate the rights and responsibilities of people living in societies.</p>	<p>I can identify a democratic procedure.</p>	<p>I can give examples of a democratic procedure.</p>	<p>I can explain and use a democratic procedure.</p>	<p>I can justify democratic procedures.</p>	<p>Standard 2 Benchmark: 2.4, 2.1 2.2, 2.3</p>
	<p>I can identify a problem or need in my school.</p>	<p>I can identify a problem or need in my community.</p>	<p>I can explain a problem or need in my school/ community.</p>	<p>I can explain a problem in my state/nation.</p>	
	<p>I can identify a possible solution to a problem or need in my school.</p>	<p>I can identify a possible solution to a problem or need in my community.</p>	<p>I can explain and evaluate a possible solution to a problem or need in my school/community.</p>	<p>I can explain and evaluate a possible solution to a problem or need in my state/nation.</p>	
	<p>I can explain the responsibilities of students to solve a problem in my school.</p>	<p>I can explain the responsibilities of citizens to solve a problem in my community.</p>	<p>I can evaluate the rights and responsibilities of citizens to solve a problem in my school/ community.</p>	<p>I can evaluate the rights and responsibilities of citizens to solve a problem in my state/ nation.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS History Extension</p> <p>A successful student can gather relevant information from multiple sources and organize the information to describe relationships between historical and contemporary events.</p>	<p>I can gather relevant facts and opinions from sources to answer a compelling question.</p>	<p>I can gather relevant facts and opinions from sources about a historical and contemporary event.</p>	<p>I can use evidence from multiple sources to explain a relationship between a historical event and a current event.</p>	<p>I can evaluate primary and secondary resources and appropriately use them as evidence to support a relationship between a historical and a contemporary event.</p>	<p>Standard 3 Benchmark: 3.1, 3.2, 3.3, 3.4</p>
	<p>I can identify a relationship between a historical and a contemporary event.</p>	<p>I can gather relevant information to support a relationship between a historical and a contemporary event.</p>	<p>I can use evidence from multiple sources to explain a relationship between a historical event and a current event.</p>	<p>I can evaluate primary and secondary resources and appropriately use them as evidence to support a relationship between a historical and a contemporary event.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Economic Extension</p> <p>A successful student will analyze multiple sources of economic information to explain the characteristics of a market economy and the impact on individuals and communities to connect continuity and change to a contemporary issue.</p>	<p>I can describe terms (buyer, seller, product, service) related to a market economy.</p>	<p>I can give examples of relationships (buyer, seller, product, service, supply, demand, investment) related to a market economy.</p>	<p>I can explain relationships (buyer, seller, product, service, supply, demand, investment) related to a market economy.</p>	<p>I can analyze relationships (buyer, seller, product, service, supply, demand, investment) related to a market economy.</p>	<p>Standard 4 Benchmark: 4.1, 4.2, 4.3, 4.4</p>
	<p>I can identify jobs within a market economy.</p>	<p>I can give examples of inflation, deflation and unemployment related to a market economy.</p>	<p>I can explain inflation, deflation and unemployment related to a market economy.</p>	<p>I can analyze inflation, deflation and unemployment related to a market economy.</p>	
	<p>I can identify a change in my local economy.</p>	<p>I can identify a change in my state economy.</p>	<p>I can identify a change in my national economy.</p>	<p>I can analyze a change in economy.</p>	
	<p>I can use economic information to identify changes causing a local issue today.</p>	<p>I can use economic information to explain changes causing a local/state issue today.</p>	<p>I can use economic information to identify changes causing a national issue today.</p>	<p>I can use economic information to identify changes causing a world issue today.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Geography Extension</p> <p>A successful student can use geographic information to investigate and connect relationships of human and physical characteristics to contemporary issues.</p>	<p>I can compare maps of my school from past and present to identify changes.</p>	<p>I can compare maps of my community/state from past and present to identify changes.</p>	<p>I can compare maps of my nation from past and present to identify changes.</p>	<p>I can analyze changes of maps from past and present.</p>	<p>Standard 5: Benchmark: 5.1, 5.2, 5.3, 5.4</p>
	<p>I can identify how humans have an impact on the physical area of my school.</p>	<p>I can explain how humans have an impact on the physical area of my community/state.</p>	<p>I can explain how humans have an impact on the physical area of my nation.</p>	<p>I can analyze how humans have an impact on the physical area of regions.</p>	
	<p>I can identify how cultural and environmental characteristics cause change over time in my school.</p>	<p>I can explain how cultural and environmental characteristics cause change over time in my community/state.</p>	<p>I can explain how cultural and environmental characteristics cause change over time in my nation.</p>	<p>I can analyze how cultural and environmental characteristics cause change over time in an area.</p>	
	<p>I can identify how human movement and use of natural resources cause change over time in my school.</p>	<p>I can explain how human movement and use of natural resources cause change over time in my community/state.</p>	<p>I can explain how human movement and use of natural resources cause change over time in my nation.</p>	<p>I can analyze how human movement and use of natural resources cause change over time in a region.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>HGSS Writing</p> <p>A successful student can communicate their opinions in writing and give reasons and information to support their point of view.</p>	<p>I can determine the difference between fact and opinion.</p>	<p>I can determine the difference between fact and opinion in independent sentences.</p>	<p>I can determine the difference between fact and opinion in a written piece.</p>	<p>I can determine the difference between fact and opinion and extend these in my written work.</p>	<p>W.3.1,W.4.1,W.5.1</p>
	<p>I can write an opinion topic sentence.</p>	<p>I can write an opinion topic sentence with one supporting detail and/or reason.</p>	<p>I can write an opinion piece, supporting my point of view with reasons and information.</p>	<p>I can write an opinion piece supporting my point of view, reasons, and information with credible sources as references.</p>	
	<p>I can write a topic sentence supporting an opinion.</p>	<p>I can introduce a topic by stating an opinion.</p>	<p>I can clearly introduce a topic by stating an opinion that has a clear introduction and is well organized.</p>	<p>I can clearly introduce a topic organizing the topic with clear reasons and relevant evidence.</p>	
	<p>I can provide reasons to support an opinion.</p>	<p>I can support an opinion with supporting details using words and phrases.</p>	<p>I can support an opinion with clear supporting details by using words, phrases, and clauses.</p>	<p>I can support an opinion with clear transitions and a formal style that uses phrases and clauses to clarify relationships.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Writing</p> <p>Writing A successful student can communicate their opinions in writing and give reasons and information to support their point of view.</p>	<p>I can determine the difference between fact and opinion.</p>	<p>I can determine the difference between fact and opinion in independent sentences.</p>	<p>I can determine the difference between fact and opinion in a written piece.</p>	<p>I can determine the difference between fact and opinion and extend these in my written work.</p>	<p>W.3.1,W.4.1,W.5.1</p>
	<p>I can write an opinion topic sentence.</p>	<p>I can write an opinion topic sentence with one supporting detail and/or reason.</p>	<p>I can write an opinion piece, supporting my point of view with reasons and information.</p>	<p>I can write an opinion piece supporting my point of view, reasons, and information with credible sources as references.</p>	
	<p>I can write a topic sentence supporting an opinion.</p>	<p>I can introduce a topic by stating an opinion.</p>	<p>I can clearly introduce a topic by stating an opinion that has a clear introduction and is well organized.</p>	<p>I can clearly introduce a topic organizing the topic with clear reasons and relevant evidence.</p>	
	<p>I can provide reasons to support an opinion.</p>	<p>I can support an opinion with supporting details using words and phrases.</p>	<p>I can support an opinion with clear supporting details by using words, phrases, and clauses.</p>	<p>I can support an opinion with clear transitions and a formal style that uses phrases and clauses to clarify relationships.</p>	
	<p>I can write a concluding statement.</p>	<p>I can provide a concluding statement which supports the opinion.</p>	<p>I can provide a concluding statement related to stated opinion.</p>	<p>I can maintain a formal style of writing that supports the claims of the opinion.</p>	
EL					
	<p>A successful level 1 EL student can write simple words, copied or adapted from a model with guidance and support.</p>	<p>A successful level 2 EL student can write simple sentence patterns with guidance and support.</p>	<p>A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions with some guidance and support.</p>	<p>A successful level 4 EL student can produce writing that includes organization with a developing range of sentence patterns, conventions, and vocabulary with minimal guidance and support.</p>	<p>Writing Standard 4, grades 3 and 4</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Writing</p> <p>A successful student can write to inform/explain and express themselves clearly.</p>	<p>I can create a written piece that has a topic supported by illustrations.</p>	<p>I can create a written piece that has a topic with supporting details.</p>	<p>I can create a written piece by developing a topic with facts and concrete details.</p>	<p>I can create a written piece that supports the topic with facts, definitions and concrete details.</p>	<p>W.3.2, W.4.2, W.5.2</p>
	<p>I can use linking words to connect ideas in written work.</p>	<p>I can create a written piece that links ideas using words and phrases.</p>	<p>I can create a written piece that links ideas and information using words, phrases, and clauses.</p>	<p>I can create a written piece that uses appropriate transitions to clarify ideas.</p>	
	<p>I can create a written piece that connects ideas on a topic.</p>	<p>I can create a written piece with precise language to explain a topic.</p>	<p>I can create a written piece with precise language and vocabulary to inform or explain about the topic.</p>	<p>I can create a written piece with precise language and domain specific vocabulary to explain the topic.</p>	
	<p>I can create a written piece that provides a concluding statement.</p>	<p>I can create a written piece that provides a concluding statement on the information presented.</p>	<p>I can create a written piece that provides a concluding statement related to the information presented.</p>	<p>I can create a written piece with a concluding statement within a section that follows the information presented.</p>	
EL					
	<p>A successful level 1 EL student can write simple words, copied or adapted from a model with guidance and support.</p>	<p>A successful level 2 EL student can write simple sentence patterns with guidance and support.</p>	<p>A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions with some guidance and support.</p>	<p>A successful level 4 EL student can produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>	<p>Writing Standard 4, grade 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDSS
<p>ELA Writing</p> <p>A successful student can narrate real or imagined events by describing details and in a clear sequence.</p>	<p>I can create a written piece to narrate a real or imagined event using descriptive details and a clear sequence.</p>	<p>I can create a written piece to narrate a real or imagined event using descriptive details and a clear sequence.</p>	<p>I can orient the reader by introducing the narrator and/or characters.</p>	<p>I can orient and engage the reader by conveying information about well-developed characters or narrator.</p>	<p>W.3.3, W.4.3, W.5.3</p>
	<p>I can introduce the narrator and/or characters.</p>	<p>I can introduce the narrator and/or characters.</p>	<p>I can create a written piece that links ideas and information using words, phrases, and clauses.</p>	<p>I can create a written piece that supports the topic with facts, definitions and concrete details.</p>	
	<p>I can use dialogue and describe actions, thoughts, and feelings of characters to show their response to situations.</p>	<p>I can use dialogue and describe actions, thoughts, and feelings of characters to show their response to situations.</p>	<p>I can use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>I can use narrative techniques such as dialogue, description, and pacing to portray well-developed characters that captivate readers' attention and interest.</p>	
	<p>I can use temporal words and phrases to signal event order in a narrative.</p>	<p>I can use a variety of transitional words and phrases to signal sequence of events.</p>	<p>I can use a variety of transitional words and phrases to signal sequence of events.</p>	<p>I can combine ideas and indicate passage of time using transitional words and phrases.</p>	
EL					
	<p>A successful level 1 EL student can write simple words, copied or adapted from a model with guidance and support.</p>	<p>A successful level 2 EL student can write simple sentence patterns with guidance and support.</p>	<p>A successful level 3 EL student can produce writing that supports grammatical structures and basic conventions with some guidance and support.</p>	<p>A successful level 4 EL student can produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>	<p>Writing Standard 4, grade 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Speaking and Listening</p> <p>A successful student can engage effectively in discussions with diverse partners..</p>	<p>I can engage in discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts.</p>	<p>I can engage in discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts.</p>	<p>I can engage in discussions (one-on-one, in groups, and teacher led) with diverse partners on grade five topics and texts.</p>	<p>I can integrate interpersonal, intrapersonal, and cognitive skills to effectively collaborate in conversations with diverse partners.</p>	<p>SL 3.1, SL 4.1, SL 5.1</p>
	<p>I can express ideas clearly and build on others' ideas.</p>	<p>I can express ideas clearly and build on others' ideas.</p>	<p>I can express ideas clearly and build on others' ideas.</p>	<p>I can build on to or respectfully challenge another's viewpoint.</p>	
	<p>I can prepare for discussions by reading or studying required material.</p>	<p>I can prepare for discussions by reading and studying required material.</p>	<p>I can prepare for discussions by organizing my time by reading or studying required material prior to group work.</p>	<p>I can organize tasks and manage time to ensure that I am prepared for discussions by reading and studying the reading material.</p>	
	<p>I can use information from the reading and other information that I know to explore the ideas being discussed.</p>	<p>I can follow agreed upon rules for discussions</p>	<p>I can follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>I can use self- and social-awareness to productively and effectively engage in conversations.</p>	
	<p>I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>I can pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>I can request and give clarification and elaboration and build on to or challenge another's idea.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Speaking and Listening-Extended</p> <p>A successful student can speak clearly and understandably; in an organized manner; and give pertinent details while orally reporting on a topic, telling a story, or sharing about an experience.</p>	<p>I can report on a topic in an organized manner.</p>	<p>I can report on a topic or text, tell a story or recount an experience in an organized manner.</p>	<p>I can develop a logical argument on a topic or text in an organized manner.</p>	<p>I can synthesize a logical argument on a topic or text in an organized manner.</p>	<p>SL.4.4</p>
	<p>I can focus on details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.</p>	<p>I can use appropriate facts and relevant, descriptive details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.</p>	<p>I can cite facts and descriptive details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.</p>	<p>I can cite facts in a logical sequence and add develop details to support main ideas or themes while reporting on a topic, telling a story or recounting an experience.</p>	
	<p>I can speak clearly at an understandable pace when speaking for a variety of purposes.</p>	<p>I can speak clearly at an understandable pace when speaking for a variety of purposes.</p>	<p>I can speak using appropriate volume, enunciation, and rate for a variety of purposes.</p>	<p>I can incorporate common public speaking norms when speaking for a variety of purposes.</p>	
EL					
	<p>A successful level 1 EL student can draw or point to pictures to describe familiar people, places, things and/or events or remain in silent period absorbing surroundings.</p>	<p>A successful level 2 EL student can produce one/two words or phrases to give a presentation or to give with a partner in a presentation.</p>	<p>A successful level 3 EL student can produce complete sentences with some organization, details and reasoning present.</p>	<p>A successful level 4 EL student can report on a topic or text, tell a story, or recount an experience in an organized manner, using some facts and details to support main ideas or themes; speaking clearly at an understandable pace</p>	<p>Speaking and Listening Standard 4, grade 4</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Reading Literature</p> <p>A successful student can ask and answer questions, draw inferences and refer to details and examples in a text to demonstrate understanding of the text.</p>	<p>I can ask and answer questions to demonstrate understanding of text.</p>	<p>I can refer to details in a text to ask and answer key detail questions.</p>	<p>I can quote accurately when explaining what the text says explicitly.</p>	<p>I can evaluate quotes accurately when defending a text.</p>	<p>RL.3.1, RL.4.1, RL.5.1</p>
	<p>I can explicitly refer to text for answers to better understand the text.</p>	<p>I can identify the location of an answer in text.</p>	<p>I can draw inferences in a text using background knowledge and the text.</p>	<p>I can cite text evidence to draw inferences and analyze a text.</p>	
	<p>I can construct questions about text using who, what, when, where, and why questions.</p>	<p>I can use text and text features to ask and answer key detail questions.</p>	<p>I can refer to the details of text when making inferences.</p>	<p>I can cite specific textual evidence when writing or speaking to support conclusion drawn from text.</p>	
EL					
	<p>A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.</p>	<p>A successful level 2 EL student can ask or answer a who, what, when, where text-dependent question by locating or giving a detail from a simple text.</p>	<p>A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.</p>	<p>A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence. In fourth grade, the student can also answer implicit text dependent questions by citing specific textual evidence.</p>	<p>Reading Standard 1, grades 3 and 4</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Reading Literature</p> <p>A successful student can determine the central message, moral or theme and be able to form a summary of the text.</p>	<p>I can recount stories using pictures, photographs or illustrations to answer questions.</p>	<p>I can describe the theme of a story, drama or poem using details from text.</p>	<p>I can determine theme of story, drama or poem using key details from the text.</p>	<p>I can analyze the theme of a story, drama or poem using key details from the text.</p>	<p>RL 3.2, RL 4.2, RL 5.2</p>
	<p>I can state how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	<p>I can explain how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	<p>I can distinguish how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	<p>I can assess how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	
	<p>I can recount key details of text.</p>	<p>I can construct the key details of text.</p>	<p>I can summarize key details of text.</p>	<p>I can analyze key details from text.</p>	
	<p>I can create a storyboard or drawing to show understanding of key details in text.</p>	<p>I can work with peers or independently to determine important key details for a summary.</p>	<p>I can select the key details in text to create a summary.</p>	<p>I can analyze how key details impact the central idea of text.</p>	
EL					
	<p>A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.</p>	<p>A successful level 2 EL student can answer a text-dependent who, what, when, where, or why question by locating and/or give a detail or a logical conclusion from a simple text.</p>	<p>A successful level 3 EL student can answer explicit text-dependent who, what, when, where, why, and how questions by identifying details and/or logical conclusions in a text.</p>	<p>A successful level 4 EL student can answer various explicit and implicit text-dependent questions by providing textual evidence.</p>	<p>Reading Standard 1, grade 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Reading Literature</p> <p>A successful student can compare and contrast the point of view of narrators or speakers in a text and its impact on the text</p>	<p>I can distinguish the author's point of view from my own in literature.</p>	<p>I can compare and contrast two perspectives from the same event or topic in literature.</p>	<p>I can describe how point of view influences the description of events in literature.</p>	<p>I can analyze point of view and its impact on text in literature.</p>	<p>RL 4.6, RL 5.6</p>
	<p>I can understand what impacts point of view in literature.</p>	<p>I can explain how the point of view affects perspective of the topic or event in literature.</p>	<p>I can understand what impacts point of view in literature.</p>	<p>I can explain how point of view is developed in literature.</p>	
	<p>I can compare and contrast my point of view from the author's point of view in literature.</p>	<p>I can explain why the author wrote a text.</p>	<p>I can infer the author's reason for writing a text.</p>	<p>I can explain how the author's point of view is conveyed in text.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend quality informational text, dramas, prose and poetry at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 3.</p>	<p>Reading Standard 13, grade 3</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Literature A successful student will read and comprehend high quality prose and poetry on grade level.</p>	<p>I can read high quality dramas, prose and poetry on grade level.</p>	<p>I can read and comprehend high quality dramas, prose and poetry on grade level.</p>	<p>I can read, comprehend, and analyze high quality dramas, prose and poetry on grade level.</p>	<p>I can read, comprehend, and interpret high quality dramas, prose and poetry on or above grade level.</p>	<p>RL.3.13, RL.4.13, RL.5.13</p>
	<p>I can read increasingly complex literary text.</p>	<p>I can read and comprehend increasingly complex text.</p>	<p>I can select, read and comprehend increasingly complex grade-level text.</p>	<p>I can select, read and comprehend increasingly complex text above grade level.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4 or 5</p>	<p>Reading Standard 13, grades 4 and 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Literature–Extended</p> <p>A successful student can compare and contrast the treatment of similar themes and topics and patterns and events in multicultural literature.</p>	<p>I can recount stories using pictures, photographs or illustrations to answer questions.</p>	<p>I can describe the theme of a story, drama or poem using details from text.</p>	<p>I can determine theme of story, drama or poem using key details from the text.</p>	<p>I can analyze the theme of a story, drama or poem using key details from the text.</p>	<p>RL 4.9</p>
	<p>I can state how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	<p>I can explain how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	<p>I can compare and contrast the treatment of similar themes in multicultural literature.</p>	<p>I can evaluate the treatment of similar themes and topics in multicultural literature..</p>	
	<p>I can recount key details of text.</p>	<p>I can determine similar patterns of events from different cultures.</p>	<p>I can compare and contrast the patterns and events in stories from different cultures.</p>	<p>I can evaluate and expand on the patterns and events in stories from different cultures.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Foundation Skills</p> <p>A successful student can apply knowledge of affixes, syllabication Latin roots and phonics to decode unknown words.</p>	<p>I can use phonics skills to decode multisyllabic words.</p>	<p>I can use phonics skills to break words into parts for decoding unfamiliar multisyllabic words.</p>	<p>I can determine theme of story, drama or poem using key details from the text.</p>	<p>I can apply grade-level phonics in decoding unfamiliar multisyllabic words in and out of context.</p>	<p>RF 3.3, RF 4.3, RF 5.3</p>
	<p>I can use word analysis skill of grade-level letter sound correspondences to decode unfamiliar multisyllabic words.</p>	<p>I can use word analysis skills of letter-sound correspondence and syllabication to decode unfamiliar multisyllabic words.</p>	<p>I can distinguish how characters in a story or drama respond to challenges or how a poem reflects a topic.</p>	<p>I can use word analysis skills of morphology, syntax and syllabication to decode unknown multisyllabic words.</p>	
	<p>I can decode grade level Latin roots and affixes.</p>	<p>I can construct the key details of text.</p>	<p>I can use Latin roots and affixes to understand grade level multisyllabic words in and out of context.</p>	<p>I can use and apply syllabication patterns and morphology to read accurately multisyllabic words in and out of context.</p>	
	<p>I can decode grade-level irregularly spelled words.</p>	<p>I can work with peers or independently to determine important key details for a summary.</p>	<p>I can define grade-level irregularly spelled words using my knowledge of affixes and roots.</p>	<p>I can use knowledge of word patterns and syllabication to read, spell, and define grade level irregularly spelled words.</p>	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
EL					
	<p>A successful level 2 EL student can recognize common consonant and vowel digraphs by selecting corresponding printed ones; decode by blending phonemes and recognize high frequency words within simple text with support; identify the number of syllables in a single word by clapping for each vowel sound; and select correct inflectional endings for roots (-ed, -ing, -s) with support.</p>	<p>A successful level 2 EL student can recognize common consonant and vowel digraphs by selecting corresponding printed ones; decode by blending phonemes and recognize high frequency words within simple text with support; identify the number of syllables in a single word by clapping for each vowel sound; and select correct inflectional endings for roots (-ed, -ing, -s) with support.</p>	<p>A successful level EL student can apply knowledge of all letter-sound correspondences with minimal support; change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support; identify inconsistent but common spelling-sound correspondences (ai, ay, eigh, ea) with support; and read unfamiliar multisyllabic words accurately in context and out of context with support]</p>	<p>A successful level 4 EL student can employ grade-level phonics and word analysis skills in decoding words within grade-level literal and abstract text with little to no support; change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no support; and read unfamiliar multisyllabic words accurately in context and out of context without support.</p>	<p>Reading Standard 13, grade 3</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Foundation Skills A successful student can determine main idea, explain key details and summarize text.</p>	<p>I can determine main idea in informational text.</p>	<p>I can explain main idea in informational text.</p>	<p>I can identify two or more main ideas of a text.</p>	<p>I can justify main ideas of informational text.</p>	<p>RI 3.2, RI 4.2</p>
	<p>I can identify key details of informational text.</p>	<p>I can explain key details of informational text.</p>	<p>I can determine key details of informational text.</p>	<p>I can examine key details of informational text.</p>	
	<p>I can summarize informational text with one supporting detail in informational text.</p>	<p>I can complete a summary of informational text with two supporting details.</p>	<p>I can create a summary of informational text with many supporting details.</p>	<p>I can interpret the summary of informational text, which includes supporting details.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend quality informational text, dramas, prose and poetry at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 3.</p>	<p>Reading Standard 13, grade 3</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Informational Text</p> <p>A successful student can refer to the text when explaining and inferring to demonstrate understanding of the text.</p>	<p>I can construct questions using who, what, where, when and why.</p>	<p>I can use text and text features to ask and answer key detail questions.</p>	<p>I can identify locations in text to answer text specific questions.</p>	<p>I can refer to a text to support ideas and assumptions when writing or speaking.</p>	<p>RI 3.1, RI, 4.1, RI 5.1</p>
	<p>I can identify the location of the answer in the text.</p>	<p>I can use the text to make an inference.</p>	<p>I can use background knowledge and text to make an inference.</p>	<p>I can explain the definition of inference and the process of making an inference.</p>	
EL					
	<p>A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.</p>	<p>A successful level 2 EL student can ask or answer a who, what, when, where text-dependent question by locating or giving a detail from a simple text.</p>	<p>A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.</p>	<p>A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence. In 4th grade, the student can also answer implicit text dependent questions by citing specific textual evidence.</p>	<p>Reading Standard 1, grades 3 and 4</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Foundation Skills A successful student can determine main idea, explain key details and summarize text.</p>	<p>I can determine main idea in informational text.</p>	<p>I can explain main idea in informational text.</p>	<p>I can identify two or more main ideas of a text.</p>	<p>I can justify main ideas of informational text.</p>	<p>RI 3.2, RI 4.2</p>
	<p>I can identify key details of informational text.</p>	<p>I can explain key details of informational text.</p>	<p>I can determine key details of informational text.</p>	<p>I can examine key details of informational text.</p>	
	<p>I can summarize informational text with one supporting detail in informational text.</p>	<p>I can complete a summary of informational text with two supporting details.</p>	<p>I can create a summary of informational text with many supporting details.</p>	<p>I can interpret the summary of informational text, which includes supporting details.</p>	
EL					
	<p>A successful level 1 EL student can respond to or ask a who or what text-dependent question by pointing to a picture or single word.</p>	<p>A successful level 2 EL student can ask or answer a who, what, when, where text-dependent question by locating or giving a detail from a simple text.</p>	<p>A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.</p>	<p>A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence. In 4th grade, the student can also answer implicit text dependent questions by citing specific textual evidence.</p>	<p>Reading Standard 1, grade 3 and 4</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Informational Text A successful student can determine main idea, explain key details and summarize text.</p>	<p>I can understand the difference between compare and contrast.</p>	<p>I can integrate information on topic to speak or write on the subject knowledgeably.</p>	<p>I can integrate information from several texts to speak or write on subject knowledgeably.</p>	<p>I can interpret and evaluate information from multiple text and speak or write knowledgeably about the subject.</p>	<p>RI 3.2, RI 4.2</p>
	<p>I can understand how to compare and contrast key details.</p>	<p>I can integrate a key detail on topic to speak or write on the subject knowledgeably.</p>	<p>I can integrate key details from several texts to speak or write on subject knowledgeably.</p>	<p>I can interpret and evaluate key details from multiple text and speak or write knowledgeably about the subject.</p>	
	<p>I can compare and contrast text on the same topic.</p>	<p>I can categorize key details from two texts to compare and contrast.</p>	<p>I can compare and contrast texts in order to combine information.</p>	<p>I can articulate the similarities and differences between the same event by different authors for better understanding.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for grades 4 or 5.</p>	<p>Reading Standard 13, grades 4 and 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Informational Text successful student can read and comprehend grade-level informational text.</p>	<p>I can read grade-level informational text.</p>	<p>I can read and comprehend grade-level informational text.</p>	<p>I can read and comprehend grade-level complex informational text.</p>	<p>I can read and comprehend above grade-level complex informational text.</p>	<p>RI.3.13, RI.4.13, RI.5.13</p>
	<p>I can understand the meaning of informational text.</p>	<p>I can interpret meaning from informational text.</p>	<p>I can interpret meaning from a variety of informational text.</p>	<p>I can interpret meaning from a variety of high-level informational text.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for grades 4 or 5.</p>	<p>Reading Standard 13, grades 4 and 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>Reading Informational Text – Extended</p> <p>A successful student can explain relationships or interactions based on specific information in historical, scientific or technical text.</p>	<p>I can use language that relates to time or sequence with describing relationships.</p>	<p>I can use time sequence, cause and effect cue words.</p>	<p>I can identify and use time, sequence, and cause/effect cue words when explaining connected relationships.</p>	<p>I can explain the use of time, sequence, and cause/effect cue words when explaining connected relationships.</p>	<p>RI 5.3</p>
	<p>I can describe the relationship between a series of historical events or scientific ideas.</p>	<p>I can explain what happened and why in a historical, scientific, or technical text.</p>	<p>I can understand the differences and structures associated with historical, scientific, and technical text.</p>	<p>I can use close reading strategies to identify key individuals, events, or ideas in informational text.</p>	
	<p>I can use digital tools to create a timeline explaining the connection between related historical events.</p>	<p>I can describe the connection between a series of historical events or scientific ideas.</p>	<p>I can understand the differences and structures associated with historical, scientific, and technical texts.</p>	<p>I can extract meaning and purpose from informational text by analyzing its structure and organization.</p>	
	<p>I can describe the technical steps or procedures in text.</p>	<p>I can describe the connection between two individuals in text.</p>	<p>I can describe and explain the connection between two or more individuals in text.</p>	<p>I can compare and contrast connections between two or more individuals in text.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for grades 4 or 5.</p>	<p>Reading Standard 13, grades 4 and 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Informational Text – Extended A successful student can describe the overall structure of events, ideas, concepts, or information in text..</p>	<p>I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.</p>	<p>I can select effective tools to locate information relevant to a given topic.</p>	<p>I can justify the most effective tools to use to locate information relevant to a given topic.</p>	<p>I can model the use of effective tools to use to locate information relevant to a given topic.</p>	<p>RI 4.5</p>
	<p>I can understand text structure in informational text.</p>	<p>I can identify text structure in informational text.</p>	<p>I can use text structure to understand informational text.</p>	<p>I can optimize the use of text structures that enhance comprehension of informational text.</p>	
	<p>I can understand how the authors uses text features to organize text.</p>	<p>I can determine why the author chose a specific text structure.</p>	<p>I can relate specific text structures to author's purpose.</p>	<p>I can explain the use of specific text structures to author's purpose.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for grades 4 or 5.</p>	<p>Reading Standard 13, grades 4 and 5</p>

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA Reading Informational Text – Extended A successful student can compare and contrast multiple accounts of an event or topic.</p>	<p>I can distinguish my point of view from that of the author of a text.</p>	<p>I can compare and contrast first and secondhand account of the event or topic.</p>	<p>I can analyze multiple accounts of same events or topics.</p>	<p>I can assess multiple accounts of events or topics.</p>	<p>RI 4.6,5.6</p>
	<p>I can understand the differences in information.</p>	<p>I can describe the differences of information provided.</p>	<p>I can note similarities and differences in point of view.</p>	<p>I can analyze similarities and differences in point of view.</p>	
	<p>I can recognize the same event told from different perspectives.</p>	<p>I can compare the same event told from different perspectives.</p>	<p>I can compare and contrast the same event told from different perspectives.</p>	<p>I can elaborate on the differences of the same event told from different perspectives.</p>	
EL					
	<p>A successful level 1 EL student can sit and listen to a short, simple read-aloud with prompting and support.</p>	<p>A successful level 2 EL student can sit and listen to literary and informational read-alouds with some prompting and support.</p>	<p>A successful level 3 EL student can actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.</p>	<p>A successful level 4 EL student can read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for grades 4 or 5.</p>	<p>Reading Standard 13, grades 4 and 5</p>

STEAM

A successful student can demonstrate proficiency with engineering skills by using the Engineering Design Process to explore and test possible solutions to a problem with limited materials and resources (constraints) and specific criteria in mind.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can organize the steps of the engineering design process.	I can explain the engineering design process.	I can define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.	I can justify using the engineering design process to answer a question.	3-5-ETS1-1; 3-5-ETS1-2; 3-5-ETS1-3
I can identify criteria and constraints.	I can explain criteria and constraints.	I can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	I can analyze the best solution to a problem within constraints and using set criteria.	
I can identify variables.	I can identify failure points.	I can plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	I can justify the best solution to a problem.	

Structures and Properties of Matter:

A successful student can explore how any type of matter can be divided into small particles too small to be seen, but still exist, and how measurements of properties can be used to identify materials, even when mixed or changed.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can organize the steps of the engineering design process.	I can explain the engineering design process.	I can develop a model to describe that matter is made of particles too small to be seen.	I can evaluate matter.	5-PS1-1; 5-PS1-2; 5-PS1-3; 5-PS1-4
I can identify criteria and constraints.	I can explain criteria and constraints.	I can measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	I can analyze and compare graphs.	
I can identify variables.	I can identify failure points.	I can make observations and measurements to identify materials based on their properties.	I can analyze properties of materials.	
I can identify variables.	I can identify failure points.	I can plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	I can evaluate matter. I can justify the best solution to a problem.	

Forces and Interactions:

A successful student can explore how forces act on objects with strength and direction and can be measured. A successful student can explore how electric and magnetic forces affect objects within contact or not in contact at all, and how the gravitational force of the Earth pulls objects.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the differences between balanced and unbalanced forces on an object.	I can explain the difference between balanced and unbalanced forces on an object.	I can plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	I can graph and analyze the results of an investigation involving balanced and unbalanced forces on an object's motion.	3-PS2-1; 3-PS2-2; 3-PS2-3; 3-PS2-4; 5-PS2-1
I can observe an object's motion.	I can measure an object's motion.	I can make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	I can graph and analyze the results of repeated observations and measurements of an object's motion to predict future motion.	
I can use magnetic or electric forces on two objects that are not in contact with each other.	I can describe the interactions of two objects that are not in contact but have electric or magnetic forces on them.	I can ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	I can compile and analyze data to show the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	
I can use magnets to solve problems.	I can use scientific ideas to describe how magnets can solve problems.	I can define a simple design problem that can be solved by applying scientific ideas about magnets.	I can evaluate the effectiveness of using magnets to solve design problems by applying scientific ideas.	
I can use objects to demonstrate gravity.	I can demonstrate and describe that gravity forces objects down through multiple trials and differing objects.	I can support an argument that the gravitational force exerted by Earth on objects is directed down.	I can compile and analyze data on the effects of gravity on different objects.	

Energy:

A successful student can explore the relationships between energy and objects, sound, light, and heat. Successful students can explore the production, transference, and transformation of energy. Students will explore the ways that energy and fuel are derived from natural sources and how use of that energy and fuel affect the environment.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can give examples of objects that have differing speeds.	I can organize and group objects that have differing speeds.	I can use evidence to construct an explanation relating the speed of an object to the energy of that object.	I can devise investigations to explain the effect of energy on and object's speed.	4-PS3-1; 4-PS3-2; 4-PS3-3; 4-PS3-4; 4-PS4-2; 4-ESS3-1; 5-PS3-1
I can show how sound, light, heat, and electric currents produce energy.	I can show and describe how sound, light, heat, and electric currents produce energy.	I can make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	I can prove that energy can be transferred from place to place by sound, light, heat, and electric currents by setting up investigations and gathering data.	
I can make two objects collide.	I can describe the effect of two objects colliding.	I can ask questions and predict outcomes about the changes in energy that occur when objects collide.	I can investigate the changes in energy that occur when objects collide by compiling and organizing data.	
I can identify devices that create energy.	I can describe the initial and final forms of energy devices create.	I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	I can use a device that converts energy from one form to another to solve a problem and evaluate why that device is scientifically suited to solve that problem.	
I can show how objects need light to be seen by the human eye.	I can describe and explain how objects need light to be seen by the human eye.	I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	I can create a model that describes how light reflects from objects to the human eye to be seen, and I can design light experiments using the model to compare the effects of differing lights on the ability of humans to see objects.	

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list natural resources.	I can describe solar energy, wind energy, nuclear energy, water energy, and fossil fuels and how humans use each one.	I can obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	I can use multiple resources to create a graph that describes and analyzes the environmental effects of using each of the energy sources. I can generate recommendations for the use of each energy source.	
I can give examples of how animals use their food to stay alive.	I can describe how plants that animals eat get energy from the sun to grow.	I can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	I can use design a model or visual representations of the chain of energy events that occur between the sun, plants, and animals.	

Structure and Function:

A successful student can explore how light reflection is processed by the eye to make sense of an object. The successful student can investigate how plants and animals use internal and external structures to aid in growth, survival, behavior and reproduction. Successful students can explore how animals use their perceptions, memories and senses to guide their actions.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can describe the internal and external structures of plants and animals.	I can explain how animals and plants use their internal and external structures.	I can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	I can create and present a model that shows how plants and animals use their internal and external structures for survival, growth, behavior and reproduction.	4-LS1-1;4-LS1-2; 4-PS4-2
I can give examples of how animals use their senses.	I can describe how animals use their senses to react to their environments.	I can use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	I can create and present a model that shows how animals react to and survive in their environments by using their senses, their brain, and their behavioral output mechanisms.	

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can show how objects need light to be seen by the human eye.	I can describe and explain how objects need light to be seen by the human eye.	I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	I can create a model that describes how light reflects from objects to the human eye to be seen, and I can design light experiments using the model to compare the effects of differing lights on the ability of humans to see objects.	

Matter and Energy in Organisms and Ecosystem:

A successful student can explore the connections between energy, the sun, plants, air, water, organisms, fungi, bacteria, and decomposers. Successful students can explore the interdependence of ecosystems, the web of life, healthy organisms and the environment.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can label the parts of a plant and the function of each part.	I can collect plant growth data through investigations using air, light, water and soil.	I can support an argument that plants get the materials they need for growth chiefly from air and water.	I can compile and analyze investigation data to determine the extent that plants use water, air, light and soil for growth.	5-LS1-1; 5-LS2-1; 5-PS3-1
I can define matter, plants, animals, decomposers and environment.	I can summarize the relationship between plants, animals, and decomposers in the environment.	I can develop a model to describe the movement of matter among plants, animals, decomposers and the environment.	I can produce evidence using the model that show how the interactions of matter, plants, animals, and decomposers allow species to meet their needs and survive in an environment.	
I can give examples of how animals use their food to stay alive.	I can describe how plants that animals eat get energy from the sun to grow.	I can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	I can use design a model or visual representations of the chain of energy events that occur between the sun, plants and animals.	

Interdependent Relationships in Ecosystems:

A successful student can explore how being part of a group helps animals obtain food, defend themselves, cope with changes, and survive in a variety of habitats. Successful students can explore how fossils provide evidence about organisms and how some plants and animals are no longer found on Earth.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify animals that live in groups.	I can collect data that explains the different reasons why some animals live in groups.	I can construct an argument that some animals form groups that help members survive.	I can create a model or representation to argue that the causal evidence of belonging to a group has the effect of animals being able to obtain food, defend themselves, and cope with changes in order to survive.	3-LS2-1; 3-LS4-1 3-LS4-3; 3-LS4-4
I can label fossil samples as to what living organism it once was.	I can classify fossil samples based on common characteristics.	I can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	I can compile the data from fossils to propose that fossil features provide evidence of the types of organisms that lived long ago and the environments that they lived in.	
I can list the needs of organisms (plants and animals).	I can compare the features of different habitats and the organisms that live there.	I can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	I can organize the evidence to show the cause and effect relationship between environments and organisms that survive and organisms that survive less well, and organisms that cannot survive at all.	
I can make a list of environmental problems in the world.	I can use the list of environmental problems in the world to describe the effect that these problems have on plants and animals.	I can make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	I can construct a presentation that addresses an environment, a change that happened in that environment, how the change affected the plants/animals, a solution to the problem and its effect on the plants/animals, and how that solution now affects other plants/animals. Is this solution the best?	

Inheritance and Variation of Traits:

A successful student can explore how reproduction is essential to the continued existence of every kind of organism and how plants and animals inherit characteristics from their parents and other characteristics are the result of the environment.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list the stages that an organism goes through.	I can describe the stages of birth, growth, reproduction and death.	I can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.	I can use the model of an organism's life cycle to produce a written explanation to predict the outcomes if these stages are interrupted and what patterns can be predicted in life cycle stages.	3-LS1-1; 3-LS3-1 3-LS3-2; 3-LS4-2
I can list commonalities between adult animals and their babies and also adult plants and their babies.	I can compare the traits of adult and baby animals and the traits of adult and baby plants to discover patterns.	I can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	I can organize the data about the traits that are passed from adult to baby animals and plants. I can devise a presentation to discuss the patterns of similarities and differences of traits between parents, children and siblings are inherited.	
I can give examples of environmental factors that affect organisms' growth.	I can describe the effect of environmental factors on the growth of organisms.	I can use evidence to support the explanation that traits can be influenced by the environment.	I can analyze the variations within an organism's family to organize those that are influenced by the environment and the effect of the environment on individuals.	
I can name the internal and external features of plants and animals that help them survive in an environment.	I can describe how internal and external features of plants and animals help them survive in an environment.	I can use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	I can explain the cause-effect relationships of characteristics that are found in a plant or animal family that lead to surviving, finding mates, and reproducing.	

Inheritance and Variation of Traits Weather and Climate:

A successful student can explore how scientists use weather patterns to make predictions and how climate and rainfall help shape the land and affect the types of living things found in a region.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can collect weather condition data over time.	I can describe the weather conditions that are commonly found in each season in my climate.	I can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can use the graphical displays of weather condition data to make predictions about patterns that can be found in different climates during different seasons.	3-ESS2-1; 3-ESS2-2 4-ESS2-1
I can read informational texts about differing climates in the world.	I can describe differences in climates around the world.	I can obtain and combine information to describe climates in different regions of the world.	I can make a display to explain how patterns in climate can be used to make predictions about typical weather conditions.	
I can list natural factors that affect erosion.	I can explain the effects of each natural factor on the rate of erosion.	I can make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	I can design a visual representation to compare the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	

Earth's Systems:

A successful student can explore how rock, soil, water, ice, air and humans interact in multiple ways to affect Earth's surface materials and processes. Successful students can further explore how weather patterns are influenced by the interaction of wind and clouds with landforms. Successful students can further explore Earth's salt and freshwater resources and the volcanoes and earthquake patterns and occurrences.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list natural factors that affect erosion.	I can explain the effects of each natural factor on the rate of erosion.	I can make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.	I can design a visual representation to compare the effects of weathering or the rate of erosion by water, ice, wind or vegetation.	4-ESS2-1; 4-ESS2-2, 5-ESS2-1; 5-ESS2-2
I can use maps to locate Earth's features such as mountains, boundaries, earthquakes, volcanoes, and ocean structures.	I can point out similarities between features found in like geographical regions.	I can analyze and interpret data from maps to describe patterns of Earth's features.	I can design a visual display to describe how Earth's features occur in patterns that reflect information about how they are formed or occur.	
I can define and give examples of geosphere, biosphere, hydrosphere and atmosphere systems.	I can describe examples of how geosphere, biosphere, hydrosphere and atmosphere systems affect climate, weather, landforms and ecosystems.	I can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.	I can use a model to explain how earth's systems interact together to affect the Earth's surface materials and processes.	
I can use resources to find sources of freshwater and saltwater on Earth.	I can sort reservoirs of water on Earth into freshwater or saltwater categories.	I can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	I can organize and analyze data to show where on Earth freshwater and salt water reservoirs are and what they have in common.	

Human Sustainability:

A successful student can explore how humans interact with natural hazards, natural energy and fuel resources, and how their activities in agriculture, industry and everyday life impact land, vegetation, streams, oceans, air, and outer space. Successful students can explore actions that help protect Earth’s resources and environment.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list weather-related hazards.	I can explain the effects of weather-related hazards on society.	I can make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	I can critique design solutions that reduce the impact of a weather-related hazard as to the benefits and the risks for society.	3-ESS3-1, 4-ESS3-1, 4-ESS3-2, 5-ESS3-1
I can list natural resources.	I can describe solar energy, wind energy, nuclear energy, water energy and fossil fuels and how humans use each one.	I can obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	I can use multiple resources to create a graph that describes and analyzes the environmental effects of using each of the energy sources. I can generate recommendations for the use of each energy source.	
I can list and describe natural hazards such as earthquakes, tsunamis, volcanoes, floods, landslides, etc.	I can describe the effects and impacts that natural hazards have on society	I can generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	I can evaluate and make a recommendation about which of two different solutions effectively reduces the impact of natural Earth processes by alleviating the effect and also staying within constraints and criteria.	
I can identify ways in which humans use Earth's resources and the impact that the usage has on the Earth itself.	I can use multiple resources to classify the positive and negative impacts that human activity has on the Earth.	I can obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	I can recommend a plan for humans to protect a natural resource and the environment using science ideas.	

Extended - Chemical Reactions:

A successful student can investigate the mixing of two or more different substances and how a new substance with different properties is formed, and when substances are heated, cooled, or mixed, the total weight of the substance does not change.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can measure and graph solids, liquids and gases	I can read graphs containing solid, liquid and gaseous data/ measurements	I can measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	I can analyze and compare graphs	5-PS1-2; 5-PS1-4
I can identify substances	I can explain properties of substances	I can conduct an investigation to determine whether the mixing of two or more substances results in new substances.	I can justify the best solution to a problem	

Extended - Waves:

A successful student can explore the relationships between movement of water and the creation of waves. The student will investigate how digitized information is transmitted between devices and how light reflection is processed by the eye to make sense of an object.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify wave behaviors like waves, wave amplitude, wavelengths and motions of objects.	I can describe patterns found in wavelengths and amplitude.	I can develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	I can analyze the wave model to explain how the relevant relationships between components of the model cause objects to move.	4-PS4-1, 4-PS4-2, 4-PS4-3
I can show how objects need light to be seen by the human eye.	I can describe and explain how objects need light to be seen by the human eye.	I can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	I can create a model that describes how light reflects from objects to the human eye to be seen, and I can design light experiments using the model to compare the effects of differing lights on the ability of humans to see objects.	
I can list high-tech objects that are used to communicate over long distances.	I can describe situations where high-tech objects are needed to communicate over long distances.	I can generate and compare multiple solutions that use patterns to transfer information.	I can generate a plan to use the best solution for transmitting digital information over long distances. The solution should fit within set criteria and constraints and safety measures.	

Extended - Natural Selection and Evolution:

A successful student can explore how reproduction is essential to the continued existence of every kind of organism. Successful students can explore life cycles of plants and animals and how many characteristics are inherited from parents. Successful students can explore how species survive or do not survive and how fossils provide evidence about organisms from long ago.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can list commonalities between adult animals and their babies and also adult plants and their babies.	I can compare the traits of adult and baby animals and the traits of adult and baby plants to discover patterns.	I can analyze and interpret data to provide evidence that plants and animals have traits inherited from parent and that variation of these traits exists in a group of similar organisms.	I can organize the data about the traits that are passed from adult to baby animals and plants. I can devise a presentation to discuss the patterns of similarities and differences of traits between parents, children and siblings are inherited.	3-LS3-1, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4
I can label fossil samples as to what living organism it once was.	I can classify fossil samples based on common characteristics.	I can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	I can compile the data from fossils to propose that fossil features provide evidence of the types of organisms that lived long ago and the environments that they lived in.	
I can name the internal and external features of plants and animals that help them survive in an environment.	I can describe how internal and external features of plants and animals help them survive in an environment.	I can use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.	I can explain the cause-effect relationships of characteristics that are found in a plant or animal family that lead to surviving, finding mates and reproducing.	
I can list the needs of organisms (plants and animals).	I can compare the features of different habitats and the organisms that live there.	I can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	I can organize the evidence to show the cause and effect relationship between environments and organisms that survive and organisms that survive less well, and organisms that cannot survive at all.	

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can make a list of environmental problems in the world.	I can use the list of environmental problems in the world to describe the effect that these problems have on plants and animals.	I can make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animal that live there may change.	I can construct a presentation that addresses an environment, a change that happened in that environment, how the change affected the plants/animals, a solution to the problem and its effect on the plants/animals, and how that solution now affects other plants/animals. Is this solution the best?	

Extended - Space Systems:

A successful student can explore patterns of day and night, shadows, and positions of the sun, moon, and stars throughout a day, month, and year and how these patterns are affected by orbits , and rotations of the moon around Earth and Earth around sun.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can study the daytime and nighttime skies to compare the brightness of the sun and stars.	I can make comparisons between the distance and brightness of the sun and stars by using flashlights to demonstrate the differences in distance and brightness.	I can support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	I can use scientific reasoning to explain how size and distance of the sun and other stars affect the apparent brightness that is seen on Earth.	5-ESS1-1; 5-ESS1-25-PS2-1
I can show how shadows changes throughout the day based on the sun.	I can predict sunrise and sunset in the different seasons based on patterns as a result of the Earth's rotation.	I can represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	I can analyze graphical displays to describe the similarities and differences in the timing of observable changes in shadows, daylight, and the appearance of stars during a day and a year.	
I can use objects to demonstrate gravity.	I can demonstrate and describe that gravity forces objects down through multiple trials and differing objects.	I can support an argument that the gravitational force exerted by Earth on objects is directed down.	I can compile and analyze data on the effects of gravity on different objects.	

Extended - History of Earth:

A successful student can explore how rock formations reveal information about the presence of earth forces and the order in which rock layers were formed.

STEAM				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can retrieve information about the discoveries of fossils in my environment.	I can use information gathered about fossils to describe the ordering of the rock layers and the presence of fossils.	I can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	I can design a model that supports an argument that the organization of rock layers and presence of fossils are due to Earth's forces, presence of water and other factors.	4-ESS1-1

Specials

Dance

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Dance Creating I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I am not yet able to communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can begin to communicate through creative movement by applying dance skills and language to Explore and Revise learning through dance.	I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can communicate through creative movement by applying dance skills and language to Explore, Plan, Revise, Excel in dance and learning.
Performing I can demonstrate the ability to apply skills and understanding of how dance communicates through Expression, Embodiment, and Presentation of artistic ideas and work for a performance.	I can begin to demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work.	I can begin to demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work.	I can demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work a performance.	I can demonstrate and explain my ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work for a performance.
I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can Analyze, Interpret, and Select dance works for a performance.	I am not yet able to analyze, interpret, and select dance works for a performance.	I can analyze, interpret, and select dance works for at least one performance.	I can analyze, interpret, and select dance works for more than one performance.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Dance I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can Realize, Develop, and Refine dance works for performance.	I am not yet able to realize, develop, and refine a dance work for a performance.	I can realize, develop, and refine at least one dance work for performance that communicates.	I can realize, develop, and refine multiple dance works for performance that communicate.
Responding I can respond to dance by Analyzing, Interpreting, and Critiquing how dance conveys meaning.	I am not yet able to respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.	I can begin to respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.	I can demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work a performance.	I can demonstrate and explain my ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work for a performance.
I can Perceive and Analyze dance.	I am not yet able to perceive and analyze dance.	I can begin to perceive and analyze dance.	I can demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work a performance.	I can demonstrate and explain my ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work for a performance.
I can Interpret intent and meaning of dance.	I am not yet able to interpret intent and meaning of dance.	To a limited degree, I can interpret intent and meaning of dance.	I can analyze, interpret, and select dance works for at least one performance.	I can analyze, interpret, and select dance works for more than one performance.
I can Apply criteria to evaluating dance pieces.	I am not yet able to apply criteria to evaluating dance pieces.	To a limited degree, I can apply criteria to evaluating dance pieces.	I can realize, develop, and refine at least one dance work for performance that communicates.	I can realize, develop, and refine multiple dance works for performance that communicate.
Connecting				

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
<p>Dance</p> <p>I can connect personal meaning and external context to dance by Synthesizing, and Relating knowledge and personal experience to works of dance through and during the learning process.</p>	<p>I am not yet able to connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to works of dance through and during the learning process.</p>	<p>I can begin to connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to works of dance through and during the learning process.</p>	<p>I can successfully connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to at least one work of dance through and during the learning process.</p>	<p>I can successfully connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to multiple works of dance through and during the learning process.</p>
<p>I can Apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.</p>	<p>I am not yet able to apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.</p>	<p>I can apply historical but not societal and cultural contexts to dance related ideas, work, and creative movement.</p>	<p>I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.</p>	<p>I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement and demonstrate how these details help reveal information about the work and its context.</p>

Media Arts

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
<p>Media Arts</p> <p>Creating</p> <p>I can Create and communicate by applying the skills and language of a specific media arts form to Conceive, Develop, and Construct artistic ideas and work.</p>	<p>I am not yet able to generate, conceptualize, and organize media arts ideas.</p>	<p>I can create but not able to communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work.</p>	<p>I can create and communicate by applying the skills and language of a specific media art form to conceive, develop, and construct artistic ideas and work.</p>	<p>I can create and communicate in multiple media art forms by applying the skills and language of that form to conceive, develop, and construct artistic ideas and work.</p>
<p>I can Generate, Conceptualize, and Organize media arts ideas.</p>	<p>I am not yet able to communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.</p>	<p>I can generate and conceptualize, but not independently organize an idea into a media art work.</p>	<p>I can generate, conceptualize, and organize ideas in at least one media art form.</p>	<p>I can generate, conceptualize, and organize ideas through various media art forms.</p>
<p>I can Refine and Complete media art ideas.</p>	<p>I am not yet able to refine and complete ideas into media art work</p>	<p>I can begin to refine but not complete ideas into media art work.</p>	<p>I can refine and complete ideas into media art work.</p>	<p>I can refine and complete ideas through multiple media art forms.</p>
<p>I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.</p>	<p>I am not yet able to communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.</p>	<p>I can begin to communicate through creative movement by applying dance skills and language to Explore and Revise learning through dance.</p>	<p>I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.</p>	<p>I can communicate through creative movement by applying dance skills and language to Explore, Plan, Revise, Excel in dance and learning.</p>

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Media Arts				
Performing				
I can demonstrate the ability to Apply the skills and understanding of how the media arts communicate ideas and work through Integration, Practice, and Presentation.	I am not yet able to integrate forms and content, practice, and present media art works.	I can begin to integrate forms and content, practice, and present media art works.	I can integrate forms and content, practice, and present through at least one media art form.	I can integrate forms and content, practice, and present through more than one media art form.
I can Analyze and Interpret media art works.	I cannot yet analyze and interpret media art works.	I can analyze and interpret media art works to a limited extent.	I can analyze and interpret comfortably in at least one media art work.	I can analyze and interpret multiple forms of media art works for presentation.
I can Realize, Develop, and Refine media art works for presentation.	I am not yet able to realize, develop, and refine media art works for presentation.	I can realize and begin to develop, but not refine media art works for presentation.	I can realize, develop, and refine in at least one media art form for presentation.	I can realize, develop, and refine in multiple media art forms for presentation that that communicates.
Responding				
I can respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I am not yet able to respond to media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I can begin to respond to media arts by Perceiving, and Evaluating but not Interpreting how media artworks convey meaning.	I can successfully respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I can successfully respond to various forms of the media arts by Perceiving, Interpreting and Evaluating how these forms convey meaning.
I can Perceive and Analyze the media.	I am not yet able to perceive and analyze the media.	I can begin to perceive and analyze the media.	I can with confidence perceive and analyze at least one form of media.	I can perceive and analyze various forms of media.
I can Interpret intent and meaning of media artworks.	I am not yet able to interpret intent and meaning of media artworks.	To a limited degree, I can interpret intent and meaning of media artworks.	I can interpret intent and meaning of at least one form of media artwork.	I can interpret intent and meaning of multiple media art forms.
I can apply criteria to Evaluating media artworks	I am not yet able to apply criteria to evaluating media artworks.	I can apply criteria to evaluating media artworks.	I can apply criteria to evaluating media artworks.	I can create criteria for and apply criteria to evaluating multiple media art form.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Media Arts				
Responding				
I can respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I am not yet able to respond to media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I can begin to respond to media arts by Perceiving, and Evaluating but not Interpreting how media artworks convey meaning.	I can successfully respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I can successfully respond to various forms of the media arts by Perceiving, Interpreting and Evaluating how these forms convey meaning.
I can Perceive and Analyze the media.	I am not yet able to perceive and analyze the media.	I can begin to perceive and analyze the media.	I can with confidence perceive and analyze at least one form of media.	I can perceive and analyze various forms of media.
I can Interpret intent and meaning of media artworks.	I am not yet able to interpret intent and meaning of media artworks.	To a limited degree, I can interpret intent and meaning of media artworks.	I can interpret intent and meaning of at least one form of media artwork.	I can interpret intent and meaning of multiple media art forms.
I can apply criteria to Evaluating media artworks	I am not yet able to apply criteria to evaluating media artworks.	I can apply criteria to evaluating media artworks.	I can apply criteria to evaluating media artworks.	I can create criteria for and apply criteria to evaluating multiple media art form.
Connecting				
I can Connect personal meaning and external context to media arts by Synthesizing and Relating through and during the art-making process.	I am not yet able to connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can begin to connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process..	I can successfully connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can successfully connect personal meaning and external context to more than one media arts form by synthesizing and relating through and during the art-making process.
I can Synthesize and Relate knowledge and personal experience to artistic ideas for media art works.	I am not yet able to synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I can relate knowledge and personal experience to artistic ideas for media art works but not synthesize those into a media art work.	I can synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I can synthesize and relate knowledge and personal experience to artistic ideas through multiple forms of media art works.
I can Apply societal, cultural, and historical contexts to ideas media art work.	I am not yet able to apply societal, cultural, and historical contexts to media art work.	I can apply at least one of the following, societal, cultural, and/or historical contexts to media art work.	I can apply societal, cultural, and historical contexts to at least one form of media art work.	I can apply societal, cultural, and historical contexts to more than one form of media art.

Music

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music Creating I can create and communicate by applying the skills and language of music to Imagine, Plan, and Make musical ideas and work	I am not yet able to create and communicate by applying the skills and language of music to imagine, plan, and make musical ideas and work.	I can create and communicate by applying the skills and language of music to imagine and plan but not yet make musical ideas and work.	I can create and communicate by applying the skills and language of music to imagine, plan, and make musical ideas and work.	I can create and communicate by applying the skills and language of music to imagine, plan, and make musical ideas and work, while creating work that shows the culmination of a process of creation and communication.
I can Generate, Develop, and Organize musical ideas.	I am not yet able to generate, develop, and organize musical ideas.	I am beginning to develop the skills and knowledge needed to generate, develop, and organize musical ideas.	I can generate, develop, and organize musical ideas.	I can generate, develop, and organize musical ideas for more than one musical genre.
I can create by applying the skills and language of music to Evaluate, Refine, and Present musical ideas and work.	I am not yet able to create by applying the skills and language of music to evaluate, refine, and present musical ideas and work.	I am beginning to create by applying the skills and language of music to evaluate, refine, and present musical ideas and work.	I can create by applying the skills and language of music to evaluate, refine, and present musical ideas and work.	I can create by applying the skills and language of music to evaluate, refine, and present original musical ideas and work using expertise, context, and expressive intent to influence creative choices.
I can create and communicate by applying the skills and language of music to Imagine, Plan, and Make musical ideas and work.	I am not yet able to reflect upon and refine musical ideas and work.	I can reflect upon but not yet able to independently refine musical ideas and work.	I can reflect upon and refine musical ideas and work.	I can reflect upon and refine musical ideas and work for more than one musical genre.
I can Present original musical ideas and work	I am not yet able to present original musical ideas and work.	I am experimenting with creating and presenting original musical ideas and work.	I can present original musical ideas and work.	I can create and present more than one original musical idea and work.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music				
Performing I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through Selection, Analysis, and Interpretation.	I am not yet able to demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation.	I am beginning to find the ability to apply skills and communicate musical ideas and work through selection, analysis, and interpretation.	I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation of at least one musical genre.	I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation of more than one musical genre.
I can Select musical works based on interest, knowledge, technical skill and context.	I am not yet able to select musical works based on interest, knowledge, technical skill and context.	I am beginning to learn how to select musical works based on interest, knowledge, technical skill and context.	I can select musical works based on interest, knowledge, technical skill and context.	I can select and perform musical works based on interest, knowledge, technical skill and context.
I can Analyze the structure and context of musical works.	I am not yet able to analyze the structure and context of musical works.	I am beginning to analyze the structure and context of musical works.	I can analyze the structure and context of musical works.	I can analyze and demonstrate the structure and context of musical works.
I can Develop personal interpretations of musical works.	I am not yet able to develop personal interpretations of musical works.	I am beginning to develop personal interpretations of musical works.	I can develop personal interpretations of musical works.	I can develop personal interpretations of musical works and perform based on those interpretations.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music				
Performing				
I can demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I am not yet able to demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I am beginning to demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I can demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I can demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.
I can Evaluate and Refine personal and ensemble performances.	I am not yet able to evaluate and refine personal and ensemble performances.	I am beginning to learn how to evaluate and refine personal and ensemble performances.	I can evaluate and refine personal and ensemble performances.	I can evaluate and refine personal and ensemble performances of various genre.
I can Perform expressively and accurately with appropriate interpretation.	I am not yet able to perform expressively and accurately with appropriate interpretation.	I am beginning to perform expressively and accurately with appropriate interpretation.	I can perform expressively and accurately with appropriate interpretation.	I can perform various genre of music expressively and accurately with appropriate interpretation.
Responding				
I can respond to music by Selecting, Analyzing, Interpreting and Evaluating, how music conveys meaning.	I am not yet able to respond to music by selecting, analyzing, interpreting and evaluating, how music conveys meaning.	I can respond to music I have selected, but still learning how to analyze, interpret and evaluate how this music conveys meaning.	I can respond to music by Selecting, analyzing, interpreting and evaluating, how music conveys meaning.	I can successfully respond to multiple music genre by selecting, analyzing, interpreting and evaluating, how music conveys meaning and provide compelling rationale.
I can Select musical works for a variety of purposes.	I am not yet able to select musical works for a variety of purposes.	I can select a musical work or works for at least one purpose.	I can select musical works for a variety of purposes.	I can select musical works for a variety of purposes and provide rationale for selection.
I can Perceive and Analyze musical works.	I am not yet able to perceive and analyze musical works.	To a limited degree, I can perceive and analyze musical works.	I can perceive and analyze musical works.	I can perceive and analyze musical works and provide rationale.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music				
I can Interpret intent and meaning of musical works.	I am not yet able to interpret intent and meaning of musical works.	I am beginning to interpret intent and meaning of musical works.	I can interpret intent and meaning of musical works.	I can interpret intent and meaning of musical works and provide rationale.
I can Apply criteria to evaluating musical works.	I am not yet able to apply criteria to evaluating musical works.	I am beginning to learn how to apply criteria to evaluating musical works.	I can apply criteria to evaluating musical works.	I can create and apply criteria to evaluating musical works.
Connecting				
I can Connect personal meaning and external context to music through and during the music learning process.	I am not yet able to connect, personal meaning and external context to music through and during the music learning process.	I can begin to connect, personal meaning and external context to music through and during the music learning process.	I can connect, personal meaning and external context to music through and during the music learning process.	I can connect, personal meaning and external context to music through and during the music learning and making process.
I can Synthesize and Relate knowledge and personal experience to musical ideas and work.	I am not yet able to evaluate and I am not yet able to synthesize and relate knowledge and personal experience to musical ideas and work. refine personal and ensemble performances.	I am beginning to synthesize and relate knowledge and personal experience to musical ideas and work.	I can synthesize and relate knowledge and personal experience to musical ideas and work.	I can synthesize and relate knowledge and personal experience to musical ideas and work in and through the music making process.
I can Apply societal, cultural, and historical contexts to musical ideas and work.	I am not yet able to apply societal, cultural, and historical contexts to musical ideas and work.	I am beginning to relate and apply societal, cultural, and historical contexts to musical ideas and work.	I can apply societal, cultural, and historical contexts to musical ideas and work.	I can apply societal, cultural, and historical contexts to musical ideas and work of various genre.

PE

Scope and Sequence for K-12 Physical Education

LEGEND

E = Emerging.

Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.

M = Maturing.

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

A = Applying.

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

PE STANDARD 1. Motor skills and movement patterns	Grade 3	Grade 4	Grade 5
Hopping	A	→	→
Galloping	A	→	→
Running	A	→	→
Sliding	A	→	→
Skipping	A	→	→
Leaping	M	A	→
Jumping and Landing	M	A	→
• Spring and step		E	M
• Jump rope	M	A	
Balance	M	→	A
Weight Transfer	M	→	
Rolling	E	→	M
Curling and stretching	M	→	A
Twisting and bending	M	→	A
Throwing			
• Underhand	M	→	→
• Overhand	E	→	M

PE STANDARD 1. Motor skills and movement patterns	Grade 3	Grade 4	Grade 5
Catching	E	M	A
Dribbling/ball control			
• Hands	E	M	A
• Feet	E	→	M
• With implement	E	→	M
Kicking	E	M	
Volleying			
Underhand	E	M	A
Overhead		E	→
Striking - with short implement	E	M	A
Striking - with long implement	E	→	M
Combining locomotors and manipulatives		E	→
Combining jumping, landing, locomotors and manipulatives			E

PE STANDARD 1. Motor skills and movement patterns	Grade 3	Grade 4	Grade 5
Combining balance and weight transfers	E	→	→
Shooting on goal			E
Passing and receiving			
• Hands			E
• Feet		E	→
• Lead pass			E

PE STANDARD 2. Motor skills and movement patterns	Grade 3	Grade 4	Grade 5
Movement concepts, principles and knowledge	E	M	→
Strategies and tactics	E	→	→

PE STANDARD 3. Health-enhancing level of fitness and physical activity	Grade 3	Grade 4	Grade 5
Physical activity knowledge	E	→	M
Engages in physical activity	E	→	M
Fitness knowledge	E	→	M
Assessment and program planning	E	→	M
Nutrition	E	→	→

PE STANDARD 4. Responsible personal and social behavior	Grade 3	Grade 4	Grade 5
Demonstrating personal responsibility	M	→	→
Accepting feedback	M	→	→
Working with others	M	→	→
Following rules and etiquette	E	→	M
Safety	M	→	A

PE STANDARD 5. Recognizes the value of physical activity	Grade 3	Grade 4	Grade 5
For health	E	→	→
For challenge	E	→	→
For self-expression/enjoyment	E	→	M
For social interaction	E	→	→

Theatre

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Theatre	Degree to which competency has been met.	Degree to which competency has been met.	Degree to which competency has been met.	Degree to which competency has been met.
Creating I can create and communicate by applying the skills and language of theatre through Envisioning, Conceptualizing, Developing, and Rehearsing artistic ideas and work.	I am not yet able to create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas and work.	I am beginning to create and communicate by applying the skills and language of theatre by envisioning, conceptualizing, developing, and rehearsing artistic ideas and work.	I can create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas through at least one theatrical performance.	I can create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas through more than one theatrical performance.
I can Organize artistic ideas for theatre.	I am not yet able to organize artistic ideas for theatre.	I can begin to organize artistic ideas for theatre.	I can organize artistic ideas for theatre.	
I can Refine and Complete artistic ideas through a theatrical performance.	I am not yet able to refine and complete artistic ideas through a performance.	I can begin to refine but not complete ideas into media art work.	I can refine and complete artistic ideas successfully for a theatrical performance.	I can refine and complete artistic ideas successfully for more than one theatrical performance.
I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I am not yet able to communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can begin to communicate through creative movement by applying dance skills and language to Explore and Revise learning through dance.	I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can communicate through creative movement by applying dance skills and language to Explore, Plan, Revise, Excel in dance and learning.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Theatre Responding I can respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.	I am not yet able to respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.	I can begin to respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.	I can respond to theatre by Reflecting, Interpreting, and Evaluating how at least one production conveys meaning.	I can respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.
I can Perceive and Evaluate theatrical work.	I am not yet able to perceive and evaluate theatrical work.	I can begin to perceive and evaluate theatrical work.	I can perceive and evaluate theatrical work.	I can perceive and evaluate theatrical work and provide compelling rationale to support.
I can Interpret intent and meaning of theatrical work.	I am not yet able to interpret intent and meaning of theatrical work.	To a limited degree, I can interpret intent and meaning of theatrical work.	I can interpret intent and meaning of theatrical work.	I can interpret intent and meaning of theatrical work and provide compelling and creative support for alternative interpretation.
I can apply criteria when evaluating theatrical work.	I am not yet able to apply criteria when evaluating theatrical work.	I can begin to apply criteria when evaluating theatrical work.	I can apply criteria when evaluating theatrical work.	I can create and apply criteria for evaluating theatrical work.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Theatre Connecting I can connect personal meaning and external context to theatre by Empathizing, Interrelating, and Researching works.	I am not yet able to connect personal meaning and external context to theatre by empathizing, interrelating, and researching works.	I can begin to connect personal meaning and external context to theatre by empathizing, interrelating, and researching works.	I can successfully connect personal meaning and external context to theatre by empathizing, interrelating, and researching works.	I can successfully connect personal meaning and external context to multiple theatrical pieces by empathizing, interrelating, and researching those works.
I can Synthesize and Relate knowledge and personal experience to theatrical ideas and work.	I am not yet able to synthesize and relate knowledge and personal experience to theatrical ideas and work.	I can begin to synthesize and relate knowledge and personal experience to theatrical ideas and work.	I can synthesize and relate knowledge and personal experience to ideas and at least one theatrical work.	I can synthesize and relate knowledge and personal experience to multiple theatrical ideas and works.
I can Apply societal, cultural, and historical contexts to theatrical ideas and work.	I am not yet able to apply societal, cultural, and historical contexts to theatrical ideas and work.	I am beginning to apply societal, cultural, and historical contexts to theatrical ideas and work.	I can apply societal, cultural, and historical contexts to theatrical ideas and work.	I can apply societal, cultural, and historical contexts to theatrical ideas and work and successfully perform the role of a character in that work.

Visual Arts

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Visual Arts Creating				
I can create and communicate by applying the skills and language of a specific visual arts form to Investigate, Plan, and Make artistic ideas and work.	I am not yet able to create and communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create but not able to communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas through at least one theatrical performance.	I can create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas through more than one theatrical performance.
I can Generate, Conceptualize, and Organize artistic ideas.	I am not yet able to generate, conceptualize, and organize artistic ideas.	I can generate and conceptualize, but not organize artistic ideas.	I can generate, conceptualize, and organize artistic ideas.	I can generate, conceptualize, and organize multiple artistic ideas.
I can Refine and Complete artistic ideas.	I am not yet able to refine and complete artistic ideas.	I can create and communicate in multiple visual art forms by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can refine and complete artistic ideas.	I can refine and complete multiple artistic ideas.
I can create by applying the skills and language of a specific visual arts form to Reflect, Refine, and Continue with artistic ideas and work.	I am not yet able to create by applying the skills and language of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create by applying the skills (elements) but not the language (principles) of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create by applying the skills and language of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create in multiple visual art forms by applying the skills and language of that visual art form through reflecting, refining, and continuing with artistic ideas and work.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Visual Arts				
Presenting				
I can demonstrate the ability to apply the skills and understanding of how the visual arts communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I am not yet able to apply the skills and understanding of how the visual arts communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I can demonstrate the ability to apply the skills and understanding of how the visual arts communicate but not able to apply this to Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I can demonstrate the ability to apply the skills and understanding of how the visual arts communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I can demonstrate the ability to apply the skills and understanding of how multiple visual arts forms communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.
I can Interpret artistic works for presentation.	I am not yet able to interpret artistic works for presentation.	I can interpret at least one artistic work for presentation.	I can interpret more than one artistic work for presentation.	I can interpret multiple artistic works for presentation.
I can Realize, Develop, and Refine artistic works for presentation.	I am not yet able to realize, develop, and refine artistic works for presentation.	I can realize and develop, but not refine artistic works for presentation.	I can realize, develop, and refine artistic works for presentation.	I can realize, develop, and refine multiple artistic works for an exhibition that communicates.
Responding				
I can successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I am not yet able to successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I can begin to respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I can successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I can successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning and provide compelling rationale.
I can Interpret intent and meaning of artistic work.	I am not yet able to interpret intent and meaning of artistic work.	I can begin to interpret intent and meaning of artistic work.	I can interpret intent and meaning of artistic work.	I can interpret intent and meaning of artistic work and provides compelling rationale to support.
I can apply criteria to Analyzing and Interpreting artistic work.	I am not yet able to realize, develop, and refine artistic works for presentation.	To a limited degree, I can apply criteria to analyzing and interpreting artistic work.	I can apply criteria to analyzing and interpreting artistic work.	I can apply criteria to analyzing and interpreting artistic work and provide additional support for my interpretation.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
<p>Visual Arts</p> <p>Connecting</p> <p>I can successfully connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.</p>	<p>I am not yet able to connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.</p>	<p>I can begin to connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.</p>	<p>I can successfully connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.</p>	<p>I can successfully connect, personal meaning and external context to multiple visual arts by Relating, Perceiving, Analyzing, and Interpreting to works through and during the art-making process.</p>
<p>I can Synthesize and Relate knowledge and personal experience to artistic ideas and artistic work.</p>	<p>I am not yet able to create a work of art that communicates about events in home, school, or community life.</p>	<p>I can create a work of art that begins to communicate about events in home, school, or community life.</p>	<p>I can create a work of art that clearly communicates about events in home, school, or community life.</p>	<p>I can create works of art that clearly communicates in-depth about events in home, school, and/or community life.</p>
<p>I can Apply societal, cultural, and historical contexts to artistic ideas and artistic work.</p>	<p>I am not yet able to compare and contrast details in art works from different times or places to determine their uses.</p>	<p>I can compare and contrast details in art works from different times or places but am not able to determine their uses based on their context.</p>	<p>I can compare and contrast details in art works from different times or places and explain how these details help reveal information about the work.</p>	<p>I can compare and contrast multiple details in art works from different times or places and thoroughly explains how these details help reveal information about the work and its context.</p>

Library Media

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Value: A successful student can identify different types of resources and their uses for varied information needs, personal interests, and purposes and make connections among those materials.</p>	I can recognize different resources such as fiction and non-fiction.	I can use different resources such as fiction and non-fiction for appropriate tasks.	I can locate different resources such as fiction and non-fiction for appropriate tasks.	I can independently select different resources such as fiction and non-fiction for appropriate tasks.	G5 1.1 G5 1.2 G5 1.5 G5 1.6
	I can state the difference between books and digital sources.	I can use books and digital sources.	I can locate books and access digital sources.	I can locate books and access digital sources independently.	
	I can state what information I gathered from each source.	I can make connections from the information I gathered from each source.	I can apply the information gained from multiple sources.	I can synthesize the information obtained from various sources.	
A successful student can analyze elements of a story and characteristics of different genres.	I can recognize the characters, setting, plot and theme.	I can identify the characters, setting, plot and theme.	I can analyze the characters, setting, plot and theme.	I can analyze the characters, setting, plot and theme and make connections among them.	G5 1.7 G5 1.9
	I can recognize realistic fiction, fantasy, fairy tales and informational text.	I can identify realistic fiction, historical fiction, fantasy, fairy tales, fables and informational text.	I can identify realistic fiction, historical fiction, science fiction, fantasy, fairy tales, fables, legends and informational text.	I can identify various genres representing a variety of cultures and time periods.	

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information as Exploration:</p> <p>A successful student can identify and use appropriate search terms based on need.</p>	<p>I can enter an assigned search term for specific projects i.e. keyword search, in the card/online catalog.</p>	<p>I can determine terms, on my own, to use in keyword search In card/online catalog.</p>	<p>I can identify terms to use for a specific search i.e. subject headings, keywords, author or title, and use them to search in the card/online catalog.</p>	<p>I can independently identify terms to use for a search such as subject headings, keywords, author or title and use in appropriate search methods to lookup in card/online and modify my search when needed.</p>	<p>G5 2.2</p>
<p>A successful student can access and utilize information to answer questions.</p>	<p>I can access and use various sections of the physical library to answer questions.</p>	<p>I can access and use various sections of the physical library independently and digital library, with assistance, to answer questions.</p>	<p>I can independently access and use various sections, both physical and digital, of the library to answer questions.</p>	<p>I can independently access and use various sections, both physical and digital, of the library and determine which format is more reliable to answer questions.</p>	<p>G5 2.3 G5 2.4</p>
	<p>I can identify and use parts of book such as glossary, copyright date, title page and table of contents.</p>	<p>I can identify and use parts of a book such as glossary, copyright date, publisher, title page, table of contents and index.</p>	<p>I can identify and use parts of book such as appendix, glossary, copyright date, publisher, title page, table of contents, index and preface.</p>	<p>I can identify and use parts of book such as appendix, glossary, copyright date, publisher, title page, table of contents, index and preface and apply it to my own written works.</p>	

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Research as Inquiry: A successful student can utilize an appropriate research model to determine the need for and produce information on a given topic through the use of a variety of sources.</p>	<p>I can follow the steps of a basic research model with assistance and guidance.</p>	<p>I can follow the steps of a basic research model with some assistance and guidance.</p>	<p>I can independently follow the steps of a basic research model with minimal assistance.</p>	<p>I can independently follow the steps of a basic research model with no assistance.</p>	<p>G5 3.2 G5 3.4 G5 3.5</p>
	<p>I can list information on a topic from more than one source</p>	<p>I can determine the need of information on a given topic and use a variety of sources to demonstrate knowledge.</p>	<p>I can combine information from a variety of sources to apply and demonstrate knowledge on a given topic.</p>	<p>I can work independently to combine information from a variety of sources to demonstrate and apply knowledge on a given topic.</p>	
<p>A successful student can refine questions as information needs change.</p>	<p>I can create questions needed to find information on a given topic.</p>	<p>I can refine questions, with assistance, on a given topic as information needs change.</p>	<p>I can refine and clarify questions as information needs change to find information on a given topic.</p>	<p>I can effectively create questions on a given topic to find information needed.</p>	<p>G5 3.1</p>
<p>Information Authority: A successful student can select and evaluate appropriate resources based on knowledge of currency, credibility, accuracy and relevance.</p>	<p>I can select appropriate resources based on knowledge of currency and relevance.</p>	<p>I can select appropriate resources based on knowledge of currency, relevance and accuracy</p>	<p>I can select appropriate resources based on knowledge of currency, relevance, accuracy and credibility.</p>	<p>I can compare and contrast appropriate resources based on knowledge of currency, relevance, accuracy and credibility.</p>	<p>G5 4.1 G5 4.2 G5 4.4</p>
	<p>A successful student can define or give examples of plagiarism and intellectual freedom.</p>	<p>I can recognize examples of plagiarism.</p>	<p>I can recognize examples of plagiarism and intellectual freedom.</p>	<p>I can define and give examples of plagiarism and intellectual freedom.</p>	<p>G5 6.5 G5 6.6</p>

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Format:</p> <p>A successful student can organize, synthesize and present information to express new understandings from a variety of sources.</p>	<p>I can, with assistance, find information from various forms both digital and print.</p>	<p>I can, with little assistance, find information from various forms both digital and print.</p>	<p>I can locate and use information from various forms both digital and print.</p>	<p>I can independently select formats and use information from various sources to show my learning.</p>	<p>G5 5.2 G5 5.3 G5 5.5</p>
	<p>I can fill in outline forms such as story map, etc.</p>	<p>I can independently fill in outline forms such as story map, etc.</p>	<p>I can create forms such as story map, etc.</p>	<p>I can create forms such as outlines, storymaps, etc. to organize information.</p>	
	<p>I can, with assistance, present the information in an assigned format.</p>	<p>I can present the information in an assigned format.</p>	<p>I can select and create a format to present information.</p>	<p>I can select and create multiple formats to present the information.</p>	
<p>A successful student can apply internet safety rules.</p>	<p>I can state internet safety rules.</p>	<p>I can understand internet safety rules.</p>	<p>I can understand and apply internet safety rules.</p>	<p>I can teach others internet safety rules.</p>	<p>G5 5.6</p>
<p>Information as Conversation:</p> <p>A successful student can discuss and respond respectfully to the point of views and ideas of others, changing ideas when appropriate and acknowledge the contribution of others to the conversation.</p>	<p>I can discuss and respond respectfully to the point of views and ideas of others.</p>	<p>I can discuss and respond respectfully to the point of views and ideas of others and acknowledge the contribution of others.</p>	<p>I can discuss and respond respectfully to the points of view and ideas of others, modify my thinking when appropriate and acknowledge the contribution of others.</p>	<p>I can facilitate a discussion and respond respectfully to the points of view and ideas of others, modify my thinking when appropriate and acknowledge the contribution of others.</p>	<p>G5 6.1, G5 6.2</p>
<p>A successful student can summarize and paraphrase with assistance and create a basic bibliography.</p>	<p>I can create a basic bibliography.</p>	<p>I can paraphrase ideas with assistance and create a basic bibliography.</p>	<p>I can paraphrase ideas and summarize information with assistance creating a basic bibliography.</p>	<p>I can paraphrase and summarize information with minimal assistance and create a basic bibliography to cite sources used.</p>	<p>G5 6.3, G5 6.4</p>

Grade Band 3-5



Essential Elements (EE) Assessment

All students are taught academic content for their enrolled grade level. Students who have the most significant cognitive exceptionalities mostly take the alternate assessments and may need content aligned to alternate academic achievement standards. These standards are aligned with the general education content standards with reduced depth, breadth and complexity. Competencies for this population are the same as for students following the general education curriculum. However, the learning targets and measurement tables for this population align to the alternate academic achievement standards.

Students who have the most significant cognitive exceptionalities, who are eligible for an alternate assessment, work from the alternate academic achievement standards. The DLM Essential Elements (2020) allow students access to instruction aligned to grade level academic content. Goals and instruction listed in the IEP for these students are linked to the enrolled grade level DLM Essential Elements (2020). Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. Students who demonstrate mastery of level 3 or 4 competencies may not be appropriately challenged when working from the Essential Elements. Providing a continuum between the level 4 skill on the Essential Elements Competency Rubric and the level 1 skill on the Competency Rubric (2019) for each grade band will assist those students in the transition to the Kansas competencies/state standards.

This section of the guidance document seeks to support educators as they consider ways to develop, refine and/or implement a comprehensive, balanced and cohesive approach to meaningfully assess student learning in a competency-based model. When thinking about mastery, a multiple-measures approach can be useful and may include a variety of assessments, ranging from the use of rubrics that focus on the depth of a student's understanding to nationally normed assessments by age and/or ability to state accountability assessment systems. What follows as guidance to consider may be best conceptualized by thinking of it from the perspective of assessing student learning.

Performance-Based Assessment and the Use of Rubrics

- **Continuity and Comprehensive Approach:** The grade-band teams from Phase I of this project developed both the competencies and a set of performance-based "I can ..." rubrics.
 - SECD, specials, electives and CTE are also included for your consideration and inclusion in assessing broader STEAM and Humanities competencies.
- **Interpretation of Performance Levels:** These rubrics contain four performance levels that include "I can ..." statements that intend to reflect the various stages of what students know and are able to do through progressive depths of each competency. Ideally, students move to and through each of the levels from left to right, but this may take place at different times for each student. Webb's Depth of Knowledge (DOK) is included as a familiar reference to help support the development of instruction in a leveled manner.
 - **Level 1** may be thought of as introducing or beginning/DOK: Recall and Reproduce
 - **Level 2** may be thought of as developing or emerging/DOK: Application and Reasoning
 - **Level 3** may be thought of as demonstrating or creating/DOK: Strategic Thinking
 - **Level 4** may be thought of as extending or enriching/DOK: Extended Thinking

NOTE: Levels 1-4 are not intended to predict Kansas State Assessment scores.

Levels Explanation

Webb’s Depth of Knowledge: Use to Align “A successful student can ...” Statements to Appropriate Performance Level

Performance Level	I can ...
Level 1	<p>Recall and Reproduction</p> <ul style="list-style-type: none"> Recall a fact, term, definition, principle or concept; perform a simple procedure. Items typically specify what the student is to do, which is often to carry out some procedure that can be performed mechanically. Recall of a fact, information, definition, term or performance of a process or procedure.
Level 2	<p>Basic Application of Skills and Concepts</p> <ul style="list-style-type: none"> Apply conceptual knowledge: <ul style="list-style-type: none"> Use provided information to select appropriate procedures for a task. Perform two or more steps with decision points along the way. Solve routine problems; organize or display data. Interpret or use simple graphs. Items require students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step. Includes the engagement of some mental processing beyond recalling or reproducing a response.
Level 3	<p>Strategic Thinking</p> <ul style="list-style-type: none"> Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex or nonroutine problems; interpret information and provide justification when more than one approach is possible. Items require students to justify the responses they give and may have more than one possible answer. Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands are complex and abstract.
Level 4	<p>Extended Thinking</p> <ul style="list-style-type: none"> Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources. Items require students to bring together skill and knowledge from various domains. Due to the complexity of cognitive demand, this level often requires an extended period to answer. A DOK 4 is first a DOK 3 with added connections. Requires high cognitive demand and is very complex. Students are expected to make connections and relate ideas within the content or among areas - and have to select or devise one approach among many alternatives on how the situation can be solved.

This is the target

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FACS	Family and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology

LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

EE ELA

PRIORITY: A successful student can write to inform/explain and express themselves clearly.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can select a topic and write about it including one fact or detail.	I can turn my own body, head, or otherwise direct my attention to objects or people	I can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it.	I can write about a specific topic using facts and details to describe the topic.	I can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.	EE.W.3.2.a
I can list words, facts, or details related to the topic.	I can indicate an object when it is referred to by name.	I can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it.	I can write about a specific topic using facts and details to describe the topic.	I can identify facts and details related to topic from a set of choices.	EE.W.4.2.b
I can introduce a topic and write to convey information about it including visual, tactual or multimedia information as appropriate.	I can describe the effects and impacts that natural hazards have on society	I can write about a specific topic using facts and details to describe the topic.	I can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate.	I can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.	EE.W.5.2.a
I can provide facts, details, or other information related to the topic.	I can use multiple resources to classify the positive and negative impacts that human activity has on the Earth.	I can identify the specific details, such as the people, places, things and events, that occur within a specific personal experience.	I can identify facts and details related to topic from a set of choices, and provide written facts, details, and or information about a topic.	I can put facts or details identified about a topic into writing.	EE.W.5.2.b
I can capitalize the first word in a sentence.	I can understand that letters are used to write words, not numbers, punctuation, or other symbols and we don't draw pictures to represent the referent.	I can indicate knowledge that when a word is capitalized the first letter in the word is in uppercase.	I can capitalize the first letter of sentences.	I can capitalizes the correct words when writing a title.	EE.L.4.2.a
I can spell words phonetically drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	I can understand that letters are used to write words, not numbers, punctuation, or other symbols and we don't draw pictures to represent the referent.	I can produce a string of letters (student attempts to write words) by combining random letters.	I can spell words with inflectional endings (e.g., walked, eats, sleeping).	I can spell words with inflectional endings (e.g., walked, eats, sleeping).	EE.L.4.2.d

PRIORITY: A successful student can narrate real or imagined events by describing details and in a clear sequence.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can with guidance and support, produce writing that expresses more than one idea.	I can sustain my own attention to objects, pictures, or multimedia for more than a fleeting moment.	I can use two words together when producing a written text.	I can write more than one idea about a topic.	I can produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea.	EE.W.3.4

PRIORITY: I can with guidance and support, produce writing that expresses more than one idea.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can answer who and what questions to demonstrate understanding of details in a text.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can answer questions posed by others asking who and what about the key details in a familiar narrative.	I can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them.	I can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative.	EE.RL.3.1
I can use details from the text to recount what the text says.	I can recognize when I encounter familiar people, objects, places, and events.	I can identify the explicitly-stated actions of characters in a story.	I can recount events from a narrative using details, not provide a complete summary or tell the details in temporal order but the details are accurate.	I can recount key details of a story.	EE.RL.4.1
I can identify words in the text to answer a question about explicit information.	I can indicate an object when it is referred to by name.	I can identify the key elements in a story (main characters, setting, and major events.).	I can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information.	I can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative.	EE.RL.5.1

PRIORITY: A successful student can determine the central message, moral or theme and be able to form a summary of the text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can associate details with events in stories from diverse cultures.	I can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e., object permanence).	I can represent a conceptual connection between a detail and an event in a familiar text.	I can associate details with events in stories from fables, folktales, or diverse cultures.	I can retell stories from various cultures, such as myths, fables, and folktales, by recounting key details from them.	EE.RL.3.2
I can identify the main idea of the text when it is explicitly stated.	I can recognize when I encounter familiar people, objects, places, and events.	I can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	I can identify the overall general topic of any brief (no more than a paragraph) familiar informational text.	I can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative.	EE.RL.4.2
I can identify the central idea or theme of a story, drama, or poem.	I can recognize when I encounter familiar people, objects, places, and events.	I can identify the concrete details mentioned in beginner level informational texts.	I can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic.	I can determine the details that provide for the foundation of the theme in a narrative.	EE.RL.5.2

PRIORITY: A successful student can compare and contrast 2 or more characters, settings or events in a text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the feelings of characters in a story.	I can use or identify feeling words related to self, such as happy sad, tired, worried, or angry.	I can identify the feelings of characters when explicitly stated in familiar stories.	I can identify the feelings of specific characters in narratives.	I can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action.	EE.RL.3.3
I can use details from the text to describe characters in the story.	I can indicate an object when it is referred to by name.	I can identify the key elements in a story, including the main characters, setting, and the major events.	I can describe characters in a narrative using appropriate words, rather than reacting to/relying on the illustrations.	I can use details from a narrative to describe characters, setting, and events (students may not identify specific key details, but are able to identify additional information about a story).	EE.RL.4.3
I can compare two characters in a familiar story.	I can indicate an object when it is referred to by name.	I can use illustrations and/or details of a text to describe the events.	I can compare different characters in a familiar story.	I can contrast different characters in a familiar story using specific key details.	EE.RL.5.3

PRIORITY: A successful can determine words in a text, the meaning of words used in the text, and story elements that change at the beginning, middle, and end of the text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine words and phrases that complete literal sentences in a text.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can provide real-life examples of words connected to a use (describe people who are friendly).	I can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.	I can identify simple semantic definitions for unambiguous words in a text.	EE.RL.3.4
I can list words, facts, or details related to the topic.	I can indicate an object when it is referred to by name.	I can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.	I can identify simple semantic definitions for unambiguous words in a text.	I can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet").	EE.RL.4.4
I can introduce a topic and write to convey information about it including visual, tactual or multimedia information as appropriate.	I can recognize when I encounter familiar people, objects, places, and events.	I can identify simple semantic definitions for unambiguous words in a text.	I can represent the meaning of domain specific words and phrases in text.	I can demonstrate an understanding of the use of a multiple meaning word.	EE.RL.5.4
I can provide facts, details, or other information related to the topic.	I can engage in a behavior indicating I am attending to the text (story, information, book, alphabet book). May display this with this gaze, decreased movement (i.e, stilling) and noise.	I can determine the elements (e.g., setting events) that occur at the beginning and end of a familiar, linear story.	I can determine the events that occur at the beginning, middle, and end of a familiar, linear story.	I can identify the beginning and end of an unfamiliar story.	EE.RL.3.5 extended
I can capitalize the first word in a sentence.	I can recognize when I encounter familiar people, objects, places, and events.	I can determine the events that occur at the beginning, middle, and end of a familiar, linear story.	I can identify characteristics elements of stories in a text, including main character, setting initiating and resolution events.	I can identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting).	EE.RL.4.5
I can spell words phonetically drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	I can pay attention to either an entire object, a characteristics of the object or an action in which the object can perform after some verbal label has been attached to it.	I can identify characteristic elements of stories in a text, including main character, setting, initiating, resolution events.	I can identify an element or or setting in the story that undergoes change(s) from beginning to end (e.g., character).	I can use information about structure to make determinations about the text.	EE.RL.5.5

PRIORITY: A successful student can compare and contrast the treatment of similar themes and topics and patterns and events in multicultural literature.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify common elements in two stories in a series.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can represent a conceptual connection between a detail and an event in a familiar text.	I can pick out the story elements, such as characters, settings and events, across two narratives with the same series of books.	I can use the similarities in the plots of different narratives to compare them.	EE.RL.3.9
I can compare stories, myths, or texts with similar topics or themes.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can identify and recall how characters' actions affect the consequences that occur in the story afterwards.	I can determine how two narratives on similar topics or specific themes are similar to one another on their coverage of the topics.	I can find the similarities and differences between two narratives with a similar theme or topic.	EE.RL.5.9 extended

PRIORITY: A successful can determine words in a text, the meaning of words used in the text, and story elements that change at the beginning, middle, and end of the text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can answer who and what questions to demonstrate understanding of details in a text.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	I can answer questions posed by others regarding the concrete details of an informational text.	I can identify words or details to answer a question about explicit information presented in the text.	EE.RI.3.1
I can identify explicit details in an informational text.	I can indicate an object when it is referred to by name.	I can identify the explicitly-stated actions of characters in a story.	I can recount events from a narrative using details.	I can identify words or details to answer a question about explicit information presented in the text.	EE.RI.4.1
I can identify words in the text to answer questions about explicit information.	I can demonstrate an understanding that I can communicate my preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions.	I can answer questions posed by others regarding the concrete details of an informational text.	I can identify words or details to answer a question about explicit information presented in the text.	I can find specific details in an informational text to answer questions asking about information explicitly stated in the text.	EE.RI.5.1
I can locate information in print or digital sources.	I can tell that all objects have some function or action typically associated with it (object action).	I can identify a detail from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information).	I can locate information by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents, and glossaries.	I can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings.	EE.RI.5.7 extended

PRIORITY: A successful student can explain relationships or interactions based on specific information in historical, scientific or technical text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can answer who and what questions to demonstrate understanding of details in a text.	I can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e., object permanence).	I can represent a conceptual connection between a detail and an event in a familiar text.	I can associate details with events in stories from fables, folktales, or diverse cultures.	I can identify explicit details in an informational text.	EE.RI.3.2
I can identify the main idea of a text when it is explicitly stated.	I can indicate an object when it is referred to by name.	I can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	I can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text.	I can determine which words contained in an informational text relate to the topic of the text.	EE.RI.4.2
I can identify the main idea of a text when it is not explicitly stated.	I can recognize when I encounter familiar people, objects, places, and events.	I can identify the concrete details mentioned in beginner level informational texts.	I can identify the main idea for a paragraph in an informational text that lacks and explicit statement of the topic.	I can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph's main idea.	EE.RI.5.2

PRIORITY: A successful student can integrate information from multiple texts to write or speak about a subject knowledgeably.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify common elements in two stories.	I can pay attention to either the entire object a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	I can determine how various informational texts on the same topic are similar in what is presented on the topic.	I can compare informational texts on the same topic based on the specific details used to discuss the topic.	EE.RI.3.9
I can compare details presented in two texts on the same topic.	I can indicate an object when it is referred to by name.	I can determine when two different informational texts on the same topic based on the specific details used to discuss the topic.	I can compare informational texts on the same topic based on the specific details used to discuss the topic.	I can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.	EE.RI.4.9
I can compare and contrast details gained from two texts on the same topic.	I can indicate an object when it is referred to by name.	I can compare informational texts on the same topic based on the specific details used to discuss the topic.	I can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.	After reading two texts on the same topic, I can compare and contrast the main points of each.	EE.RI.5.9 extended

PRIORITY: A successful student can read and comprehend grade level informational text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use sentence level context to determine which word is missing from a content area text.	I can demonstrate a receptive understanding of the object words that accompany familiar games or routines.	I can determine the meaning of a word when the definition is given using positives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence.	I can identify what word is missing in a written sentence by using the surrounding words in the sentence and the meaning of the sentence as clues.	I can identify what word is missing within a text by using the surrounding words and sentences and their meaning as clues to the meaning of the missing word.	EE.L.5.4.a
I can demonstrate understanding of words that have similar meanings.	I can recognize when I encounter familiar people, objects, places, and events..	I can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down).	I can demonstrate an understanding that when two words have the same meaning they are synonyms (the student may or may not explicitly use the term synonym, but this term should be use with the student).	I can cease to overgeneralize words. I can use the proper extension of word meaning.	EE.L.5.5.c

PRIORITY: A successful student can explain relationships or interactions based on specific information in historical, scientific or technical text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can order two events from a text as first, and next.	I can identify the next step or event in a sequence from a familiar routine.	I can identify specific events in a familiar informational text.	I can identify the order in which two events occur in an informational text.	I can identify information that indicates the temporal order of ideas or events presented in an informational text.	EE.RI.3.3
I can identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	I can indicate an object when it is referred to by name.	I can identify concrete details, such as individuals, events, or ideas in familiar informational texts.	I can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text.	I can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text.	EE.RI.4.3
I can compare two individuals, events, or ideas in a text.	I can indicate an object when it is referred to by name.	I can identify the concrete details mentioned in beginner level informational texts.	I can find the similarities between the key details, such as the individuals, events, or ideas located within an informational text.	I can find the similarities and differences between the key details located within an informational text.	EE.RI.5.3

PRIORITY: A successful student can describe the overall structure of events, ideas, concepts, or information in text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can with guidance and support, use text features including headings and keywords to locate information in a text.	I can produce some type of communication (body movement, sound, facial expression, or gaze) indicating I desire a specific object in my immediate environment, such as food or a toy.	I can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text.	I can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics, or illustrations, text boxes, table of contents, and glossaries.	I can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings.	EE.RI.3.5
I can identify elements that are characteristic of informational texts.	I can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or differences based on the physical characteristics of objects.	I understand that informational texts often provide pictures/illustrations or tactile graphics/objects that supplement the text and can help to provide information or clarify the text.	I can identify elements that are characteristic of informational texts. These elements in the presentation of information which is organized using text features (that serve to organize information - titles, keyword, illustrations/graphics, headings, etc.) and logical presentation of information (rather than event oriented structure).	I can determine if an informational text is providing information about events, giving directions, or providing information on a topic.	EE.RI.4.5
I can determine if a text tells about events, gives directions, or provides information on a topic.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information)	I can determine if an informational text is providing information about events, giving directions, or providing information on a topic.	I can understand how the title indicates information about or fits the structure of an informational text.	EE.RI.5.5
I can determine the point of view of the narrator.	I can recognize when I encounter familiar people, objects places, and events.	I can determine who the narrator is in a story when I am reading.	I can determine what the point of view for the narrator of a story.	I can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion."	EE.RL.5.6

PRIORITY: A successful student can determine words and their meanings included in a variety of text formats (e.g., domain specific, literal phrases, etc.).

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine words and phrases that complete literal sentences in a text.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can identify the relationship between multiple concrete facts or details in a literature or informational text.	I can find two points made by an author of an informational text that related to each other.	I can provide the reasons an author includes (i.e. details) that support the points of an informational text.	EE.RI.3.8 extended
I can determine meaning of words in text.	I can indicate an object when it is referred to by name.	I can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader.	I can provide the reasons an author includes (i.e., details) that support the points of an informational text.	I can find out how specific points made by an author in an informational text relate to the reasons supporting it.	EE.RI.4.8 extended
I can determine the meanings of domain-specific words and phrases.	I can recognize when I encounter familiar people, objects, places, and events.	I can find two points made by an author of an informational text that relate to each other.	I can find out how specific points made by an author in an informational text relate of the reasons supporting it.	I can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text.	EE.RI.5.8 extended

PRIORITY: A successful student can determine which words are used in a variety of texts that convey meaning (e.g., emotional, opposites, etc.).

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine the literal meaning of words and phrases in context.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it.	I can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.	I can determine the literal meaning of words and phrases using the context in which they are located.	I can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.	EE.L.3.5.a
I can identify words that describe personal emotional states.	I can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal has been attached to it.	I can exhibit an understanding of feeling words.	I can identify feeling words to describe myself.	I can describe the internal (motivations, feelings) and external traits (appearance) of a character.	EE.L.3.5.c
I can demonstrate an understanding of opposites.	I can recognize when I encounter familiar people, objects, places, and events.	I can provide real-life examples of words connected to use (describe people who are friendly).	I can demonstrate an understanding of words with opposite meaning (e.g., cold, hot, up, and down).	I can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student).	EE.L.4.5.c

EE ELA PERFORMANCE-BASED ASSESSMENT

EE Mathematics

A successful student will fluently add, subtract, multiply, and divide multi-digit numbers.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use repeated addition to find the total number of objects and determine the sum.	I can recognize separateness and set.	I can combine and partition sets. I can recognize the (+, -, and =) signs.	I can determine the unknown in an addition and subtraction equation.	I can solve join and separate problems.	EE.3.OA.4
I can solve one-step real world problems using addition or subtraction within 20.	I can combine and partition sets.	I can demonstrate the concept of addition and subtraction.	I can solve addition and subtraction problems within 100.	I can solve 2-step addition and subtraction word problems.	EE.3.OA.8; EE.4.OA.3; EE.4.NBT.4
I can perform repeated addition to find the total number of objects and determine the sum.	I can recognize subset, separateness, and set.	I can represent repeated addition with an equation.	I can solve repeated addition problems.	I can demonstrate the concept of multiplication.	EE.3.OA.1-2.
I can demonstrate the connection between repeated addition and multiplication.	I can recognize subset, set, and separateness.	I can represent addition with an equation and a model.	I can demonstrate the concept of multiplication.	I can multiply by 1, 2, 3, 4, and 5	EE.4.OA.1-2
I can multiply whole numbers up to 5x5.	I can recognize subset, separateness, and set.	I can solve repeated addition problems.	I can multiply by 1, 2, 3, 4, and 5.	I can apply the relationship between multiplication and division.	EE.5.NBT.5
I can illustrate the concept of division using fair and equal share.	I can recognize subset, separateness, and set.	I can partition sets.	I can partition sets into equal subsets.	I can demonstrate the concept of division.	EE.5.NBT.6-7

A successful student can explain and make generalizations about the patterns in a place value system, use this understanding and the properties of operations to perform single and multi-digit arithmetic, including whole numbers and decimals, and understand how concepts of area, perimeter, and volume relate to multiplication and addition.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify arithmetic patterns.	I can recognize same and different.	I can recognize patterns.	I can recognize repeating patterns, symbolic patterns, and growing patterns.	I can extend a symbolic pattern by applying the rule. I can recognize the pattern rule in a growing pattern.	EE.3.OA.9
I can determine the area of a square or rectangle by counting units of measure (unit squares).	I can recognize some and separateness.	I can explain unit square and area.	I can calculate area by counting unit squares or tiling.	I can solve word problems involving area of rectangles.	EE.4.MD.3
I can measure mass or volume using standard tools.	I can recognize different and same.	I can measure volume and mass using informal units.	I can use an appropriate tool to measure liquid volumes in cups, mass in ounces, and mass in pounds.	I can estimate liquid volume in cups, mass in ounces, and mass in pounds.	EE.4.MD.2.b
I can determine the volume of a rectangular prism by counting units of measure (unit cubes).	I can recognize separateness and enclosure.	I can explain volume as a composition of cube units and calculate volume by counting unit cubes.	I can calculate volume of a right rectangular prism by packing unit cubes.	I can solve word problems involving volume of rectangular prisms.	EE.5.MD.4-5

A successful student can generate, analyze, and explain numerical patterns and relationships.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can demonstrate understanding of place value to tens.	I can recognize separateness and set.	I can recognize multiple tens of something and compose numbers based on tens.	I can explain value for ones and tens.	I can explain the relationship between rounding and place value. I can explain value for hundreds.	EE.3.NBT.2
I can count by tens using models such as objects, base ten blocks, or money.	I can recognize before and after.	I can count to 30.	I can skip count by 10s	I can skip count by 10s starting at a multiple of 10. I can count dimes and 10 dollar bills.	EE.3.NBT.3
I can compare whole numbers to 10 using symbols (<,>=).	I can recognize set and separateness.	I can compare 2 quantities up to 10 using models.	I can compare 2 numerals up to 10 using symbols.	I can compare 2 numerals up to 100 using symbols. I can order 2 one digit numerals from least to greatest and greatest to least.	EE.4.NBT.2
I can round any whole number 0-30 to the nearest ten.	I can use perceptual subitizing (visual recognition of pattern such as dots on a die).	I can recognize ten and something, multiple tens of something, and decompose numbers based on tens.	I can round whole numbers from 0-30 to the nearest ten.	I can round whole numbers 0-100 to the nearest ten.	EE.4.NBT.3
I can use repeated patterns to make predictions.	I can recognize attribute values and arrange objects in pairs.	I can recognize symbolic patterns, repeated patterns, and pictorial patterns.	I can recognize the core unit in a repeated pattern.	I can extend a pictorial or symbolic pattern by applying the rule.	EE.4.OA.5.
I can compare numbers up to 99 using base ten models.	I can recognize separateness and set.	I can compare 2 quantities up to 10 using models.	I can compare 2 quantities up to 100 using symbols.	I can compare 2 numerals up to 100 using symbols. I can order 2 one digit numerals from least to greatest and greatest to least.	EE.5.NBT.1; EE.5.NBT.3
I can identify and extend numerical patterns.	I can order objects, classify, and contrast objects.	I can recognize repeating patterns, growing patterns, symbolic patterns, and shrinking patterns.	I can extend a symbolic pattern by applying the rule.	I can predict an element in a symbolic pattern by applying the rule.	EE.3.NF.1-3

A successful student will demonstrate an understanding of fractions (concepts of fractional/decimal parts, estimating, equivalency, ordering) and all four operations with fractions by applying understandings of whole numbers through the use of visual models to represent and explain concepts.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can differentiate a fractional part from a whole.	I can recognize some, separateness, and wholeness.	I can partition shapes.	I can recognize parts of a given whole or unit. I can explain unit fraction.	I can recognize fraction, whole on an area model, and one half on an area model.	EE.3.NF.1-3
I can identify models of one-half ($1/2$) and one-fourth ($1/4$).	I can recognize separateness and wholeness.	I can partition shapes into equal parts.	I can recognize one half and one fourth on an area model.	I can recognize halves and fourths on an area model.	EE.4.NF.1-2.
I can differentiate between whole and half.	I can recognize wholeness and separateness.	I can recognize parts of a given whole or a unit. I can explain unit fraction.	I can recognize fraction. I can recognize one half and whole on an area model.	I can recognize one fourth, halves and fourths on an area model.	EE.4.NF.3
I can identify models of halves ($1/2$, $2/2$) and fourths ($1/4$, $2/4$, $3/4$, $4/4$).	I can recognize some and separateness.	I can recognize one fourth and one half on a set model and area model.	I can recognize fourths and halves on a set model and area model.	I can recognize proper fractions with a set and an area model.	EE.5.NF.1.
I can identify models of thirds ($1/2$, $2/3$, $3/3$) and tenths ($1/10$, $2/10$, $3/10$, $4/10$, $5/10$, $6/10$, $7/10$, $8/10$, $9/10$).	I can recognize some and separateness.	I can recognize one third and on tenth on an area model.	I can recognize third and tenths on an area model.	I can recognize proper fractions with an area model.	EE.5.NF.2.

A successful student can demonstrate an understanding of measurement concepts (time, length, and/or money) by constructing reasonable estimates and solving problems involving all four operations (addition, subtraction, multiplication, and division).

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can tell time to the hour on a digital clock.	I can attend and recognize different.	I can recognize the hour and minute on a digital clock.	I can tell time to the hour on a digital clock.	I can tell time to the half hour and quarter hour on a digital clock.	EE.3.MD.1
I can measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.	I can recognize attribute values.	I can measure length using informal units.	I can use an appropriate tool to measure length in inches and in feet.	I can compare lengths of 2 or more objects using standard tools.	EE.3.MD.4
I can tell time using a digital clock. I can tell time to the nearest hour using an analog clock.	I can attend and recognize different.	I can recognize the hour and minute hand on an analog clock.	I can tell time to the hour on an analog clock and read a digital clock.	I can tell time to the half hour and quarter hour on an analog clock.	EE.4.MD.2.a.
I can identify coins (penny, nickel, dime, quarter) and their values.	I can attend.	I can recognize money.	I can recognize and state the value of penny, nickel, dime, and quarter.	I can state the value of a penny related to a quarter; a nickel related to a quarter; a penny related to a dime; a penny related to a nickel; and a nickel related to a dime.	EE.4.MD.2.d
I can tell time using an analog or digital clock to the half or quarter hour.	I can attend and recognize different.	I can recognize the hour and minute hand on a clock.	I can tell time to the quarter hour and half hour.	I can represent time.	EE.5.MD.1.a
I can use standard units to measure weight and length of objects.	I can recognize attribute values.	I can make direct comparison of 2 lengths or masses and order more than 2 lengths or masses.	I can measure using length in inches and feet and mass in pounds and ounces using an appropriate tool.	I can estimate length in inches or feet and mass in pounds or ounces	EE.5.MD.1.b
I can indicate relative value of collections of coins.	I can recognize attribute values.	I can recognize and state the value of a penny, nickel, dime, and quarter.	I can state the value of a nickel related to a dime; a nickel related to a quarter; a penny related to a nickel; a penny related to a dime; and a penny related to a quarter.	I can count mixed coins.	EE.5.MD.1.c

A successful student can collect, represent, and interpret data with multiple categories and solve problems using the data.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use picture or bar graph data to answer questions about data.	I can recognize attribute values and arrange objects in pairs.	I can recognize the structure of a bar graph and picture graph.	I can use bar graphs and picture graphs to read the data.	I can use graphs to read between the data.	EE.3.MD.3
I can interpret data from a picture or bar graph.	I can classify and order objects.	I can use bar graphs and picture graphs to read the data.	I can use graphs to read between the data.	I can use graphs to read beyond the data.	EE.4.MD.4.b
I can represent and interpret data on a picture, line plot, or bar graph.	I can arrange objects in pairs and recognize attribute values.	I can use bar graphs, picture graphs, and line plots to read the data.	I can represent data using bar graphs, picture graphs, and line plots. I can use graphs to read between the data.	I can use graphs to read beyond the data..	EE.5.MD.2

A successful student can create, identify, and distinguish between lines, angles and shapes based on their properties and defining attributes using a coordinate plane.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize that shapes can be partitioned into equal areas.	I can recognize unit, wholeness, and parts of a given whole or a unit.	I can partition a circle into 2, 3, or 4 equal parts. I can partition a rectangle into 2, 3, or 4 equal parts.	I can partition any shape into equal parts.	I can recognize one tenth, one third, one half, and one fourth on an area model.	EE.3.G.2
I can recognize parallel lines and intersecting lines.	I can recognize attribute values.	I can recognize line and line segment.	I can recognize intersecting lines/line segments and parallel lines/line segments.	I can recognize perpendicular lines/line segments. I can recognize parallel line segments in a two-dimensional figure.	EE.4.G.1
I can recognize angles in geometric shapes.	I can recognize attribute values.	I can recognize line, ray, and line segment.	I can recognize angle.	I can make direct comparison of 2 angles.	EE.4.MD.5
I can identify angles as larger and smaller.	I can recognize attribute values, different, and same.	I can recognize more amount and less amount.	I can make direct comparison of 2 angles.	I can order more than 2 angles using direct comparison.	EE.4.MD.6
I can sort 2D figures and identify the attributes (angles, number of sides, corners, color) they have in common.	I can recognize same and different.	I can describe attributes of shapes.	I can analyze shapes to identify common attributes.	I can explain attribute relationships between shapes.	EE.5.G.1-4
I can identify common 3D shapes.	I can notice what is new.	I can match the same 3D shapes with same size and different orientation, different size and different orientation, same size and same orientation, and different size and same orientation.	I can recognize spheres, cones, cubes, and cylinders.	I can use geometric shapes to describe objects. I can describe attributes of shapes.	EE.5.MD.3

EE Science

Structures and Properties of Matter:

A successful student can explore how any type of matter can be divided into small particles too small to be seen, but still exist, and how measurements of properties can be used to identify materials, even when mixed or changed.

Science		Structures and Properties of Matter		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize the change in state from liquid to solid or from solid to liquid of the same material.	I can compare the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid	I can measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	I can read graphs containing solid, liquid and gaseous data/measurements.	EE.5-PS1-2
I can match materials with similar physical properties	I can classify materials by physical properties. (e.g., weight, shape, texture, buoyancy, color, or magnetism).	I can make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	I can compare properties of materials.	EE.5-PS1-3

Forces and Interactions:

A successful student can explore how forces act on objects with strength and direction and can be measured. A successful student can explore how electric and magnetic forces affect objects within contact or not in contact at all, and how the gravitational force of the Earth pulls objects.

Science		Forces and Interactions		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize the direction an object will go when dropped.	I can predict the direction an object will go when dropped.	I can demonstrate that the gravitational force exerted by Earth on objects is directed down.	I can demonstrate and describe that gravity forces objects down through multiple trials and differing objects.	EE.5-PS1-2

Energy:

A successful student can explore the relationships between energy and objects, sound, light, and heat. Successful students can explore the production, transference, and transformation of energy. Students will explore the ways that energy and fuel are derived from natural sources and how use of that energy and fuel affect the environment.

Science		Energy		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify simple models that show that plants need sunlight to grow.	I can use models to describe that plants capture energy from sunlight.	I can create a model to describe that energy in animals' food was once energy from the sun.	I can describe how plants that animals eat get energy from the sun to grow.	EE.5.PS3-1

Structure and Function:

A successful student can explore how light reflection is processed by the eye to make sense of an object. The successful student can investigate how plants and animals use internal and external structures to aid in growth, survival, behavior, and reproduction. Successful students can explore how animals use their perceptions, memories, and senses to guide their actions.

Science		Structure and Function		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can distinguish things that grow from things that don't grow.	I can provide evidence that plants grow.	I can provide evidence that plants need air and water to grow.	I can describe the internal and external structures of plants.	EE.5.LS1-1

Matter and Energy in Organisms and Ecosystems:

A successful student can explore the connections between energy, the sun, plants, air, water, organisms, fungi, bacteria, and decomposers. Successful students can explore the interdependence of ecosystems, the web of life, healthy organisms, and the environment.

Science		Matter and Energy in Organisms and Ecosystems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can distinguish things that grow from things that don't grow.	I can provide evidence that plants grow.	I can provide evidence that plants need air and water to grow.	I can collect plant growth data through investigations using air, light, water, and soil.	EE.5.LS1-1
I can identify common human foods.	I can identify a model that shows the movement of matter from plants to animals (e.g., food chain/food web).	I can create a model to show the movement of matter (e.g., plant growth, eating, composting) through living things.	I can summarize the relationship between plants, animals, and decomposers in the environment.	EE.5.LS2-1
I can identify simple models that show that plants need sunlight to grow.	I can use models that show that plants need sunlight to grow.	I can create a model to describe that energy in animals' food was once energy from the sun.	I use models to describe that energy in animals' food was once energy from the sun.	EE.5-PS3-1

Interdependent Relationships in Ecosystems:

A successful student can explore how being part of a group helps animals obtain food, defend themselves, cope with changes, and survive in a variety of habitats. Successful students can explore how fossils provide evidence about organisms and how some plants and animals are no longer found on Earth.

Science		Interdependent Relationships in Ecosystems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements.				

Inheritance and Variation of Traits:

A successful student can explore how reproduction is essential to the continued existence of every kind of organism and how plants and animals inherit characteristics from their parents and other characteristics are the result of the environment.

Science		Inheritance and Variation of Traits		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements.				

Weather and Climate:

A successful student can explore how scientists use weather patterns to make predictions and how climate and rainfall help shape the land and affect the types of living things found in a region.

Science		Weather and Climate		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements.				

Earth's Systems:

A successful student can explore how rock, soil, water, ice, air and humans interact in multiple ways to affect Earth's surface materials and processes. Successful students can further explore how weather patterns are influenced by the interaction of wind and clouds with landforms. Successful students can further explore Earth's salt and freshwater resources and the volcanoes and earthquake patterns and occurrences.

Science		Earth's Systems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can anticipate routine (e.g., clothes to wear, activities to do) to follow when it is raining.	I can recognize how water (hydrosphere) affects people in a region (e.g., floods, droughts, mudslide, tourism, and recreation).	I can develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.	I can define and give examples of hydrosphere and biosphere.	EE.5-ESS2-1

Human Sustainability:

A successful student can explore how humans interact with natural hazards, natural energy and fuel resources, and how their activities in agriculture, industry and everyday life impact land, vegetation, streams, oceans, air, and outer space. Successful students can explore actions that help protect Earth’s resources and environment.

Science		Human Sustainability		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify one way to protect a resource of Earth (e.g., put paper in the recycling bin).	I can compare two methods people can use to help protect the Earth's resources.	I can use information to describe how people can help protect the Earth's resources and how that affects the environment.	I can make a list of environmental problem that affect the Earth's resources.	EE.5-ESS3-1

Space Systems:

A successful student will explore patterns of day and night, shadows, and positions of the sun, moon, and stars throughout a day, month, and year and how these patterns are affected by orbits and rotations of the moon around Earth and Earth around sun.

Science		Space Systems		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can order events in daily routine including sunrise and sunset.	I can recognize patterns about the length of daylight hours over time (e.g., week-to-week, month-to-month).	I can represent and interpret data on a picture, line or bar graph to show seasonal patterns in the length of daylight hours.	I can show how shadows change throughout the day based on the sun.	EE.5-ESS1-2

NAVIGATING CHANGE:
KANSAS' GUIDE TO LEARNING AND SCHOOL SAFETY OPERATIONS

Grade Band **3-5**



Implementation

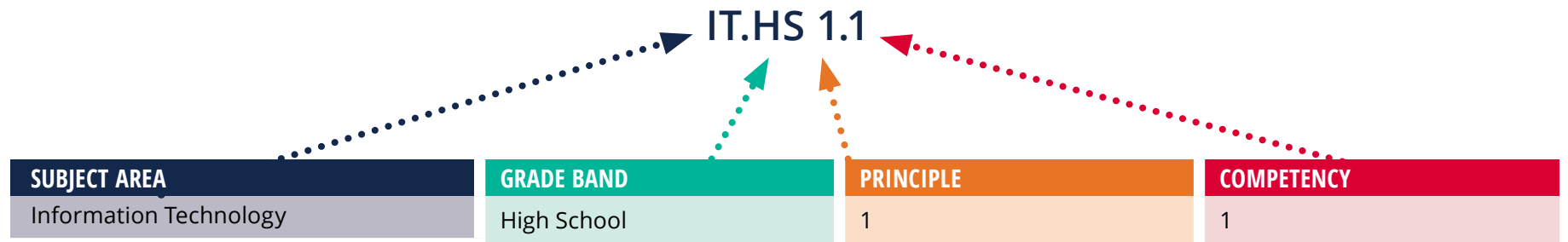
Competency Codes Narrative

To ensure teachers can make connections from the instructional examples to the competencies, a simple competency coding system has been developed. Each instructional example contains a section titled "Competency Codes Addressed." Under that heading, competencies across all subject matter areas related to the instructional example will be listed. For instance, one of the instructional examples for the 9-12 grade band is:

Instructional Example:

INSTRUCTION EXAMPLE	COMPETENCY CODES ADDRESSED
Podcast and/or Documentary Film with Marketing Plan (ELA, HGSS, Science, Speech, Business, Broadcasting, Graphic Design, Media Center Specialist, other subject areas as appropriate)	ELA.HS: 1.1, 3.1-3.5, 5.1, BC.M.HS 1.1, IT.HS 1.1, HUM.HS: 1.1, 2.1, 3.1, 5.1

As you can see, there are competencies across multiple subject areas involved in this cross-curricular learning activity. Each competency has a code that leads back to the competencies listed at the beginning of each grade band. Below is the competency code IT.HS 1.1 with what each part of a code denotes:



Here is the competency in its full form, color-coded to match above:

Information Technology (Subject Area)	Grades 9 – 12 (Grade Band)	Graphic Design and Digital Communications (Principle)	A successful student can demonstrate an understanding of graphic design elements and principles by creating a graphic design project portfolio of collected or self-created graphic design projects. (Competency)
---------------------------------------	----------------------------	-------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FACS	Family and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology

LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

Grade Band
3-5

Philosophy

The 2020 school year will provide all educators a number of unique challenges in terms of reaching students during a possible educational disruption. The following document provides guidance in helping prepare for potential disruptions to the 2020-21 academic year.

This document supports instruction and the individual strengths of every educator in the state of Kansas while offering strategies, competencies and guidance in engaging students and celebrating their learning. While this is not a definitive step by step guide, we hope it may serve as a resource to approach the current challenges upon us.

The upcoming school year will be taught in an on-site, hybrid and/or remote learning environment. We recommend that educators prepare early for the possibility of an educational disruption and therefore plan activities that incorporate all curricular areas.

Throughout this document there will be three learning environments that are referenced:

- **On-site Learning Environment:** students and teachers will be in school with or without social distancing practices put into place.
- **Hybrid Learning Environment:** students would be spending part of their time in the classroom and part of their time learning virtually from home.
- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all.

The Implementation team's philosophy is that there are multiple learning environments that can lead to student success during an educational disruption. All learning environments in this document are focused around using the Navigating Change 2020 competencies and rubrics from KSDE. The competencies were created to work for all models of instruction but work best in a competency based system.

Competency-based education is a compilation of strategies used to ensure equity for all students and allows mastery to be shown based upon progression of learning, not seat time. Students are empowered daily through their rigorous learning experiences and assessment is meaningful and timely. This system is a shift from the traditional education model. When looking at using competencies, districts should be aware that their whole system cannot shift from traditional to full blown competency based in the matter of days, weeks, or even months. A shift from a traditional system to a competency based system takes ample time, professional development, and a complete understanding for a successful implementation to occur. However, schools can explore and use elements of a competency based system during an educational disruption, Kansas Redesign, or a traditional setting. In a competency based education system teachers should not feel compelled to follow a particular scope and sequence, but should instead choose an instructional path that provides high quality learning opportunities for all students. A competency based system also shifts away from traditional grading and looks at progression towards mastery for each student and their work with each competency. This would be accomplished using a rubric system, such as the one KSDE has created.

Implementation of a competency-based education system includes teachers collaborating with other teachers. We encourage teachers to collaborate with other professionals in their departments, cross-curricularly, from other districts, or across the nation to develop high quality instruction that could occur in a variety of environments. This includes providing students a voice and choice in their learning, that is multi-disciplinary, with clear milestones of learning, and an attainable producible body of work demonstrating mastery of skills.

Guiding Statements:

- Collaboration is Key
- Consistency, Connection, Progress
- Students have voice and choice in place, pace, and path
- Competencies not Checklists
- Plan Early

NOTE: Examples of the Navigating Change 2020 staff and student surveys are located in the appendices.

Grade Band
3-5



Grading Considerations

Ultimately, grading will be determined by each school district's Boards of Education. Contemplating translating from Competency Scores to a local grading system on a particular student product, school districts might want to consider the following example. Within the Competency Rubrics there are variances of grading possibilities utilizing differing mathematical calculations (For example, a 3.5 competency score might translate to a traditional grade of B+). Listed below is one possible example. Please note, that the KSDE competency based educational system does not rely on a traditional A, B, C grading system, but instead seeks to have students progress toward mastery of learning and skills through multiple exposures.

Accommodations/Modifications

At times it is necessary to provide students with accommodations or modifications to ensure equal access to the general education curriculum and opportunity to demonstrate mastery of concepts. In these scenarios, it is important for educational teams to work collaboratively to determine what individualized accommodations or modifications are necessary for the student to be successful. To assist with this understanding, definitions of an accommodation and modification are provided below.

Accommodation:

A change to instruction, testing, or presentation of materials to support access to the general education curriculum. Students with gaps, deficiencies, and exceptionalities who utilize accommodations are expected to demonstrate mastery. Areas in which you may utilize accommodations are environmental, presentation, assistive technology, assignments, reinforcement, and testing adaptations. Accommodations adapt learning for students but do not:

- Change the content of instruction
- Change the learning expectations
- Reduce the requirements of the academic task

Modification:

A change to instruction, testing, or curriculum that alters the content of the academic competency or demonstration of student mastery. Areas in which you may consider a modification to curriculum, adaptation of materials, grades, appropriate expectations, change in testing protocols. Modifications change learning for students by:

- Changing the learning expectation(s) for the student
- Reducing task requirement(s)
- Inquiry Learning/Project Based Learning

Family Engagement

Educators are encouraged to consistently welcome and encourage all stakeholders to engage in effective communication and active participation as a collaborative team within the learning process. Effective communication will incorporate a unified message that is clear, concise, honest and transparent to all stakeholders.

Building relationships through two-way communication assembles the strong foundation designed to be proactive and interactive. Relationship building should include efforts to educate all stakeholders of the differences in regards to race, socio-economic status, culture, beliefs, language, sexual orientation, gender identity/expression, family composition, etc.

It is recommended that special attention and supports be given to those students transitioning to new buildings (examples: kindergarten, sixth grade, ninth grade, new students to the district, etc.).

Schools are encouraged to include all stakeholders, especially caregivers, in the decision-making process through surveys, participation on task forces and committees, along with letting their voice be the catalyst to action. A successful family/school partnership encompasses the elements of trust, validation, acknowledgement, transparency and a shared responsibility throughout the learning process with a “student first mindset” through respect and dignity.

Communication Considerations, Caregivers and Stakeholders:

- Multi-Mode - Written, live and/or recorded video and/or audio.
- Clear, concise and consistent language, avoiding acronyms and abbreviations.
- Using home language.
- Acknowledge and validate concerns.
- Flexible to the needs/abilities.
- Share access to all resources.
- Tutorials of online platforms prior to use.
- Social media (i.e., Twitter, Instagram, Snapchat, Facebook, etc.).
- Text messaging, mail and email.
- School messenger, robocalls.
- Local access television or newspaper.

Activities list that could engage all stakeholders virtually or in-person:

- Stakeholder surveys.
- Involvement in community events.
- Porch or driveway meetings.
- Neighborhood meetings.
- Parent camps.
- Content area/fine arts nights.
- Popsicles in the park, game/pie nights.
- Coffee with the Counselors.
- Classic pen pals for students in the classroom with students at home.
- Virtual parties, scavenger hunts, sing-a-longs, etc.
- Business partner engagement in classes or displaying student work.
- Career days/chats.

Inquiry Learning/Problem-Based Learning (PBL)

General Overview of Inquiry Learning/PBL:

Activating student curiosity and inquiry by a problem or question that is meaningful to the student. A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Elements of High-Quality Instruction

- Authentic, real life, meaningful driving questions
- Active engagement through hands-on activities
- Scaffold student thinking/learning
- Feedback and Revision throughout
- Inquiry Process

Social-Emotional Character Development (SECD)

(Dispositions - Mindset and Soft Skills)

- Student collaboration
- Team Building
- Time-Management
- Perseverance
- Communication

Elements of Collaboration/Possible Collaboration Partners

- CTE
- Specials
- Student Support Teams
- ELL Teachers
- Community
- Field Experts

Workflow

(Milestones of Learning)

- Driving question introduced
- Student utilize various platforms to research (groups, individually, in-person, remotely)
- Project milestones/assessments threaded throughout
- Feedback, Revision, Reflection
- Presentations of work

Showcase of Student Learning

(End Product)

- Present to a public and authentic audience (community members, experts, etc.)

Accommodations/Modifications/Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Personalized Learning

General Overview of Personalized Learning:

Personalized Learning places the whole child at the center of instruction. It is informed by strong educator/student/family/community relationships to provide equity and choice in time, place, path, pace, and demonstration of learning.

Elements of High-Quality Instruction

- Use Universal Design for Learning (UDL) to understand how students learn and develop learner agency (voice, choice, engagement, motivation, ownership, purpose, self-efficacy)
- Flexible content and tools to allow for a differentiated place, pace, and path
- Instruction aligned to specific student needs and learning goals
- Frequent data collection to inform instructional decisions and groupings
- Use Universal Design for Learning (UDL) to understand how students learn and develop learner agency (voice, choice, engagement, motivation, ownership, purpose, self-efficacy)
- Flexible content and tools to allow for a differentiated place, pace, and path
- Instruction aligned to specific student needs and learning goals
- Frequent data collection to inform instructional decisions and groupings

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration/Collaboration Partners

- Grade bands of teachers (K-2, 3-5, 6-8, 9-12)
- Student Support Teams
- ELL Teachers
- Librarians
- PLC teams
- Teaching partners
- Specials teachers (PE, Music, Art)

Workflow

(Milestones of Learning)

- Students and teacher identify learning goals, deadlines, and objectives for individual students
- Work through a series of targeted instruction
- Frequent data collection through teacher observation and questioning
- Meet with students 1:1 and together reflect, goal set, and determine next steps

Showcase of Student Learning

(End Product)

- Complete goal information in personalized binder
- Videos productions (Chatterpix, Screencastify, green screen, Flipgrid, etc.)
- Discussions with teachers
- Completed projects

Accommodations/Modifications/Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Nature-Based Outdoor Learning

General Overview of Nature-Based Outdoor Learning:

Outdoor learning (also known as forestry learning or nature based classrooms) shifts to embracing nature while exploring learning concepts, skills, and SEL. Child-initiated purposeful and imaginative play, whole brain learning, environmental stewardship, and teaching across the curriculum are all elements of this learning model. Significant time in nature is at the core of the curriculum where teachers implement high-quality, early childhood practices as well as high quality environmental education practices. Outdoor learning can help promote a healthy lifestyle, enable students to understand how nature supports life, appreciate sustainability as a community practice, and develop empathy for all forms of life.

Elements of High-Quality Instruction

- Student exploration with adult support
- Allow students to problem solve while exploring the environment
- Scaffold questioning to support student inquiry

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Self-regulation/self-discipline
- Communication (verbal and non-verbal)
- Collaboration and team building
- Self-confidence and self-efficacy
- Negotiating skills
- Sense of curiosity
- Listening skills
- Creativity

Elements of Collaboration/Possible Collaboration Partners

- All content/subject areas
- Guest community speakers
- Kansas Department of Wildlife, Parks and Tourism
- Kansas Farm Bureau
- Student support teams
- ELL teachers
- Local County extension offices
- 4H and Scouting Programs
- Nature Centers and Zoos

Workflow

(Milestones of Learning)

- Students explore the natural environment around them through inquiry and use information to answer an essential question
- Hands-on activities/exploration
- Teacher observes students play, exploration, questioning, and communication
- Extensions, enrichment, and real-world applications of skills and concepts

Showcase of Student Learning

(End Product)

- Photos/videos
- Journals
- Drawings/pictures
- Construction projects
- Dramatic Performances
- Nature Based Solutions to real world problems

Accommodations/Modifications/Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Flipped/Blended Learning

General Overview of Flipped/Blended Learning:

Blended learning combines multiple educational opportunities. Learning usually occurs on-site while using technology to facilitate some of the learning activities. However, this could also be used in a hybrid learning environment. There is an element of student control over time, place, and pace. Learning in this model may resemble rotations, flex modules, small groups, and Universal Design for Learning (UDL).

Elements of High-Quality Instruction

- Scaffold student thinking/learning through videos, direct teaching, and assessment
- Provide time for student-teacher conversations and check-ins
- Incorporate consistent and tight feedback loops

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Identify personal strengths and weaknesses
- Achieve school goals
- Perseverance
- Communication
- Ownership of learning and outcomes
- Growth Mindset
- Elements of Collaboration/Possible Collaboration Partners
- Grade bands of teachers (K-2, 3-5, 6-8, 9-12)
- Student Support Teams
- ELL Teachers
- Librarians
- PLC teams
- Teaching partners

Workflow

(Milestones of Learning)

- Student is given scaffolds to support learning/thinking
- Student has voice and choice in place, pace and path of learning
- Teacher is monitoring student progress through check-ins, feedback cycles and assessment
- Students progress through learning goals at their own pace with support from the teacher
- Exit Tickets
- Projects
- Mini-assessments
- Collaborative Activities
- Learning games with reflection

Accommodations/Modifications/Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support

Play-Based Learning

General Overview of Play-Based Learning :

An intentional combination of child-directed play and teacher guidance. Guided play involves teachers' setting up the environment to nudge children toward a learning goal while still providing children with choices (Serious Fun: How Guided Play Extends Children's Learning, p.3). Students organize and make sense of their social world as they actively engage with people, objects, and the environment.

Elements of High-Quality Instruction

- Examine how students work through the learning process (observing, communicating, measuring, reasoning, visual representation, etc.)
- Intentionally plan for competency-based outcomes
- Model play behaviors and ask open-ended questions
- Watch for child-initiated interests and observe child-environment interactions
- Use context-based assessments with play settings and utilize data to plan/create play environments

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Self-regulation
- Communication
- Role-playing
- Problem-solving
- Verbal and non-verbal cues
- Listening
- Conflict resolution
- Elements of Collaboration/Possible Collaboration Partners
- Specials (PE, Music, Art, Theater, etc.)
- Community Members
- Multiple content/subject areas

Workflow

(Milestones of Learning)

- Stations/areas are set up around the classroom and are open for student exploration
- Teacher scaffolds student learning/ thinking through conversation and questioning
- Teacher observes student learning through peer conversation and questioning
- Students record observations, learning, and thinking

Showcase of Student Learning

(End Product)

- Performance projects
- Videos
- Drawings/visual representations
- Oral explanations/demonstrations
- Teach peers

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support

Co-Teaching

General Overview of Co-Teaching:

Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among teachers for planning, instruction, and assessment for a classroom. Co-teaching is a creative way to connect with and support others in order to reach all types of learners. Partners must establish trust and effective communication while working together to be creative in order to overcome challenges and conflicts. There are several possible models of co-teaching: One teach, one observes; One teach, one assist; Parallel teaching; Station teaching; Alternative teaching; Team teaching

Elements of High-Quality Instruction

- Clearly define roles and responsibilities and plan together
- Discuss the big picture issues or critical concepts that lead into differentiated activities and assessments
- Reflect on practices and make changes for future lessons

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Elements of Collaboration/Possible Collaboration Partners
- Grade level team teachers/PLC
- ELL teachers
- Student support teams
- Specials (PE, Music, Art, Theater, etc.)

Workflow

(Milestones of Learning)

- Present a major concept/question
- Have smaller activities, stations, etc. for students to work through to gain a better understanding of the concept
- Students may work with one or both teachers

Showcase of Student Learning

(End Product)

Accommodations/Modifications/Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Differentiated Learning

General Overview of Differentiated Instruction:

Differentiated Instruction is building lessons that include various approaches so that all students can learn effectively, according to their needs. Teachers develop materials that meet all students where they are. Teachers must know their students, their needs, similarities, differences, etc. in order to provide the right instruction for each student. The method focuses on content, process, and product.

Elements of High-Quality Instruction

- Classroom climate and learning environment are set up to be conducive for independent learning
- Determine what a student needs to learn and how they will access appropriate information
- Scaffold activities, projects, etc. for student access and let students own the knowledge
- Students summatively show what they have learned and are allowed to choose how they show their learning
- Allow for students to help one another when they need assistance

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Collaboration
- Self-regulation
- Time management
- Communication
- Listening
- Self-directed learning

Elements of Collaboration/Possible Collaboration Partners

- Student Support Teams
- ELL Teachers
- Cross-Curricular Teachers
- Grade Band Teacher Teams

Workflow

(Milestones of Learning)

- Students explore a topic through different learning experiences set up by the teacher
- Students work to own the knowledge, ideas, and skills necessary to master the content
- Summative assessment

Showcase of Student Learning

(End Product)

- Dramatic Performances
- Create a mural/painting/drawing
- Write a letter
- Any student created product that contains required elements

Accommodations/Modifications/Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Small Group/Cooperative Learning

General Overview of Small Group/ Cooperative Learning:

- Elements of High-Quality Instruction
- Teachers can personalize learning and work more closely with each student
- Frequent and immediate feedback
- Opportunity to teach and reteach specific skills to specific groups of students
- Student confidence is built through collaboration and working towards achieving a similar goal

SECD Incorporation

(Dispositions - Mindset and Soft Skills)Teamwork

- Collaboration
- Listening and Speaking
- Time management
- Self-Regulation
- Elements of Collaboration/Possible Collaboration Partners
- Student Support Teams
- ELL teachers
- Grade Band Teacher Teams

Workflow

(Milestones of Learning)

- Students are taught/introduced to a topic as a whole group and then break into small groups to continue learning and understanding
- Teacher is working with one group while others are working with peers or individually on meaningful work
- Students complete tasks one at a time
- This process may be repeated several times in one week

Showcase of Student Learning

(End Product)

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Grade Band **3-5**



Implementation **Instructional Examples**

PERSONALIZED LEARNING OR SMALL GROUP, COOPERATIVE

Instructional Example:

Examining Historical Events and Different Cultures Through Shared Literature

Competency Codes Addressed:

ELA: ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.1, ELA.IM 3.2, ELA.IM 3.3, ELA.IM 3.5, ELA.IM 4.1, ELA.IM 4.2, ELA.IM 4.4, ELA.IM 4.5, ELA.IM 4.6, ELA.IM 4.7

HGSS: HGSS.IM 1.1, HGSS.IM 2.1, HGSS.IM 2.2, HGSS.IM 4.1, HGSS.IM 4.2

Elements of High-Quality Instruction

- Students read a grade appropriate literature selection about a historically significant event. A teacher may choose to connect with a class of students in another part of the country or world for a shared reading experience.
- Students explore the historical significance of events in the book as well as the impact on the families in the book's setting.
- Students compare and contrast other self-selected historical events.
- Students explore primary and secondary resources through research, and create their own first person account based upon their chosen historical event.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Empathy - Students put themselves in the shoes of others.
- Social Awareness: Age appropriate understanding of racial or regional stereotypes, appreciation/respect for different cultures, identification of cause and effect in a historical context.
- Communication and Interpersonal Skills as students work in interest groups, lead book studies/discussions, and justify their reasoning.
- Problem-solving.

Elements of Cross-Curricular Collaboration

- Reading
- Social Studies
- SEL
- Library

Who might be your collaboration partners?

- Members of the community
- Librarian
- Tech Integration
- Specials teachers
- Counselor
- Partner teachers

Workflow (*Milestones of Learning*)

- Identify details, infer and summarize.
- Explore point of view and theme.
- Recognize the difference between first-person and second-person accounts.
- Examine how historical events affect story characters and make connections to the present.
- Explain how regional and geographical factors affect the everyday lives of people as they live through conflict, and transfer that understanding to other historical events, such as the Trail of Tears, as well as current day events.

Showcase of Student Learning (*End Product*)

- Students create a project to teach others how a historical event has affected a group of citizens. Students choose their method of presentation (story, play, video, song, poem, technology project, etc.).
- Students create and share an original first person account or historical based narrative from their research of an event or region. This could be through writing, speaking or technology.
- Students conduct interviews and compile a collection of first person accounts from family or community members who have experienced a historically significant event.

Accommodation/Modification**Considerations** *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations**On-Site Learning Environment**

When on-site, be intentional about teaching free online resources, such as the State Library site, as well as other technology tools available through your district

Hybrid Learning Environment*Home:*

Students complete initial read of texts. Teacher recording of read alouds/shared texts available to students as needed, students research other historical events and cultures, develop questions from their research, and work on components of their project with support from parents or peers via shared docs.

On-site:

Close reading via teacher and student-led book discussions, direct instruction of map and globe skills, teacher-guided discussion groups about significance of other historical events, teacher checkpoints with students on their projects.

Remote Learning Environment

Prerecorded mini lessons, collection of print and digital resources for students to explore at home, small-group interactive technology sessions to help students structure their project steps, final projects are shared online.

INQUIRY LEARNING/PROJECT BASED LEARNING

Instructional Example:

Examining a Community Problem

Competency Codes Addressed: Opinion and Informational Writing

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.2, ELA.IM 4.1, ELA.IM 4.3, ELA.IM 4.7

HGSS: HGSS.IM 3.1, HGSS.IM 3.2

Elements of High-Quality Instruction

- Students are introduced to high-quality children's literature in which kids make a difference in their communities.
- Students identify a problem in their school or community and design solutions to address the problems.
- Students engage in teacher led and student led discussions, read literature and informational texts, write and communicate.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Students solicit the feedback from others and engage in active listening and effective communication.
- Students examine the impact of helping others.
- Citizenship, perseverance, examining different points of view.

Elements of Cross-Curricular Collaboration

- Reading
- Writing
- Research
- Communication
- Problem solving
- Engineering design thinking
- Civic engagement

Who might be your collaboration partners?

- City council,
- Business leaders
- School administration if problem identified is in school building
- Student council
- Librarians
- Teacher partners
- Parents

Workflow (*Milestones of Learning*)

- Identify problems.
- Brainstorm solutions.
- Conduct interviews.
- Research, conduct surveys.
- Write (opinion and informational)/ design a method for modeling and communicating solutions.
- Present to authentic audience.
- Reflect.

Showcase of Student Learning (*End Product*)

- Students present solutions to city council or other authentic group - in person, via interactive technology sessions, or by prerecorded video.
- Students present solutions to a broader audience via newspaper or social media (letters to editor, newspaper submissions).
- Students use a technology tool to create a visual method to showcase their solutions (student voice and choice).
- Accommodation/

Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

When on-site, be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.

Invite community leaders into your classroom.

Hybrid Learning Environment

Teacher explicitly teaches design thinking when students are on site. Students practice the process under teacher guidance. Teacher guides inquiry based group discussions and helps students organize their ideas and next steps.

Project components are developed at home with the teacher supporting students with research material, check points, and problem-solving.

Students work collaboratively with peers when on site or with their team and teacher together via interactive technology sessions.

Remote Learning Environment

Direct instruction via prerecorded or synchronous interactive technology sessions, small group brainstorming among learners in shared Google Doc, teacher consults with small groups via interactive technology to guide their design thinking.

Instructional Example:

Children’s Business Fair

Competencies Codes Addressed:

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.1, ELA.IM 3.2, ELA.IM 3.3, ELA.IM 4.1, ELA.IM 4.3, ELA.IM 4.4, ELA.IM 5.1

HGSS: HGSS.IM 5.1, HGSS.IM 5.2

Elements of High-Quality Instruction

- Students are introduced to high quality children’s literature where entrepreneurship is a theme.
- Students engage in discussions about the vocabulary and business concepts encountered in the text.
- Students can debate as they read about the different business strategies presented in the book and the pros and cons of each.
- Students create their own business after doing some ‘market research’ and participate in a Business Fair to showcase their business plan and product or service.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills
- Responsible decision making and problem solving
- Interpersonal Skills
- Social Awareness

Elements of Cross-Curricular Collaboration

- Math
- Art
- Library

- Science
- Who might be your collaboration partners?
- Community business leaders.
- Art teacher with product design, marketing.
- Librarian with researching business plans.
- Science/engineering depending on the product being created.
- Workflow (Milestones of Learning)
- Reading, discussion, conduct market research (survey, interviews).
- Create a business plan and product or design a service based on the needs of their consumers.
- Present business at business fair.
- Reflect.

Showcase of Student Learning (*End Product*)

- Business plan and example of product or service with supporting evidence of the need for this business presented at business fair or in an electronic presentation.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems

of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

When on-site, be intentional about teaching free online resources such as the State Library site, as well as other technology tools available through your district.

Invite local entrepreneurs, business owners and experts in the field to your classroom.

Hybrid Learning Environment

Students read sections of text either at home or on-site, depending on materials.

Teacher explicitly teaches vocabulary when students are on site. Teacher guides inquiry based group discussions and helps students organize their ideas and next steps. Students engage in discussions both on site and at home through an interactive medium.

Project components are developed at home with the teacher supporting students with research material, check points, and problem-solving.

Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.

Invite local entrepreneurs, business owners and experts in the field to your classroom.

Remote Learning Environment

Students read sections of text at home.

Teacher explicitly teaches vocabulary and guides inquiry based group discussions and helps students organize their ideas and next steps through either pre-recorded lessons or synchronous interactive technology sessions.

Students engage in discussions with others at home through an interactive medium.

Students work collaboratively with their team and teacher together via interactive technology sessions

Student project will be a video showing their business plan and product that will be posted to a school site for parents and other members of the school and community to view.

Invite local entrepreneurs, business owners, experts in the field to your classroom.

Instructional Example:

Debate and Advocacy

Competency Codes Addressed:

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.2, ELA.IM 4.3, ELA.IM 4.5, ELA.IM 4.6, ELA.IM 4.7

HGSS: HGSS.IM 1.1, HGSS.IM 1.2, HGSS.IM 2.1, HGSS.IM 2.2

Elements of High-Quality Instruction

- Students explore events before, during and after the American Revolution or other historical event.
- Groups of students choose an event from that time period to research in-depth, explore multiple perspectives and then hold a debate about that event from the perspective of the Patriots or the Loyalists (as an example).
- Students transfer their knowledge of how to debate a topic to a current debatable issue of their choosing, following the same format of researching that topic in groups and then holding a debate over their gathered reasons and evidence.
- Students write a letter or find another avenue (social media, interview, video) to show their advocacy for the issue they debated.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Students demonstrate respectful communication skills and active listening.
- Students describe how words, voice tone/volume, and body language affect communication.
- Responsible decision-making.

- Conflict resolution.
- Problem-solving/critical thinking.
- Self-management.
- Interpersonal skills.
- Social awareness.

Elements of Cross-Curricular Collaboration

- Science
- Math
- Research

Who might be your collaboration partners?

- Community members
- Parents
- Librarian

Workflow (*Milestones of Learning*)

- Read and discuss events leading up to, during and after the American Revolution.
- Direct Instruction over the debate process, determining reasons, gathering evidence to support reasons.
- Determining the main idea and details is a sub-lesson of this concept.
- Use the debate framework to research one event during that time.
- Hold a debate with group members researching the same event.
- Choose a current debatable issue to research and then hold a debate.
- Use gained knowledge to advocate for their position on the current issue in their chosen format.

Showcase of Student Learning (*End Product*)

- Final debate and evidence of advocacy (letter, social media, interview, video).

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

When on-site, be intentional about teaching free online resources, such as the State Library site, as well as other technology tools available through your district.

Hybrid Learning Environment

Students read text either at home or on-site, depending on materials.

Teacher explicitly teaches vocabulary when students are on site. Teacher models a debate and also has it recorded to use for students to refer to whether they are at home or at school.

Students work collaboratively with peers when on site or with their team and teacher together via interactive technology sessions.

Students hold their debates on site or through synchronous interactive technology sessions. ,

Project components are developed at home with the teacher supporting students with research material, check points, and problem solving.

Remote Learning Environment

Teacher provides students with texts to read at home.

Teacher explicitly teaches vocabulary, models a debate and has it recorded to use for students to refer to.

Students work collaboratively with peers and teacher together via interactive technology sessions

Students hold their debates through synchronous interactive technology meetings.

Project components are developed at home with the teacher supporting students with research material, check points, and problem solving

Instructional Example:

Rights and Responsibilities: Instructing Students to Have Civil Conversations While Learning About Government, History, and Law

Competency Codes Addressed:

*ELA: ELA.IM 1.2, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.2, ELA.IM 4.3, ELA.IM 4.5, ELA.IM 5.1
HGSS: HGSS.IM 3.1, HGSS.IM 3.2*

Elements of High-Quality Instruction

- Driving/Essential Question: How can students apply the knowledge they have about our government, community and school to engage in civil conversations and advocate their role as a citizen/community member?

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Decision-making
- Self awareness
- Problem-solving
- Self-management

Elements of Cross-Curricular Collaboration

- ELA
- Writing
- HGSS

Who might be your collaboration partners?

- Grade-level partner
- Vertical teams
- Specialists (Title/instructional coach)
- Community and business partners
- Librarian

Workflow (*Milestones of Learning*)

- Teacher pre-assesses students.
- Teacher explicitly teaches vocabulary.
- Students drive what learning opportunities they need as well as tools to acquire to successfully showcase their learning. (visiting local service agencies, watching elections, being present at a local school board meeting, making phone calls, researching past campaigns).
- Teacher facilitates.
- Students work collaboratively with peers with checkpoints to see if they must pivot their learning.
- Teacher checks for learning and understanding to see if she needs to intervene at several points.
- Students explore a local cause, service or election (voice and choice, pace, place and path).
- Teacher assesses based on the showcase of student learning (students are only assessed individually).

Showcase of Student Learning (*End Product*)

- Students gain knowledge of the democratic process and apply the knowledge to their own school or classroom to organize a mock election or

mock city council meeting and/or develop a student government within their classroom.

- Study the different local public and human service agencies you have in your community and visit them.
- Students design and organize a fundraiser or an awareness campaign for their charity or agency.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

When on-site, be intentional about teaching free online resources, such as the State Library site, as well as other technology tools available through your district.

Hybrid Learning Environment

Students read text either at home or on-site, depending on materials.

Teacher explicitly teaches vocabulary when students are on-site or has it recorded to use for students to refer to whether they are at home or at school.

Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.

Students hold their mock election, fundraiser or awareness campaign on-site or through synchronous interactive technology sessions.

Project components are developed at home with the teacher supporting students with research material, check points and problem-solving.

Remote Learning Environment

Students can virtually tour the local agencies to gain knowledge and still organize a virtual fundraiser.

Students can virtually watch all the elections/ debates current and past ones. They could have virtual elections using a variety of technology methods and platforms.

FLIPPED/BLENDED LEARNING

Instructional Example:

Choices of Consequences: Examining leaders in history and the consequences of their actions.

Competency Codes Addressed:

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.3, ELA.IM4.4, ELA.IM 4.6, ELA.IM 4.7, ELA.IM 5.1

HGSS: HGSS.IM 1.1, HGSS.IM 1.2, HGSS.IM 2.1, HGSS.IM 2.2

Elements of High-Quality Instruction

- Driving Question: Which leader in history do I think is the strongest?
- Students research leaders from events in history to discover who they believe made the most impactful choices with the fewest consequences.
- Students write an opinion paper on this chosen leader and include evidence to defend their conclusions.
- Students orally report their findings in a speech to an audience.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Decision-making
- Self awareness
- Problem-solving
- Self-management
- Elements of Cross-Curricular Collaboration
- ELA
- Writing
- HGSS

Who might be your collaboration partners?

- Grade level partner
- Vertical teams
- Specialists
- HGSS teachers from Middle and High School
- Community and business partners
- Librarians
- Workflow (Milestones of Learning)
- Teachers pre-assess students on their thoughts on the essential question as well as essential vocab.
- Students gain information on leaders, events, fact and opinion, choices, and consequences (using technologies and experiences available in your district and community).
- Teacher checks for understanding.
- Students write their speeches (speeches need to include: distinctions in regards to their leader and the events they were responsible for and the choices their leader made as well as consequences that derived from those decisions).
- Students may work in collaborative groups if they choose.
- Teacher is available as facilitator.
- Students drive projects and have a say in voice and choice and pace, place and path.
- Teacher sets checkpoints.
- Students determine how to showcase their learning (voice, time, props, visuals).
- Class data can be collected and analyzed to determine class popularity of a particular leader.

- Teacher assesses learning based on showcase of learning (from the individual only, not as a group).

Showcase of Student Learning (*End Product*)

- Two students debate their opinions after giving their speeches while the class asks probing questions. Data can be collected pre/post debate to see if the debate changed the class data.
- Students can be creative in ways to gain support on their “opinion” to try and change opinions of others to change the class data.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Teachers should pre-teach any platforms that you would want students to know and be able to use if and when remote learning were to take place.

When on-site, be intentional about teaching free online resources, such as the State Library site, as well as other technology tools available through your district.

Hybrid Learning Environment

Students read text either at home or on-site, depending on materials.

Teacher explicitly teaches vocabulary when students are on-site or has it recorded to use for students to refer to whether they are at home or at school.

Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.

Students hold their speeches and debates through synchronous interactive technology sessions.

Project components are developed at home with the teacher supporting students with research material, check points, and problem-solving.

Remote Learning Environment

Students need access to the internet. Follow the same plan as Hybrid learning.

PERSONALIZED LEARNING

Instructional Example:

Poetry and Prose Poetry, Poetry Poetry

Competency Codes Addressed:

ELA: ELA.IM 3.4, ELA.IM 4.4, ELA.IM 5.1

**possible PE, Music, Art*

Elements of High-Quality Instruction

- Students engage in a 'Poetry Book Tasting,' where they interact with a variety of types of poetry (haiku, free verse, narrative poetry etc.) and create their own 'to read' lists.
- Students discover, through the whole class read alouds, different types of poetry and characteristics of each which can be posted on anchor charts in the room.
- Students engage in discussions with their peers in partners or small groups about the types of poetry they are reading using the common vocabulary.
- Students choose a piece of poetry (or an original poem they write themselves) to memorize and/or and present during a Poetry Slam presentation.
- Students include a visual and incorporate movement and/or music that fits with the piece of poetry being presented.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication Skills
- Self-awareness
- Self-management
- Interpersonal Skills

Elements of Cross-Curricular Collaboration

- Reading
- PE
- Music
- Art
- Library

Who might be your collaboration partners?

- Librarians
- PE teachers
- Music teachers
- Art teachers
- Parents

Workflow (*Milestones of Learning*)

- Poetry Tasting (could be done in the library), create a 'to read' list, poetry discussion with partners or in small groups, one poetry piece selected to memorize or write themselves, create visual, music and or movement to accompany the presentation.

Showcase of Student Learning (*End Product*)

- Poetry Slam presentation. The presentation will incorporate movement, music and a visual as well as the student presenting their memorized piece of poetry.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

When on-site, be intentional about teaching free online resources, such as the State Library site, as well as other technology tools available through your district.

Hybrid Learning Environment Considerations

On-site:

Book Tasting, students create to read lists and gather books to read. Teacher shares read-alouds and provides direct instruction of characteristics of types of poetry, which will be recorded and posted for students at home to view. Students will work with their partners or groups in person or through interactive technology sessions to discuss what they are reading. Teacher supports students with research material, check points and problem-solving on project for Poetry Slam.

Home:

Students read poetry from their lists. Students view videos of read-alouds and instruction of poetry characteristics. Students will work with their partners or groups through interactive technology sessions to discuss what they are reading. Project components are developed at home with the teacher supporting students with research material, check points and problem-solving.

Remote Learning Environment Considerations

Prerecorded mini lessons, collection of print and digital resources for students to explore at home, small group interactive technology sessions to discuss their reading. Teachers help students structure their project steps, final projects are shared online.



Implementation

STEAM Instructional

Examples

INQUIRY-BASED LEARNING, PBL

Instructional Example:

Earth's Systems: Blended Learning, Inquiry Learning, Personalized Learning, Co-Teaching, Cooperative Learning Groups

Competency Codes Addressed:

Science: SCI.ESS.IM 4.4

ELA: ELA.IM 4.3, ELA.IM 4.6, ELA.IM 2.1, ELA.IM 2.2

History, Government, Social Studies: HGSS.IM 4.1

Math: MATH.IM 3.1

Elements of High-Quality Instruction

- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product.
- End product is student choice.
- Grades are individual, not one grade per group.
- Scaffolding activities.
- Relevant: Student connections (self and world).
- Inquiry-based with guided questions.
- Student centered.
- Hands -on, active learning.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students during discussion time.
- Self-reflection.
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives.
- Student voice and choice in place, pace and path.

Cross-Curricular Collaboration Opportunities

- ELA reading informational text.
- ELA speaking and listening during presentation and discussions.
- **Math:** Interpreting data from maps, calculations percentages of fresh water/ salt water. Changing percentages to fractions.
- Geography: Regions of the world.

Who might be your collaboration partners?

- Meteorologists connect with video conferencing.
- Science teacher working with math teacher.
- Cohort/House leaders/parents/ caretakers, etc.
- Librarian
- Special education teacher
- ELL teacher
- Paraprofessionals
- Art teacher

Workflow (*Milestones of Learning*)

- Students goal set using competency scale.
- Explicit directions and vocabulary building.
- Material exploration using things such as hyperdocs, videos, playlist, Multimedia text sets, books, web documents.
- Apply information in science journal - this could be a graphic organizer, notesketch taking or more.
- Brainstorm book outline and ideas.
- Plan storyboard.
- Create model.
- Film presentations and attach QR codes to model then students can gallery walks and create a museum video tours.
- Reflect.
- Reevaluate student goal setting.

Showcase of Student Learning (*End Product*)

- Students create and present a model (could be 3D) showing the Earth and its features and how the Earth's systems interact.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require

additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. Scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology access, collaboration with educational peers, flexibility with interruptions and technology issues, sharing resources with fellow students,

Share final products and presentations with families, school and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-Class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to brainstorm models, collaboration time to discuss information, collaborative work time.
- Use tools that allow collaboration to work on the product.
- Ongoing feedback digitally and sessions throughout process.
- Share final products with families, school

and community through communication tools already established.

Remote Learning Environment

- Instructional consideration: Mini-lessons (prerecorded videos or Zoom/Google Hangout lessons).
- Zoom collaborative work time.
- Student practice: Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Share final products with families, school and community through communication tools already established.
- Ongoing: Student check-ins to monitor progress.

PBL UTILIZING BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

Cooking w/ STEAM

Create a party using class' favorite modified family recipes

Competency Codes Addressed:

Math: MATH.IM 3.1

Elements of High-Quality Instruction

- Plans using the competency scale.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Uses different learning modalities for students: reading passages, videos, etc.
- Offers ongoing feedback as students are creating their item.
- End Product is student choice.
- Grades are individual, not one grade per group.
- Scaffolded activities.
- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual student goal setting using competency scale with reflection time

after to compare goal to final mastery level.

- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product of their choice digital or analog.
- End product is student choice.
- Grades are individual, not one grade per group.
- Utilize bilingual faculty/support staff,
- Use visual context and manipulatives,
- Utilizes language translation tool such Google Translate,
- Intentional diverse teaming among students for peer support
- Collaborative group supporting each other,
- Utilizes digital tools such as Immersive Reader in Edge Browser Microsoft or text to speech.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students.
- Self-reflection.
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives.

- Student voice and choice in place, pace and path.
- Empathy.
- Work ethic.
- Creativity.

Elements of Cross-Curricular Collaboration

- Math > Humanities
- Math > FACS
- Math > Technology
- Math > Art
- Math > Music (if part of the party)

Who might be your collaboration partners?

- Experts in catering field
- Cohort/House leaders/parents/ caretakers/etc.
- Teachers: Math, FACS, ELL, SPED, paras, art

Workflow (*Milestones of Learning*)

- Student Goal Setting based on competency scales.
- Explore Equivalent Fractions. You could use videos, hyperdocs, Multimedia Text Sets, Articles, Playlist.
- Bring in favorite family recipes (with exact measurements).
- Plan the party (invitations, decor, music, etc., to accommodate the number attending.

- Assessment is explaining how their recipe was altered to accommodate the numbers attending the party.
- Reflect on learning by explaining how the recipes now can feed the number of people invited.
- Reevaluate goal setting;
- ** An extension could be to create ONE supply list for the party) Evaluate the recipes and apply them to an actual party > reevaluate goal setting.

Showcase of Student Learning (*End Product*)

- Students have a working document of choice that has the complete party planned from invitations to recipes converted for the number of people coming.
- Math Journal could be used for the extension discussion.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will

require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. Scale shows progression toward mastery with the levels of learning (1, 2, 3, 4). Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology access, collaboration with educational peers, flexibility with interruptions and technology issues, sharing resources with fellow students, Share final products with families, school, and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital

Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate.

Use tools that allow collaboration to work on the product.

Ongoing feedback digitally and sessions throughout process.

Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional consideration: Mini-lessons (pre-recorded videos or Zoom/Google Hangout lessons).

Student practice: Handouts/resources are digital (such as Google Docs).

Provide guidance for parental editing and project suggestions.

Share final products with families, school, and community through communication tools already established.

Instructional Example:

Human Sustainability **How do humans impact the environment and what actions can we take to protect it?**

Students explore and design solutions on how humans interact with natural hazards, natural energy and fuel resources and how they impact the land. They will create an action plan to help protect the earth and its resources.

Competency Codes Addressed:

Science: SCI.ESS.IM 4.5

Math: MATH.IM.4.2, MATH.IM.4.1

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 4.1

Elements of High-Quality Instruction

- Use the competency scale to plan, student goal set and reflect.
- Use different modalities and scaffolded activities to connect concepts for learners such as explicit vocabulary teaching, video tools for reteaching, tech accessibility tools for writing and reading
- Offers ongoing feedback as students are creating their item
- Student-led with ongoing feedback based on student work
- Utilize collaborative partners

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Cohort/House Leaders/Parents/ Caretakers/etc.
- Collaboration with other students

- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Student Voice and Choice in Place, Pace, and Path

Cross-Curricular Collaboration Opportunities

- Science and Math > Data
- Science and ELA > Writing Process
- Science and Technology
- Science and Art > Design
- Science and Music > Sound

Who might be your collaboration partners?

- Science Teacher working w/ Math Teacher
- Cohort / House Leaders
- Librarian
- Special Education Teacher
- ELL Teacher
- Paras
- Art and Music Teachers
- Meteorologist/ National Weather Service guest speakers or field trip
- Conservation guest speakers or field trip
- Recycling guest speakers or field trip

Workflow (*Milestones of Learning*)

- Have individuals or as a group work through the Hyperdoc in Resources.
- Allow ample time for research and project development. Guide students by offering a variety of tools for the final product whether it be digital or analog.
- Make sure the student or group is using their time wisely and accomplishing one

objective at a time.

- Individuals or groups will compile all information and put it in a presentation format of their choice to share.

Showcase of Student Learning (*End Product*)

- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid.
- Style: eBook, Comic, Play, Newscast, Infographic, poster.
- Combination: Flipgrid screen recording to explain their presentation
- Analog: Play, Demonstration, Live-Broadcast, Infographic, poster, one-pager.
- Publish and share.

Accommodation/Modification**Considerations** *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. Scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations**On-Site Learning Environment**

Technology access, collaboration with educational peers, flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school and community through communication tools already established, reflection time.

Hybrid Learning Environment*In-class*

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips breakout rooms in digital video tools to collaborate.

Use tools that allow collaboration to work on the product.

Ongoing feedback digitally and sessions throughout process.

Share final products with families, school and community through communication tools already established.

Remote Learning Environment

Instructional consideration: Mini-lessons (pre-recorded videos or Zoom/Google Hangout lessons).

Student Practice: Handouts/resources are digital (such as Google Docs).

Provide guidance for parental editing and project suggestions.

Share final products with families, school and community through communication tools already established.

On-going students check in for progress. This can be done through office hours and/or ___ dates.

PBL MODEL

Instructional Example:

Meal Planning with a Budget

Competency Codes Addressed:

Math: MATH.IM 1.1

ELA: ELA.IM 2.1, ELA.IM 4.6.

History, Government, Social Studies: HGSS.IM 5.1

Elements of High-Quality Instruction

- High engagement
- Real-world situation.
- Relevant - student connections (self and world).
- Collaborative groups.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Empathy
- Work ethic
- Perseverance

Cross-Curricular Collaboration Opportunities

- ELA
- Social studies

Workflow (*Milestones of Learning*)

- Driving Question: How does math impact daily budgeting?
- Students and/or students plan for and create a meal for various group sizes within a specific budget. (This could be for a specific group, or just in general.)
- Students and/or student teams decide on amounts of ingredients/food needed for various group sizes within a specific budget.

- Students and/or student teams add, subtract, multiply, or divide to get ingredient/food quantities needed for various group sizes within a specific budget.
- Other options:
 - Create a menu for their meal.
 - Create an advertisement for their meal.
 - Decide on a profit margin if they were a business.

Who might be your collaboration partners?

- Grocery store (local)
- Family and consumer science class
- SPED, ELL
- Cohort/house leaders/parents/caretakers/etc.

Showcase of Student Learning (*End Product*)

- Make an actual meal for a group reflecting an accurate amount of ingredients/food for that size of group, and staying within a given budget.
- Journal and/or video of their process as they show how they figured out the amount of ingredients/food they needed for their group size while staying within budget.
- Menu.
- Advertisement.
- Chart showing profit margin of each food item.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency, scale shows progression toward mastery with the levels of learning (1, 2, 3, 4). Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Collaboration could happen via collaborative tools of your district's choosing, video calls, etc.

If space and guidelines allow, the actual meal could take place at a school building or community building.

Hybrid Learning Environment

Collaboration could happen via collaborative tools of your district's choosing, video calls, etc.

If space and guidelines allow, the actual meal could take place at a school building or community building.

Remote Learning Environment

Collaboration could happen via collaborative tools of your district's choosing, video calls, etc.

End product/meal would need to be a virtual meal instead of in-person.

Instructional Example:

Place Value Creating an Wild Animal Field Guide

Explore place value by breaking down mathematical facts about animals in a habitat and compare the facts of the animals.

Competency Codes Addressed:

Math: MATH.IM 1.2

ELA: ELA.IM 1.2, ELA.IM 2.2

Science: SCI.LS.IM 3.1, SCI.LS.IM 3.2 SCI.LS.IM 3.3, SCI.LS.IM 3.4

Elements of High-Quality Instruction

- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are working through the lessons and producing final product.
- Grades are individual.
- Scaffolding activities.
- Use visual context and manipulatives.
- Preteach vocabulary.
- Scaffolded language supports.
- Slower speech and simple sentences.
- Visual supports.

- Sentence frames/sentence starters.
- Build background knowledge (visuals, read aloud, video).
- Collaborative group supporting each other.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students.
- Self-reflection.
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives.
- Student voice and choice in place, pace and path.

Cross-Curricular Collaboration Opportunities

- Math > Place Value
- ELA > Informational Writing, Presenting information
- Science and Technology
- Art > Illustrations
- PE > Movement

Who might be your collaboration partners?

- Science Teacher working w/ Math Teacher
- Cohort/House Leaders/Parents/Care-Takers/Etc...
- Librarian
- Special Education Teacher
- ELL Teacher
- Paras
- Art and Music Teachers
- Interview or visit to a Zoologist

Workflow (*Milestones of Learning*)

- Driving Question: How does data impact human interaction with animals?
- Students select a habitat and research animals from that habitat.
- Students compare and order the size/weight of each animal.
- Students show the weight, height, and lifespan of each animal in word form, standard form, rounded form and as a place value model.
- Students write an expository outline for each animal.
- Students reflect on their learning and growth throughout the project with a digital presentation or a live presentation.

Showcase of Student Learning (*End Product*)

Students reflect on their learning and growth throughout the project with a digital or live presentation.

- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid.
- Style: Actual Model of Product, eBook, Comic, Play, Newscast, Infographic, poster.
- Combination: Flipgrid screen recording to explain their learning.
- Analog: Science fair, play, demonstration, live broadcast, infographic, poster, one-pager.
- Produce and share.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare

them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. Scale shows progression toward mastery with the levels of learning (1, 2, 3, 4). Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology access, collaboration with educational peers, flexibility with

interruptions and technology issues, sharing resources with fellow students, share final products with families, school and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital

Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate, research different animals.

Use tools that allow collaboration to work on the product.

Ongoing feedback digitally and sessions

throughout process.

Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional consideration: Mini-lessons (prerecorded videos or Zoom/Google Hangout lessons).

Student practice: Handouts/resources are digital (such as Google Docs).

Provide guidance for parental editing and project suggestions.

Share final products with families, school and community through communication tools already established.

On-going students check in for progress. This can be done through office hours and/or ___ dates.

BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

Students will design a tiny house for a client using all four operations with time, length and money.

Competency Codes Addressed:

Math: MATH.IM.4.1

ELA: ELA.IM 1.1, ELA.IM 2.1

Design Process

Elements of High-Quality Instruction

- Pose driving questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product.
- End product is student choice.
- Grades are individual, not one grade per group.
- Scaffolding activities.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, multiple perspectives
- Student voice and choice in place, pace and path.

Cross-Curricular Collaboration Opportunities

- ELA: opinion writing, speaking

Who might be your collaboration partners?

- Math teacher working with ELA teacher
- Cohort /House Leaders
- Librarian/media specialist
- Special Education teacher
- ELL teacher
- Paras
- Architect
- Local lumber store
- Parents

Workflow (*Milestones of Learning*)

- Driving Question>meet with client to discuss wants of house > work collaboratively to design a house with all criteria.
- Use operation with length, and money when designing house.

- Create a timeline to create house. > write an opinion paper giving reasons to support cost and design of the house > present tiny house project to the client.
- Showcase of Student Learning (End Product)
- End product will be a 3D project of the tiny house.
- This could be made of index cards or a material of their choosing.
- Presentation of projects to client can be in person or digital.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. Scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Cohorts have the same materials for learning labs. Technology access, Collaboration with peer teachers, flexibility with interruptions and technology issues, sharing resources with fellow students, share final product with families, school, and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

- Teach mini lessons with time, money, and length, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital

- online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips. Breakout rooms in digital video tools to collaborate.

Use tools that allow collaboration to work on the product.

Ongoing feedback digitally and sessions throughout process.

Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional Consideration: Mini-lessons (pre-recorded videos or Zoom/Google Hangout lessons).

Student Practice: Handouts/resources are digital (such as Google Docs).

Provide guidance for parental editing and project suggestions.

Share final products with families, school, and community through communication tools already established.

On-going students check in for progress during scheduled times.

CO-TEACHING, INQUIRY LEARNING OR OUTDOOR LEARNING

Instructional Example:

Energy Sources and Transformations

Students may choose any digital or analog method of presenting a project that contains these objectives.

- Identify at least five sources of energy.
- Explain how natural resources are being used for energy and fuel and the effects this has on the environment.
- Describe how energy can be converted from one form to another. Ex: solar to electrical, wind to electrical.
- Extension activity: for Level 4 Learners: Calculate the savings of using other forms of energy.

Competency Codes Addressed:

Science: SCI.PS.IM 2.4

ELA: ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.3, ELA.IM 4.4

Math: MATH.IM.4.1, MATH.IM.4.2

Social Emotional: SECD.IM 1.4, SECD.IM 4.7, SECD.IM 5.4, SECD.IM 6.1, SECD.IM 6.3

Visual Arts: VA.IM 3.1, VA.IM 3.2

Elements of High-Quality Instruction

- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product of their choice digital or analog.
- Scaffolding activities.
- Use visual context and manipulatives.
- Intentional diverse teaming among students for peer support.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Cohort/House leaders/parents/ caretakers/etc.
- Collaboration with other students.
- Self-reflection, resilience, and perseverance.
- Good citizenship, social responsibilities, communication, and multiple perspectives.
- student voice and choice in place, pace and path.
- promoting and encouraging students to keep an open mindset.

Elements of Collaboration

- Science
- Math
- ELA
- Technology
- Art
- PE
- Music

Who might be your collaboration partners?

- Science/Math/ELA/Technology, Art, PE and Music
- Cohort/House Leaders/Parents/Care-Takers/Etc...
- Special Education Teacher/ELL Teacher/Paras
- Wind, Solar plant, or Electric Company guest speakers or field trip

Workflow (*Milestones of Learning*)

- Student goal setting using competency scale.
- Have individuals or as a group work through the Hyperdoc in Resources.
- Allow ample time for research and project development.
- Guide students by offering a variety of tools for the final product whether it be digital or analog.
- Check for grade level specific content area vocabulary used throughout the project.
- Individuals or groups will compile all information and put it in a presentation format of their choice to share.

Showcase of Student Learning (*End Product*)

- Digital Tools: Slides, PowerPoint, Flipgrid
- Style: eBook, Comic, Play, Newscast, Infographic, poster
- Analog: Play, Demonstration, Live-Broadcast, Infographic, poster, Publish and Share: Presentation style will be Student's Choice
- End Product will be analog or digital and must contain the objectives listed above.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations**On-Site Learning Environment**

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, Share final products with families, school, and community through communication tools already established, reflection time, and etc.

Hybrid Learning Environment*In-class*

Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips. Breakout rooms in digital video tools to collaborate.

Use tools that allow collaboration to work on the product.

Ongoing feedback digitally and sessions throughout process.

Share final products with families, school, and community through communication tools already established

Remote Learning Environment

Instructional Consideration: Mini-lessons (pre-recorded videos or Zoom/Google Hangout lessons).

Student Practice: Handouts/resources are digital (such as Google Docs).

Provide guidance for parental editing and project suggestions.

Share final products with families, school, and community through communication tools already established.

On-going students check in for progress. This can be done through office hours and/or ___ dates.



Implementation

Specials Instructional

Examples

Physical Education/Health

INQUIRY BASED/PERSONALIZED LEARNING

Instructional Example:

Creating a “How-To” video of essential skills needed in Physical Education

Competency Codes Addressed:

PE: PE.IM 1.1, PE.IM 1.2, PE.IM 2.1, PE.IM 2.2, PE.IM 2.3, PE.IM 2.4, PE.IM 2.4

Elements of High-Quality Instruction

- Video instruction designed for universal appeal.
- Adequate explanation for students and support people.
- Multiple methods for return demonstration (i.e. video, written, completed competency logs).

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Demonstrated turn-taking.
- Responding appropriately to disappointment (losing).
- Persevering through difficult tasks.
- Following multi-step instructions.

Elements of Collaboration

- Incorporate math concepts (i.e. distance, velocity, trajectory, shapes) that pertain to games played or watched on video.
- Reading/language arts - incorporate rules and strategies written at grade level.

Who might be your collaboration partners?

- ELA
- Math
- Community-based fitness/health centers
- OT/PT for suggestions in teaching new motor skills.

Workflow (*Milestones of Learning*)

- All targeted skills reduced to specific components to be taught and assessed separately.
- Complete the entire motor skills as a distinct isolated skill.
- Incorporate the skill into a game or recreational activity.
- Demonstrate the ability to recall and perform the skill spontaneously in different contexts over time.

Showcase of Student Learning (*End Product*)

- Demonstrate in person or during virtual instruction.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-

designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Provide examples of quality skill components reduced to the simplest components.
- Ask for a return demonstration of each component until mastered.
- Visual and auditory cues are used including foot patterns on the ground and or touch cues for body positioning in space.
- Reduce competing visual and auditory stimuli while learning a new skill.
- Proactively prepare students with reliable technology for hybrid or remote learning.

Hybrid Learning Environment

- Use students and the teacher to provide a model of each component of the skill. Teach the most challenging or any new components while on-site.
- The use of virtual instruction, video demonstration, real time instruction to insure students have a good model to emulate.
- Use time away to practice skill components using portable visual supports (i.e. foot patterns on the floor).

Remote Learning Environment

- Use students and the teacher to provide a model of each component of the skill.
- Use slow motion virtual instruction for each component of the skill (if possible).
- Use video demonstration, real time instruction to insure students have a good model to emulate.
- Use portable visual supports (i.e. foot patterns on the floor) if possible to supplement the instruction.
- Students can submit video clips of them demonstrating targeted skills.

(2-3) Resources:

Age-appropriate skill demonstration.

Business partnerships to provide reliable locations for activity outside of school.

Written, oral, and/or video instruction to teach new motor skills.

PERSONALIZED LEARNING

Instructional Example:

Creating a journal of daily habits that represents themselves as a healthy individual

Competencies Addressed:

PE: IM4.1, PE IM4.2, PE IM4.3

Health:HLTH.IM.1.7, HLTH.IM.1.6, HLTH.IM.1.5,

HLTH.IM.1.4, HLTH.IM.1.3, HLTH.IM.1.2

SECD: SECD.IM 2.3, SECD.IM 2.4, SECD.IM 4.10

Elements of High-Quality Instruction

- Providing examples of quality habits (pictures, video clips, written examples).
- Students can record oral responses rather than write.
- Support for struggling students.

SECD Incorporation (Dispositions - Mindset and Soft Skills)

- Self motivation
- Responsibility
- Problem-solving
- Positive attitude
- Goal-Setting
- Elements of Collaboration
- Writing
- Social Emotional learning
- Who might be your collaboration partners?
- ELA, counselor
- Community-based recreation/fitness centers
- Workflow (Milestones of Learning)
- Logging daily habits (nutrition/activity/physical/mental health habits).
- Research of healthier options.
- Application of healthier options.
- Showcase of Student Learning (End Product)
- Journal or video that represents beginning to end transformation and application of quality habits.
- Produce an oral or written summary of a numeric, graph, or visual representation of the achievement.

Accommodation/Modification Considerations (per KSDE guidance)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Provide examples of quality habits and give the students time to log and research realistic habits that they intend to apply to their daily life.
- Present a foundation of expectations and provide a template that is user friendly for students and assistants working with the students.
- Design activities that promote fitness and nutrition to teach practical habits that are consistent with a healthy life.
- Proactively prepare students with reliable technology for hybrid or remote learning.

Hybrid Learning Environment

- Students supported in completing the log or using technology to record their success.
- The use of virtual instruction, video demonstration, real time instruction to insure students have a deep understanding of targeted health habits.
- Provide timely and meaningful feedback to students as targets are attempted/ met.
- Students can compare/contrast healthy living and what changes peers could make.

Remote Learning Environment

- Providing timely feedback to students seeking help and requesting options.
- Sharing ideas that could be incorporated between peers.
- Including family members and/or caretakers.
- Individualized support for struggling students.

(2-3) Resources:

- Current health data on activities and nutrition converted to a level appropriate for students.
- Business partnerships to provide reliable locations for activity outside of school.
- Journal system for in-person and remote learning.

Music CO-TEACHING

Instructional Example:

Folk Dance Analyzation/ Create B Section given A Section

Competency Codes Addressed:

*Music: MUS.IM 1.1, MUS.IM 2.1, MUS.IM 2.2
MUS.IM 3.1, MUS.IM 3.2, MUS.IM 3.3, MUS.IM
4.1, MUS.IM 4.2*

Elements of High-Quality Instruction

- Student voice and choice in project selection.
- Flexibility in project product.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice.
- Students knowing themselves as learners.
- Time-management.
- Perseverance.
- Ownership of learning and outcomes.
- Sense of purpose.
- Growth mindset.
- Goal setting .

Elements of Collaboration

- **Music:** Form, analysis, elements of music
- **PE:** Rhythm, dance forms, body awareness

Who might be your collaboration partners?

- PE teacher
- Local dance teachers/troups

Workflow (*Milestones of Learning*)

- Analyze piece of music through dance
- Transfer analyzation of dance to musical form
- Given the A section dance, student creates a B section

Showcase of Student Learning (*End Product*)

- Demonstration of dance
- Video of student performing dance
- Students teach others their dance

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations:

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially-designed instruction and/or tiered systems of support.

On-Site Learning Environment

- Constant support by teachers.

Hybrid Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

Remote Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

OUTDOOR CLASSROOM

Instructional Example:

Acoustics

Competency Codes Addressed:

Music: MUS.IM 1.1, MUS.IM 2.1, MUS.IM 2.2, MUS.

IM 6.1, MUS.IM 6.2,

Science: SCI.PS.IM 2.4

Elements of High-Quality Instruction

Students engage in exploration of acoustic properties in a variety of ways

- **Places:** Which places are conducive to music making?
- **Objects:** What found objects are best for music making?
- **Body percussion:** Which parts of my body are best for music making?
- **Body position:** Does it make a difference if I am standing up or laying down?

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- **On-site:** Students work together to sing or play in canon to discover which places outside work for resonance
- **Blended:** Students explore at home where there are resonant areas, then share with a small group
- **Remote:** Students explore around their home/park/socially-distanced place and prepare a presentation.
- Student voice and choice.
- Students knowing themselves as learners.
- Perseverance.

- Ownership of learning and outcomes.
- Sense of purpose.
- Growth mindset.
- Goal setting.

Elements of Collaboration

- **Music:**
 - How is sound made?
 - What are resonant properties?
 - Music history - Gregorian chant
- **Science:**
 - How is sound made?
 - What is the relationship between sound and space?
- **Humanities:**
 - Public performance
 - Ancient Grecian amphitheatres

Who might be your collaboration partners?

- Grade-level teachers
- Engineers
- Music makers - musicians, instrument designers

Workflow (*Milestones of Learning*)

- Prior knowledge:
 - Vocabulary
 - Acoustics
 - Vibration
 - Sound wave
 - Canon

- Students:
 - Describe how sound is made.
 - Explain their preference for various places to perform using musical vocabulary.
 - Perform as part of an ensemble (on-site and hybrid only).
 - Explain musical choices - instrument selection, place, instrument design.

Showcase of Student Learning (*End Product*)

- Variety of technology presentations:
 - Slide show
 - Movie
 - Other multimedia presentation

Performance for teachers/class

Students teach others how to create instruments

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment
Considerations

On-Site Learning Environment

- Teacher support.
- Variety of spaces and materials to create sound.

Hybrid Learning Environment

- Teacher support.
- Access to materials.
- Access to technology.
- Parent/guardian support.

Remote Learning Environment

- Access to materials.
- Access to technology.
- Parent/guardian support.

Art

OUTDOOR CLASSROOM

Instructional Example:

Materials in Art - How do artists work? How do objects, places, and design shape lives and communities?

Students explore the impact of materials and place on artistic process and product. Students explore multiple materials, techniques and compositional approaches, using innovative thinking to generate new ideas, connect to and expand on existing ideas, and create personally satisfying work. Students articulate how their work was influenced by available materials and physical location.

Competency Codes Addressed:

Visual Arts: VA.IM.1.1, VA.IM.1.2, VA.IM. 2.1, VA.IM.3.1, VA.IM.3.2, VA.IM. 4.1, VA.IM. 4.2, VA.IM. 4.3, VA.IM. 5.1

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions.
- Active student engagement.
- Encouragement to play and experiment without fear of “failure” - reflection on all artistic behaviors can offer insight.
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes for creation.
- Offer feedback as students are creating.
- End product is student choice with presentation.

- Hands on, active learning.
- Using different learning modalities for students: reading passages, videos, images, etc.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills.
- Self-regulation.
- Growth mindset.
- Problem-solving.
- Soliciting feedback and being an active listener.
- Demonstrating respect for the perspectives of others.
- Collaboration and conflict resolution strategies.
- Goal-setting, planning and organization of time and materials.
- Perseverance.

Elements of Collaboration

- Instruction could include connections to mathematical concepts (symmetry, pattern, line/angle/shape) and/or social studies (Native American and Colonial available media, culture and styles of artwork).
- Who might be your collaboration partners?
- Local nurseries or recycling centers or other business partners (materials)
- Classroom teachers
- Nature centers or museums who feature nature art
- Caregivers or families at home

- Workflow (Milestones of Learning)
- Students:
- Perceive and analyze works of constructed and natural environments. Some possible connections include assemblage/recycled/trash art, sand mandalas, Andy Goldsworthy, Patrick Dougherty, Christo, etc. (Responding/Connecting)
- Explore/experiment with:
- Outdoor spaces for creating artwork.
- Nontraditional classroom materials (natural materials like wood/stone/leaves, fibers, sidewalk chalk, natural pigments).
- Techniques for working with materials.
- Compositional elements (such as symmetry, movement, rhythm/pattern).
- Demonstrate safe use of materials. (Creating)
- Create outdoor works on school grounds or at home. (Creating)
- Reflect on how this site-specific artwork:
- Interacts with surrounding objects and places
- Shapes, defines or enhances one’s life (Responding and Connecting)
- Could be presented differently using evolving technology
- Might be preserved and protected.
- This can be self-reflection, peer critique or class critique during creation of the project and again after work has been refined. (Creating/Presenting)

Showcase of Student Learning (*End Product*)

- Written/spoken/recorded criticism of outdoor artists or artwork example(s) viewed in class
- Outdoor artwork (temporary or permanent).
- Artist statement where students reflect on materials, process and presentation.
- Possible digital presentation: photographs or video that could be displayed, shared on social media or added to a digital portfolio.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Consider available space and materials and alternate plans for weather.
- Possible grouping of students for collaboration.
- Can multiple classes repurpose the same materials used for temporary installations?

Hybrid Learning Environment

- Available space, technology and materials to learn, create and submit artwork
 - Where and how will instruction be delivered?

Where and how will creation occur?

- Creation could be individual or collaborative. If collaborative, how will you support communication of group members when learning is occurring asynchronously?
- Ways to communicate timeline and help students track work progress to deadline.

Remote Learning Environment

- How to support students in finding/ adapting to available space and materials.
- Some students may not have natural materials available. Alternate materials at home could include Legos, blocks, laundry, recyclables and other materials not available at school. Providing a wide range of choices and examples is essential to accommodate individual student resources. Focus the lesson

on the process of HOW and WHAT you created was guided by the MATERIALS and SPACE you had available.

- Creation would be individual rather than collaborative OR collaborative with family/ caregivers.
- Ways to communicate timeline and help students track work progress to deadline.

CO-TEACHING

Instructional Example:

Amusement Park Ride Design

Students explore the science of energy and force, coupled with the arts of storytelling and visual design, to create memorable amusement park ride designs.

Competency Codes Addressed:

ELA: ELA.IM.1.1, ELA.IM.1.2

Science: SCI.IM.1.1, SCI.PS.IM.2.3, SCI.PS.IM.2.4

Visual Arts: VA.IM.1.1, VA.IM.1.2, VA.IM. 2.1, VA.IM. 4.1, VA.IM. 4.2, VA.IM. 4.3, VA.IM. 5.1

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions.
- Active student engagement.
- Provide planning documents to help students structure the design process.
- Create structured opportunities for ongoing feedback and reflection as students are planning/creating.
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes that students could use for creation.
- Pace of learning is student led with teacher check-ins.
- Scaffolding activities.
- Hands on, active learning.
- Using different learning modalities for students: reading passages, videos, images etc.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills.
- Self-regulation.
- Growth mindset.
- Problem-solving.
- Soliciting feedback and being an active listener.
- Demonstrating respect for the perspectives of others.
- Collaboration and conflict resolution strategies.
- Goal-setting, planning and organization of time and materials.
- Perseverance.

Co-elements of Collaboration

- Art
- Science
- Engineering Design
- ELA
- Media Arts
- Who might your collaboration partners be?
- Classroom/STEAM/technology integration teachers
- Theme park or entertainment venue (arcade, mini golf)
- Engineering firms
- Parents/community members with training in this field

Workflow (*Milestones of Learning*)

Students:

- Study the topics of energy and force through science activities and then identify these forces/movements in amusement park rides.
- Watch amusement park ride videos and analyze why certain motions/forces were engineered for the theme/story of each ride. Could possibly interview or connect with ride designers or engineers.
- Analyze how artistic choices in ride design (color/pattern, design, scale) tell a story or set a mood for riders. (Responding/Connecting)
- Articulate in planning documents how they will proceed from ideas to creation. Employ the engineering design process to design and test a miniature model of a ride vehicle to withstand a chosen force. (Creating)
- Choose a theme or story for the ride and design artistic elements that contribute to the ride vehicle's design and movement to tell the "story." (Creating)
- Reflect on choices of media, subject, etc. and how they contribute to the work's meaning and value. This can be self-reflection or paired critique or class critique during creation of the project and again after work has been refined. (Creating, Responding)

Showcase of Student Learning (*End Product*)

- Constructed miniature ride vehicle model (paper, cardboard, other art supplies)
- Live demonstration or recording of a ride vehicle model “in action”
- Description of how ride design and chosen story connect to chosen force(s) to create a cohesive ride experience
- Design layout board (drawn or digitally created) for a “pitch” to the theme park company for a new ride. The layout should show a color scheme and imagery chosen to enhance the ride story/theme (Creating)
- Artist statement or presentation (written, spoken or recorded) to accompany the design board that explains the “pitch” of how design choices (color, shape, pattern, etc.) were made and how they contribute to visually telling the ride story/theme (Presenting)

Showcase of Student Learning (*End Product*)

- Constructed miniature ride vehicle model (paper, cardboard, other art supplies)
- Live demonstration or recording of a ride vehicle model “in action”
- Description of how ride design and chosen story connect to chosen force(s) to create a cohesive ride experience
- Design layout board (drawn or digitally created) for a “pitch” to the theme park company for a new ride. The layout should show a color scheme and imagery chosen to enhance the ride story/theme (Creating)
- Artist statement or presentation (written, spoken or recorded) to accompany the design board that explains the “pitch” of

how design choices (color, shape, pattern, etc.) were made and how they contribute to visually telling the ride story/theme (Presenting)

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Ability for students to collaborate in person: cooperative groups with individual accountability/grading or individual work.
- Building schedule to accommodate teacher collaboration and co-teaching.

Hybrid Learning Environment

Part cooperative groups when at school and part individual when remote - Where and how will instruction be delivered? Where and how will creation occur?

Ways to communicate timeline and help students track work progress to deadline.

Availability of supplies and/or digital media to create and submit artwork in each setting.

Remote Learning Environment

- May need more time/support to complete individually.
- Ways to communicate timeline and help students track work progress to deadline.
- Availability of supplies and/or digital media to create and submit artwork.
- Alternate materials at home could include Legos, blocks, recyclables and other materials not available at school. Providing a wide range of choices and examples is essential to accommodate individual student resources.

Counseling

PERSONALIZED LEARNING

Instructional Example:

Self-Efficacy

Competencies Addressed:

SECD: SECD.IM 1.1, SECD.IM 1.2, SECD.IM1.4, SECD.IM 2.3, SECD.IM 2.4, SECD.IM 2.5, SECD.IM 2.6, SECD.IM 2.7, SECD.IM 2.8, SECD.IM 3.3, SECD.IM 3.4, SECD.IM 3.5, SECD.IM 3.6, SECD.IM 4.5, SECD.IM 4.6, SECD.IM 4.7, SECD.IM 4.8, SECD.IM 4.9, SECD.IM 4.10, SECD.IM 5.2, SECD.IM 5.3, SECD.IM 5.4, SECD.IM 6.6

Elements of High-Quality Instruction

- Teacher assesses student learning styles/intelligence strengths through the implementation of a survey.
- Teacher works with students to identify and set personal goals (education, skill development, interpersonal, intrapersonal, behavioral, etc.).
- Student has voice and choice in place, pace and path of learning.
- Teacher conducts individual conferences with students for needed direct instruction and to monitor student progress.
- Students work on their own personalized choice board (menu, playlist, etc.) to reach their own goals.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice.
- Students knowing themselves as learners.
- Time-management.
- Perseverance.
- Ownership of learning and outcomes.
- Sense of purpose.
- Growth mindset.
- Goal setting.

Elements of Collaboration

- Classroom teachers
- Student support teams
- ELL teachers
- Specials teachers (PE, Music, Art)
- SPED

Who might be your collaboration partners?

- Classroom teachers
- Student support teams
- ELL teachers
- Specials teachers (PE, Music, Art)
- SPED
- Parents/caregivers

Workflow (*Milestones of Learning*)

- Students and teacher identify learning styles, set learning goals (short and long term), deadlines, and objectives for individual students.
- Work through a series of specific details regarding self-efficacy, learning styles,

and multiple intelligences.

- Frequent data collection through teacher observation and questioning.
- Meet with students 1:1 and reflect, reassess goal set, and determine next steps.
- Students progress through learning goals at their own pace with support from the teacher.
- Showcase of Student Learning (End Product)
- By hand (complete goal information in personalized binder).
- Digital (learning management system, personalized folder, etc.)/

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery

of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Building schedule to accommodate teacher collaboration and personalized learning.
- Students complete initial learning style/multiple intelligence survey.
- Teacher direct instruction.
- Ability for students to collaborate in person: cooperative groups with individual accountability or individual work.

Hybrid Learning Environment

On-site:

- Teacher guided discussions regarding learning styles/multiple intelligences.
- Be intentional on how to set measurable goals.
- Small group/individual help for understanding.

Home:

- Teacher will provide a playlist of learning styles/multiple intelligences sites for students and parent/caregivers to explore.
- Students will meet weekly with teacher(s) and parents/caregivers to evaluate goal progress.
- Set office hours conducive to parent/caregiver work schedules for answering questions.
- Technology.

Remote Learning Environment

- Prerecorded mini lessons, collection of print and digital resources for students to explore at home
- Weekly check-in with students and parents/caregivers to evaluate goal progress.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

CO-TEACHING

Instructional Example:

Mindset

Competencies Addressed:

SECD: SECD.IM 2.4, SECD.IM 2.5, SECD.IM 3.3, SECD.IM 3.5, SECD.IM 4.8, SECD.IM 4.9, SECD.IM 4.10

Elements of High-Quality Instruction

- Clearly define roles and responsibilities and plan together.
- Discuss the big picture issues or critical concepts that lead into differentiated activities and assessments.
- Reflect on practices and make changes for future lessons.
- Model and practice skills.
- Model high-quality student-to-student conversations.
- Ask and answer open-ended questions.
- Students participate in collaborative work with peers.
- Technology Integration.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Achieve school goals.
- Perseverance.
- Communication.
- Ownership of learning and outcomes.
- Growth mindset.

Elements of Cross-Curricular Collaboration Schoolwide Monthly Mindset Themes

- September: Learning, everybody does it.
- October: The brain is like a muscle, it grows.
- November: I am part of a group, ask for help.
- December: Challenge Yourself...it's important!
- January: Accepting feedback.
- February: Goal setting
- March: Learning from Mistakes
- April: The Power of Yet
- May: I Got This!

Lessons/activities planned each month for the theme in collaboration with partners.

Teachers plan a "Growth Mindset" day, each semester, to provide activities for students to develop a growth mindset.

Who might be your collaboration partners?

- Classroom teachers
- ELL teachers
- Student support teams
- Specials (PE, Music, Art, Theater, etc)
- Parents/caregivers
- SPED

Workflow (*Milestones of Learning*)

Students:

- Define mindset.
- Explain difference between growth and fixed mindset.
- Examine their own mindsets.

- Explore each monthly theme as they occur.
- Develop a monthly mindset entry to explore the various monthly themes and document their learning.

Showcase of Student Learning (*End Product*)

- Digital (Google Slides, PicCollage, SeeSaw, Google Draw, Book Creator).
- By hand (journal entry).
- Video Creation - Using Various platforms (iMovie, FlipGrid, Green Screen, etc.).

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Building schedule to accommodate teacher collaboration and co-teaching
- Ability for students to collaborate in person: cooperative groups with individual accountability or individual work

Hybrid Learning Environment

On site:

- Teacher guided discussions regarding mindset.
- Small group/individual help for understanding.

Home

- Teacher will provide a playlist of mindset sites for students and parent/caregivers to explore the monthly themes.
- Students will complete a monthly journal entry regarding the theme of the month with the help of parents/caregivers.
- Set office hours conducive to parent/ caregiver work schedules for answering questions.
- Technology

Remote Learning Environment

- Pre-recorded mini lessons
- Teacher created collection of print and digital resources for students to explore at home to guide journal entries.
- Provide a format for sharing journal entries.
- Set office hours conducive to parent/ caregiver work schedules for answering questions.