Grade Band 9-12

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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
9-12

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
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

ELA Classification	COMPETENCY	CODE	STANDARDS
Understand Viewpoints	A successful student can work with peers to promote civil, democratic discussions and decision-making in order to seek to understand different viewpoints.	ELA.HS 1.1	SL.11-12.1, SL.11-12.4, SL.11-12.6
Summarization and Analysis	A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.	ELA.HS 2.1	RI.11-12.9, W.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9, RL.11-12.1, RL.11-12.6, RL.11-12.9, RL.11-12.13, RI.11-12.1, RI.11-12.13
Research Diverse Perspectives	A successful student can: Respond thoughtfully to diverse perspectives. Gather relevant information from multiple print and digital sources. Synthesize comments, claims and evidence made on all sides of an issue. , Resolve contradictions when possible. Identify fallacious reasoning, exaggerated or distorted evidence. Determine what additional information or research is required to deepen the investigation or complete the task.	ELA.HS 3.1	RI.11-12.3, W.11-12.6, SL.11-12.2, SL.11-12.5, RL.11-12.2, RL.11-12.5, RL.11-12.7, RL.11-12.10, RI.11-12.2, RI.11-12.6, RI.11-12.7
Vocabulary	A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	ELA.HS 4.1	RI.11-12.4, SL.11-12.3, SL.11-12.7, SL.11-12.8, RL.11-12.4, RL.11-12.4, RL.11-12.11, RL.11-12.12, RI.11-12.8, RI.11-12.11, RI.11-12.12
Write Informative/ Argumentative Texts	A successful student can write informative and argumentative texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content in order to summarize, advocate and/or solve problems.	ELA.HS 5.1	W.11-12.1, W.11-12.4, W.11-12.5, W.11-12.10, W.11-12.11, W.11-12.12, RI.11-12.5, W.11-12.3
Writing Techniques	A successful student can use a variety of writing techniques such as pacing, description, reflection and multiple plot lines to develop experiences, events, and/or characters and text structures, such as cause and effect, compare/contrast, etc. to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	ELA.HS 6.1	W.11-12.4, W.11-12.5, W.11-12.3, W.11-12.10, W. 11-12.11, W.11-12.12, RL.11-12.3, RI.11-12.10

HGSS

HGSS Classification	COMPETENCY	CODE	STANDARDS
Recognizing	The successful student can recognize information and concepts contained in history, government and social studies.	HGSS.HS 1.1	1, 2, 3, 4, 5
Evaluating	The successful student can evaluate information and concepts contained in history, government and social studies.	HGSS.HS 2.1	1, 2, 3, 4, 5
Analyzing	The successful student can analyze the context of information and concepts contained in history, government and social studies.	HGSS.HS 3.1	1, 2, 3, 4, 5
Drawing Conclusions	The successful student can draw conclusions about information and concepts contained in history, government and social studies.	HGSS.HS 4.1	1, 2, 3, 4, 5
Researching	The successful student can research topics and concepts contained in history, government and social studies.	HGSS.HS 5.1	1, 2, 3, 4, 5
Making Connections and Relevance	The successful student can make connections and find relevance between topics and concepts contained in history, government, social studies and their world.	HGSS.HS 6.1	1, 2, 3, 4, 5
Making Claims and Supporting with Evidence	The successful student can make a claim about topics and concepts contained in history, government and social studies and support that claim with evidence and argument.	HGSS.HS 7.1	1, 2, 3, 4, 5

Mathematics

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Numbers and Quantities	A successful student can apply and interpret units while modeling problems, formulas, graphs and data to ensure a sensible outcome.	MATH.HS 1.1	N.Q.1, N.Q.2, N.Q.3
Algebra Concepts	A successful student can:		
	• Write and interpret appropriate equivalent forms of an expression to explain different properties of the quantities represented in real-world context.	MATH.HS 2.1	A.SSE.1, A.SSE.2, A.SSE.3, A.CED.4
	• Model, solve, identify, interpret and apply systems of equations/inequalities to explain authentic or hypothetical situations using math as the authority.	MATH.HS 2.2	A.REI.1, A.REI.2, A.REI.3, A.REI.5, A.REI.6, A.REI.8, A.REI.9, AREI.10, A.CED.1, A.CED.2, A.CED.3
Functions	A successful student can solve, analyze and apply linear, quadratic, exponential functions using different representations to explain situations using math as the authority.	MATH.HS 3.1	F.IF.1, F.IF.2, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.IF.8, F.IF.9, F.BF.1, F.BF.2, F.LQE. F.LQE.2, A.APR.1, A.APR.2

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Geometry Concepts	A successful student can:		
	• Apply geometric shapes, measurements and properties by validating/communicating/ proving arguments and modeling to describe objects and then apply to solve and design problems.	MATH.HS 4.1	G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.7, G.CO.8, G.CO.9, G.CO.10, G.MG.1, G.MG.2, G.MG.3, G.GMD.1, G.GMD.2
	• Use algebraic concepts by explaining arguments and creating proofs to validate geometric concepts and apply in a real-world context.	MATH.HS 4.2	G.GPE.1, G.GPE.6, G.GPE.7, G.GPE.8
	• Demonstrate understanding of similarity and trigonometric ratios by constructing and explaining to validate geometric concepts and apply in a real-world context.	MATH.HS 4.3	G.SRT.1, G.SRT.2, G.SRT.3, G.SRT.4, G.SRT.5, G.SRT.6, G.SRT.7, G.SRT.8, G.SRT.9, G.C.1
Probability and Statistics	A successful student can summarize, model, interpret and predict data using different representations to make informed, justifiable decisions.	MATH.HS 5.1	S.ID.1, S.ID.2, S.ID.4, S.ID.6

Science

Science Classification	COMPETENCY	CODE	STANDARDS
Physical Science:	A successful student can:		
Structure and Properties of Matter and Chemical Reactions	• Apply atomic-level knowledge of the structure and properties of matter to predict and investigate the outcomes of chemical reactions in terms of both matter and energy.	SCI.PS.HS 1.1	HS-PS1.1, HS-PS1.3, HS-PS1.8, HS-PS2.6, HS-PS1.2, HS-PS1.4, HS-PS1.5, HS-PS1.6, HS-PS1.7
Forces and Interactions	• Describe the relationships among forces and motion to predict and investigate interactions between objects within systems of objects.	SCI.PS.HS 1.2	HS-PS2.1, HS-PS2.2, HS-PS2.3, HS-PS2.4, HS-PS2.5
Energy and Waves	• Apply knowledge of energy transfer, transformation and conservation to evaluate and question energy use and consumption on Earth, and examine waves and electromagnetic radiation as a method of sending and storing information in the 21st century to ask questions about methods of communication.	SCI.PS.HS 1.3	HS-PS3.1, HS-PS3.2, HS-PS3.3, HS-PS3.4, HS-PS3.5, HS-PS4.1, HS-PS4.2, HS-PS4.3, HS-PS4.4, HS-PS4.5
Engineering Design	• Use engineering design by defining and analyzing problems to develop and optimize solutions to relevant problems in p/l/&es science.	SCI.PS.HS 1.4	HS-ETS1.1, HS-ETS1.2, HS-ETS1.3, HS-ETS1.4
Life Science:	A successful student can:		
Structure and Function, Matter and Energy in Organisms and Ecosystems and Interdependent Relationships in Ecosystems	• Articulate how atomic- and molecular-level structures fuel chemical reactions that support and maintain life within an organism to justify how organisms live and grow. The student also can explain, using evidence, the interaction of living and nonliving components in an environment by examining the living and nonliving components responsible for matter cycling to predict humans' effects on matter cycling OR to formulate conclusions about the importance of relationships in maintaining stable ecosystems.	SCI.LS.HS 1.1	HS-LS1.1, HS-LS1.2, HS-LS1.3, HS-LS1.5, HS-LS1.6, HS-LS1.7, HS-LS2.3, HS-LS2.4, HS-LS2.5, HS-LS2.1, HS-LS2.2, HS-LS2.6, HS-LS2.7, HS-LS2.8, HS-LS4.6
Inheritance and Variation of Traits and Natural Selection and Evolution	• Outline how genetic traits are inherited and how genetic variation is affected to apply these tenets to genetic diversity amongst a population and make informed decisions about the maintenance of genetic diversity of the species on Earth.	SCI.LS.HS 1.2	HS-LS1.4, HS-LS3.1, HS-LS3.2, HS-LS3.3, HS-LS4.1, HS-LS4.2, HS-LS4.3, HS-LS4.4, HS-LS4.5
Earth and Space Science:	A successful student can:		
Space System	• Pose and evaluate arguments to explain phenomena in the universe, processes/life cycles in stars and the predictable patterns of movement of solar system objects.	SCI.ESS.HS 1.1	HS-ESS1.1, HS-ESS1.2, HS-ESS1.3, HS-ESS1.4
History of Earth, Earth's Systems, Weather and Climate and Human Sustainability	• Communicate how the Earth's materials, features and processes have changed over time to describe and predict the effect of human activity and use of natural resources on weather regulation, Earth systems and climate.	SCI.ESS.HS 1.2	HS-ESS1.5, HS-ESS1.6, HS-ESS2.1, HS-ESS2.2, HS-ESS2.3, HS-ESS2.5, HS-ESS2.6, HS-ESS2.7

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]

1Farrington 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

2Measuring 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: • 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: ◦ 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 Program[6]

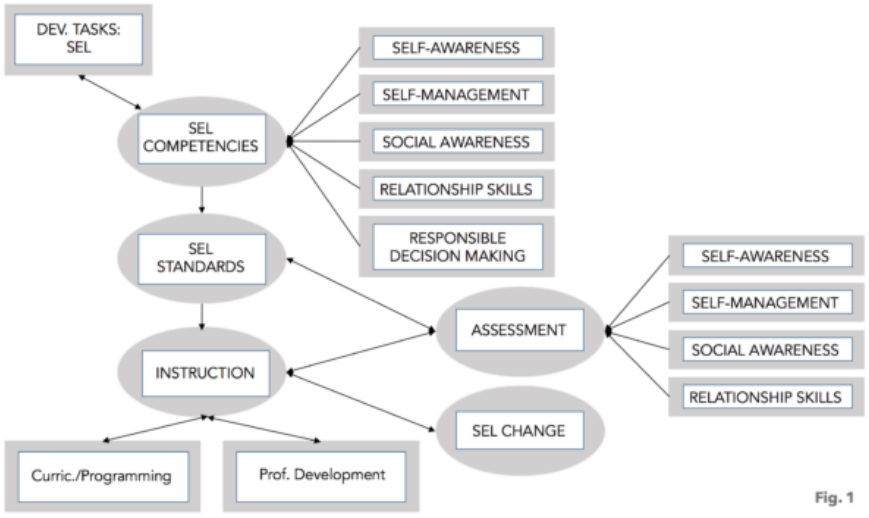

Fig. 1

5 https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

6 Denham, 2015.

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.

Kansans 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

8 http://kctcdata.org/

9 https://measuringsel.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

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

GRADE BAND
9-12

SECD

SECD Classification	COMPETENCY	CODE
Character Development:	A successful student can:	
Core Principles	• Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.	SECD.HS 1.1
	• Expectations of good character in a virtual setting.	SECD.HS 1.2
	• Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.	SECD.HS 1.3
	• Evaluate characteristics of caring relationships, hurtful relationships and can identify trusting adults.	SECD.HS 1.4
	• Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.	SECD.HS 1.5
	• Evaluate the active listening skills of all parties involved before, after and during conversations.	SECD.HS 1.6
	• Conclude how to act in accordance with the principle of respect for all human beings.	SECD.HS 1.7
	• Analyze and evaluate the effectiveness of bullying interventions and reporting strategies.	SECD.HS 1.8
	• Appraise and evaluate behavior as relational aggression and/or bullying, and can model positive peer interactions that are void of bullying behaviors.	SECD.HS 1.9
Responsible Decision-Making and Problem-Solving	• Evaluate situations that are safe and unsafe and how to avoid unsafe practices.	SECD.HS 2.1
	• Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.	SECD.HS 2.2
	• Recognize: How, when and who to ask for help. Can utilize resources available. Can advocate for personal needs.	SECD.HS 2.3
	• Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.	SECD.HS 2.4
	• Analyze the purpose and impact of classroom and schoolwide activities, policies and routines.	SECD.HS 2.5
	• Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.	SECD.HS 2.6
	• Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.	SECD.HS 2.7
	• Identify, analyze and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.	SECD.HS 2.8
	• Use resiliency to reflect on past problems, identify ways to improve and implement change.	SECD.HS 2.9

SECD Classification	COMPETENCY	CODE
Personal Development:	A successful student can:	
Self-Awareness	• Analyze complex emotions and effective behavioral responses.	SECD.HS 3.1
	• Recognize direct and indirect positive and negative reactions to emotions and stress (for example, fight or flight response; voice volume; tonal quality; shallow/rapid breathing; rapid heart rate; crossed arms; facial distortions; sweating;, substance abuse; insomnia; social withdrawal; depression; socially inappropriate displays of emotion; bullying; and risk-taking behaviors).	SECD.HS 3.2
	• Evaluate the effects of various personal qualities (for example, honesty and integrity).	SECD.HS 3.3
	• Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).	SECD.HS 3.4
	• Evaluate how behavior choices affect goal success.	SECD.HS 3.5
	• Analyze self-reflection, self-enhancement, self-preservation and self-help strategies.	SECD.HS 3.6
Self-Management	• Identify and evaluate techniques to successfully manage emotions, stress, personal care and maintain confidence.	SECD.HS 4.1
	• Analyze the accuracy of facts/information/interpretation and evaluate logical and emotional appeals.	SECD.HS 4.2
	• Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening.	SECD.HS 4.3
	• Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction ambiguity, distortion and rationalization.	SECD.HS 4.4
	• Analyze civil/democratic, environmental and personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture and world).	SECD.HS 4.5
	• Demonstrate empathy in a variety of settings, contexts and situations.	SECD.HS 4.6
	• Predict the potential outcome of impulsive behavior.	SECD.HS 4.7
	• Evaluate factors, like personal habits and meaningful practice, and how those factors lead to the achievement of school and personal goals.	SECD.HS 4.8
	• Analyze and activate strategies used previously to overcome obstacles.	SECD.HS 4.9

SECD Classification	COMPETENCY	CODE
Social Development:	A successful student can:	
Social Awareness	• Evaluate a range of emotions in others based on verbal and nonverbal cues in different situations.	SECD.HS 5.1
	• Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.	SECD.HS 5.2
	• Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.	SECD.HS 5.3
	• Evaluate how advocacy for the rights of others contributes to the common good.	SECD.HS 5.4
Interpersonal Skills	• Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.	SECD.HS 6.1
	• Respond appropriately when self and/or others are threatened with physical or emotional harm.	SECD.HS 6.2
	• Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.	SECD.HS 6.3
	• Identify consequences of safe and risky behaviors.	SECD.HS 6.4
	• Practice refusal strategies and reporting of unhealthy behaviors and relationships.	SECD.HS 6.5
	• Practice strategies for maintaining self-regulation and positive relationships.	SECD.HS 6.6
	• Define the impact of social media on reputation and relationships.	SECD.HS 6.7
	• Develop an understanding of relationships within the context of networking and careers.	SECD.HS 6.8
	• Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.	SECD.HS 6.9

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
Communicating Effectively and Appropriately	A successful student can effectively and appropriately communicate their beliefs, ideas and emotions to different audiences in a number of ways.	HUM.HS 1.1
Thinking Critically	A successful student can apply empathy, creativity, critical thinking and problem-solving skills to contemporary social issues using past learning, literacy practices, multiple perspectives and metacognitive strategies.	HUM.HS 2.1
Life Experiences and Decision Making	A successful student can apply their life experiences, knowledge and skills to make individual decisions or to participate in group decision-making that is intended to improve their lives and the lives of others.	HUM.HS 3.1
Supporting a Claim with Evidence	A successful student can critique and analyze literature, history, art and the humanities and make a claim and support the claim with evidence and argument.	HUM.HS 4.1
Building Meaning	A successful student can build meaning from life and literacy experiences and work with others to support positions or propose solutions to cultural dilemmas.	HUM.HS 5.1

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
Construct and Utilize Models	A successful student can construct, manipulate and use models and/or artifacts by using the appropriate tools to understand, refine, solve and evaluate problems and/or solutions.	STM.HS 1.1
Analyzing and Interpreting Data	A successful student can analyze and interpret data by critically reviewing and evaluating information and making use of structures to generate new findings that can be communicated within and outside of their discipline.	STM.HS 2.1
Communication and Collaboration	A successful student can engage in collaborative discourse by constructing clear communication and/or arguments related to the subject matter to convey findings and present understandings with evidence.	STM.HS 3.1
Problem Solving and Application	A successful student can persevere in solving problems by making sense of, and defining, problems and asking questions to apply learning through the planning and carrying out of investigations or inquiries.	STM.HS 4.1

Specials

Specials Classification		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 Agriculture, Food and Natural Resources (AFNR) Career Cluster.	AFNR.HS 1.1	
	• Evaluate the nature and scope of the AFNR Career Cluster and the role of AFNR in society and the economy.	AFNR.HS 2.1	
	• Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.	AFNR.HS 3.1	
	• Demonstrate stewardship of natural resources in AFNR activities.	AFNR.HS 4.1	
	• Describe career opportunities and means to achieve those opportunities in each of the AFNR Career Pathways.	AFNR.HS 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.	AFNR.HS 6.1	
Architecture and Construction	A successful student can:		
	• Use vocabulary, symbols and formulas common to architecture and construction.	AC.HS 1.1	
	• Use architecture and construction skills to create and manage a project.	AC.HS 2.1	
	• Comply with regulations and applicable codes to establish and manage a legal and safe workplace.	AC.HS 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.HS 4.1	
	• Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.	AC.HS 5.1	
	• Read, interpret and use technical drawings, documents and specifications to plan a project.	AC.HS 6.1	
	• Describe career opportunities and means to achieve those opportunities in each of the Architecture and Construction Career Pathways.	AC.HS 7.1	

Specials Classification

		CODE	STANDARDS
Business Career Field Competencies	A successful student can:		
Business Management, Administration and Entrepreneurship	• Investigate the impact of economics, economic systems and entrepreneurship on careers and business	BC.BMAE. HS 1.1	
	• Investigate, create and implement solutions in managing effective business customer relationships.	BC.BMAE. HS 1.2	
Finance	• Connect and apply mathematical concepts, tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.	BC.F.HS 1.1	
Marketing	• Create marketing strategies and processes to determine and meet client needs and wants.	BC.M.HS 1.1	
Dance	A successful student can:		
Explore, Plan and Revise	• Communicate learning through creative movement by applying dance skills and language to Explore, Plan and Revise learning through dance by exploring, planning, and revising ideas.	DNC.HS 1.1	
	• Communicate learning through creative movement by applying dance skills and language to Explore, Plan and Revise learning through dance by refining and completing ideas.	DNC.HS 1.2	
Expression, Embodiment and Presentation	• 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 analyzing, interpreting and selecting dance works for presentation.	DNC.HS 2.1	
	• 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 realizing, developing, and refining dance works for presentation.	DNC.HS 2.2	
Analyzing, Interpreting and Critiquing	• Respond to dance by Analyzing, Interpreting and Critiquing how artworks convey meaning by perceiving and analyzing dance.	DNC.HS 3.1	
	• Respond to dance by Analyzing, Interpreting and Critiquing how artworks convey meaning by interpreting intent and meaning of dance.	DNC.HS 3.2	
	• Respond to dance by Analyzing, Interpreting and Critiquing how artworks convey meaning by applying criteria to artistic work.	DNC.HS 3.3	

Specials Classification		CODE	STANDARDS
Engineering	A successful student can:		
	Use STEM concepts and processes to solve problems involving design and/or production.	ENG.HS 1.1	
	Display and communicate STEM information.	ENG.HS 2.1	
	Apply processes and concepts for the use of technological tools in STEM.	ENG.HS 3.1	
	Apply the elements of the design process.	ENG.HS 4.1	
	Apply the knowledge learned in STEM to solve problems.	ENG.HS 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.HS 6.1	
Family and Consumer Sciences (FACS)	A successful student can:		
Wellness	• Solve practical problems using communication, conflict resolution and empathy skills in personal and FCS career applications.	FACS.HS 1.1	
	• Produce healthy and nutritious food products that align to family needs and/or industry standards with sound food safety and sanitation practices demonstrated.	FACS.HS 1.2	
	• Enhance the wellness in others through role modeling and career roles and responsibilities (i.e. Family, community and work settings).	FACS.HS 1.3	
Sustainability	• Analyze current and innovative ways to practice financial and social responsibility through family, community and work-related decision-making.	FACS.HS 2.1	
Global Connectiveness	• Compare and contrast benefits and challenges of global interactions when solving issues related to food, clothing, shelter, etc. • to meet family and related industry needs.	FACS.HS 3.1	
Technology	• Examine the role of technology and equipment to improve the quality of life of individuals and families, be they his or her own or those supported through related services.	FACS.HS 4.1	
	• Demonstrate appropriate and safe use of technology and equipment aligned to KS FCS field career applications.	FACS.HS 4.2	
Community	• Organize, implement and evaluate a plan to improve the local community by applying sound FCS related technical knowledge, skills and practices to meet (a) selected human need(s) (i.e. Parenting, lifespan human interactions, geriatric services, community resource support, and careers working in people centered fields).	FACS.HS 5.1	

Specials Classification

		CODE	STANDARDS
Health	A successful student can:		
Health Competencies	• Comprehend concepts related to health promotion and disease prevention to enhance health.	HE.HS 1.1	
	• Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	HE.HS 2.1	
	• Demonstrate the ability to access valid information, products, and services to enhance health.	HE.HS 3.1	
	• Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	HE.HS 4.1	
	• Demonstrate the ability to use decision-making skills to enhance health.	HE.HS 5.1	
	• Demonstrate the ability to use goal-setting skills to enhance health.	HE.HS 6.1	
	• Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	HE.HS 7.1	
	• Demonstrate the ability to advocate for personal, family, and community health.	HE.HS 8.1	
Health and Biosciences	A successful student can:		
Creative and Critical Thinking	• Work creatively with others to develop solutions, products and services.	HB.HS 1.1	
Communication	• Apply concepts of effective verbal and nonverbal communication in the healthcare industry.	HB.HS 2.1	
Safety	• Analyze environmental safety practices within the healthcare setting.	HB.HS 3.1	
Teamwork	• Develop innovative solutions and initiatives as part of a diverse team.	HB.HS 4.1	
Health Information for Healthcare	• Apply basic computer literacy skills to health science occupations.	HB.HS 5.1	

Specials Classification

		CODE	STANDARDS
Information Technology	A successful student can:		
Graphic Design and Digital Communications	• Demonstrate an understanding of graphic design elements and principles by creating a graphic design project portfolio of collected or self-created graphic design projects.	IT.HS1.1	
	• Demonstrate an understanding of ethical and legal issues associated with copyright law and intellectual property.	IT.HS 1.2	
Computer Science	• Compare levels of abstraction and interactions between application software, system software and hardware layers.	IT.HS 2.1	
	• Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.	IT.HS 2.2	
Information Technology	• Evaluate the scalability and reliability of networks by describing the relationship between routers, switches, servers, topology and addressing.	IT.HS 3.1	

Specials Classification

Law, Public Safety, Corrections and Security

	CODE	STANDARDS
A successful student can:		
• Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.	LPSCS.HS 1.1	
• Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.	LPSCS.HS 2.1	
• State the rationale for various rules and laws designed to promote safety and health in the workplace.	LPSCS.HS 3.1	
• Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.	LPSCS.HS 4.1	
• Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections and Security Career Pathways.	LPSCS.HS 5.1	
• 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.	LPSCS.HS 6.1	

Specials Classification

Manufacturing

	CODE	STANDARDS
A successful student can:		
• Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.	MNFR.HS 1.1	
• Analyze and summarize how manufacturing businesses improve performance.	MNFR.HS 2.1	
• Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.	MNFR.HS 3.1	
• Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.	MNFR.HS 4.1	
• Describe government policies and industry standards that apply to manufacturing.	MNFR.HS 5.1	
• Demonstrate workplace knowledge and skills common to manufacturing.	MNFR.HS 6.1	

Specials Classification

		CODE	STANDARDS
Media Arts	A successful student can:		
Conceive, Develop and Construct	• 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 generating, conceptualizing, and organizing media arts ideas.	MA.HS 1.1	
	• 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 refining and completing media ideas.	MA.HS 1.2	
	• 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 reflecting upon the process, refining and continuing artistic ideas.	MA.HS 1.3	
Integration, Practice and Presentation	• 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 analyzing, interpreting, and selecting artistic works for presentation.	MA.HS 2.1	
	• 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 realizing, developing, and refining artistic works for presentation.	MA.HS 2.2	
Perceiving, Interpreting and Evaluating	• Respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning by perceiving and analyzing the media.	MA.HS 3.1	
	• Respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning by interpreting intent and meaning of media artworks.	MA.HS 3.2	
	• Respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning by applying criteria to evaluating media artworks.	MA.HS 3.3	
Synthesizing and Relating - Media Arts	• Connect personal meaning and external context to the media arts by Synthesizing and Relating through and during the art-making process by synthesizing and relating knowledge and personal experience to artistic ideas and artistic work.	MA.HS 4.1	
	• Connect personal meaning and external context to the media arts by Synthesizing and Relating through and during the art-making process by applying societal, cultural, and historical contexts to artistic ideas and artistic work.	MA.HS 4.2	
	• Connect personal meaning and external context to dance by Synthesizing and Relating to works of dance through and during the learning process by synthesizing and relating knowledge and personal experience to dance applying societal, cultural, and historical contexts to dance ideas and artistic work.	MA.HS 4.3	

Specials Classification

Music

		CODE	STANDARDS
	A successful student can:		
Imagine, Plan and Make	• 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	MUS.HS 1.1	
Evaluate, Refine and Present	• 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	MUS.HS 2.1	
	• Create by applying the skills and language of music to Evaluate, Refine and Present musical ideas and work by presenting original musical ideas and work	MUS.HS 2.2	
Selection, Analysis, and Interpretation	• 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	MUS.HS 3.1	
	• Demonstrate the ability to apply skills and effectively communicate musical ideas and work through Selection, Analysis and Interpretation by analyzing the structure and context of musical works	MUS.HS 3.2	
	• Demonstrate the ability to apply skills and effectively communicate musical ideas and work through Selection, Analysis and Interpretation by developing personal interpretations of musical works	MUS.HS 3.3	
Rehearsing, Evaluating, Refining and Performing	• 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.	MUS.HS 4.1	
	• Demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining and Performing musical works by performing expressively and accurately with appropriate interpretation.	MUS.HS 4.2	
Selecting, Analyzing, Interpreting and Evaluating	• Respond to music by Selecting, Analyzing, Interpreting and Evaluating how music conveys meaning by selecting musical works for a variety of purposes.	MUS.HS 5.1	
	• Respond to music by Selecting, Analyzing, Interpreting and Evaluating how music conveys meaning by perceiving and analyzing musical works.	MUS.HS 5.2	
	• Respond to music by Selecting, Analyzing, Interpreting and Evaluating how music conveys meaning by interpreting intent and meaning of musical works, applying criteria to evaluating musical works.	MUS.HS 5.3	
Connect	• 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.	MUS.HS 6.1	
	• Connect personal meaning and external context to music through and during the music learning process by applying societal, cultural, and historical contexts to musical ideas and work.	MUS.HS 6.2	

Specials Classification

PE

A successful student can:

		CODE	STANDARDS
Lifetime and Fitness Activities	• Throw an object, demonstrating a mature motor pattern to a moving target in offensive and defensive situations, and catch an object, demonstrating a mature motor pattern in offensive and defensive situations.	PE.HS 1.1	S1.H1
	• Strike an object, demonstrating a mature motor pattern while under control to change its direction in drills and lead-up games and volley an object, demonstrating a mature motor pattern with a forearm pass, and/or set while under control in lead-up games.	PE.HS 1.2	S1. H1
	• Dribble with hands, demonstrating a mature motor pattern using control while changing speeds and directions in drills and lead-up games.	PE.HS 1.3	S1. H1
	• Dribble with feet, demonstrating a mature motor pattern, using control while changing speeds and directions in drills or lead-up games.	PE.HS 1.4	S1. H1
Dance and Rhythms	• Demonstrate a variety of complex rhythmic movements with or without a leader and create a routine independently, with a partner or a small group.	PE.HS 2.1	S1. H2
	• Choreograph a dance or give a performance.	PE.HS 2.2	S1. H2
Movement Concepts and Knowledge	• Create a practice plan to improve performance for self-selected skills while applying terminology related with exercise and participation in activity.	PE.HS 3.1	S2. H1,H3
	• Use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.	PE.HS 3.2	S2.H2
	• Use strategies and tactics effectively during game play in net/wall and/or target games.	PE.HS 3.3	S2. H5
Wellness	• Develop and implement a fitness plan using the five health-related components of fitness while working in their target heart rate zone to improve their health; Using a variety of activities; and using available technology to self-monitor aerobic intensity.	PE.HS 4.1	S3. H7, H8, H9, H10
	• Create three short-term goals to support one long-term goal related to the five health-related components of fitness, and incorporate a plan that includes activities for improvement, log of activities and timeline for improvement	PE.HS 4.2	S3. H11, H12
	• Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle and create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.	PE.HS 4.3	S3. H8, H13
	• Identify stress-management strategies (relaxation techniques, deep breathing, aerobic exercise, etc.) To reduce stress in order to respond to stress using appropriate methods and apply stress-management strategies (mental imagery, meditation, relaxation techniques, etc.) To reduce stress.	PE.HS 4.4	S3. H14

Specials Classification

PE

		CODE	STANDARDS
Responsibility and Value of Physical Activity	A successful student can:		
	• Participate safely and appropriately; show respect to equipment, facilities, self and others; understand the rules and etiquette for physical activity and games while responding appropriately to conflict or feedback; encourage classmates of varying skill levels; and participate cooperatively.	PE.HS 5.1	S4. H1, H2, H3, H4, H5
	• Respect differences between self and others; examine moral and ethical conduct in specific competitive situations; be a leader in physical activity settings; and accept other's cultural diversity and body types by working with others.	PE.HS 5.2	S4. H1, H2, H3, H4, H5
	• Analyze the health benefits of self-selected lifetime physical activities using resources (technology, fliers, ads, etc.) Within the community.	PE.HS 5.3	S5. H1, H2, H3, H4
	• Choose activities that are appropriately challenging for an individual; identify the uniqueness of creative dance as a means of self-expression; and evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.	PE.HS 5.4	S5. H1, H2, H3, H4

Specials Classification

Theatre

A successful student can:

		CODE
Envisioning, Conceptualizing, Developing and Rehearsing	• Create and communicate by applying the skills and language of theatre through Envisioning, Conceptualizing, Developing and Rehearsing artistic ideas and work by envisioning, conceptualizing and organizing artistic ideas.	THR.HS 1.1
	• Create and communicate by applying the skills and language of theatre through Envisioning, Conceptualizing, Developing and Rehearsing artistic ideas and work by refining and completing artistic ideas.	THR.HS 1.2
Selection, Preparation, Sharing and Presentation	• 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 reflecting, interpreting and selecting artistic works for presentation.	THR.HS 2.1
	• 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 realizing, developing and refining artistic works for presentation.	THR.HS 2.2
Reflecting, Interpreting, Analyzing and Evaluating	• Respond to theatre by Reflecting, Interpreting, Analyzing, and Evaluating how productions convey meaning by perceiving and evaluating theatrical work.	THR.HS 3.1
	• Respond to theatre by Reflecting, Interpreting, Analyzing, and Evaluating how productions convey meaning by interpreting intent and meaning of theatrical work.	THR.HS 3.2
	• Respond to theatre by Reflecting, Interpreting, Analyzing, and Evaluating how productions convey meaning by applying criteria when evaluating theatrical work.	THR.HS 3.3
Empathizing, Interrelating and Researching	• Connect personal meaning and external context to theatre by Empathizing, Interrelating and Researching works; synthesizing and relating knowledge and personal experience to artistic ideas and artistic work.	THR.HS 4.1
	• Connect personal meaning and external context to theatre by Empathizing, Interrelating and Researching works; applying societal, cultural and historical contexts to artistic ideas and artistic work.	THR.HS 4.2

Specials Classification

Transportation

A successful student can:

	CODE	STANDARDS
• 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.	TRAN.HS 1.1	
• Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.	TRAN.HS 2.1	
• Describe the key operational activities required of successful transportation, distribution and logistics facilities.	TRAN.HS 3.1	
• Identify governmental policies and procedures for transportation, distribution and logistics facilities.	TRAN.HS 4.1	
• Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.	TRAN.HS 5.1	
• Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution and Logistics Career Pathways.	TRAN.HS 6.1	

Specials Classification

Visual Arts

		CODE	STANDARDS
	A successful student can:		
Investigate, Plan and Make	• 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.	VA.HS 1.1	
	• 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 refining and completing artistic ideas.	VA.HS 1.2	
Reflect, Refine and Continue	• 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.HS 2.1	
Selection, Analyzation and Sharing	• 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.	VA.HS 3.1	
	• 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 Realizing, developing and refining artistic works for presentation.	VA.HS 3.2	
Perceiving, Analyzing and Interpreting	• Respond to the visual arts by Perceiving, Analyzing and Interpreting how artworks convey meaning by perceiving and analyzing artistic work.	VA.HS 4.1	
	• Respond to the visual arts by Perceiving, Analyzing and Interpreting how artworks convey meaning by interpreting intent and meaning of artistic work.	VA.HS 4.2	
	• Respond to the visual arts by Perceiving, Analyzing and Interpreting how artworks convey meaning by Applying criteria to artistic work.	VA.HS 4.3	
Relating, Perceiving Analyzing, and Interpreting	• 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.	VA.HS 5.1	
	• 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 applying societal, cultural and historical contexts to artistic ideas and artistic work.	VA.HS 5.2	

World Language Competencies

The Kansas World Language Standards are competency-based and not linked to a specific grade or age of student. These standards incorporate the recommendations of the American Council on the Teaching of Foreign Languages (ACTFL) and align with the 7 Rose Capacities passed by Kansas legislators. The acquisition of a second language is not a function of a certain number of courses, but it does require consistent and sustained practice to reach each level of proficiency. Students who actively read, speak, write, listen, and interact with others in the target language can usually expect to reach Novice High after 240 hours of language study. Novice High is not a functional level of proficiency. In order to reach minimal functional proficiency, Intermediate Mid, a student needs approximately four hundred and eighty hours of interaction with the language. There are many factors that influence an individual's ability to learn a second language: motivation, individual aptitude for learning languages, similarity of the language to the speaker's own first language, etc. Students taking two years of standards-based language courses can expect to reach the Novice High proficiency level. This is not a functional proficiency level. The functional proficiency level of Intermediate Mid is being attained by Kansas high school students after four years/480 hours of study as annual awards of the Seal of Biliteracy show.

The following competencies are based on these general time parameters of the U.S. State Department's Foreign Service Institute and their 70 years of experience teaching languages. ACTFL has similar guidelines for time to proficiency.

The Kansas World Language standards emphasize what students can do with the language, not on what the students can not yet do with the language.

Specials Classification		CODE
World Languages		
Communication	Novice Learners can:	
	• Communicate through speaking, signing, or writing on very familiar topics using a variety of words and phrases that they have practiced and memorized	WL.N.HS 1.1
	• Recognize some familiar words and phrases when they hear them spoken.	WL.N.HS 1.2
	• Recognize some words or characters. They can understand some learned or memorized words when they read.	WL.N.HS 1.3
	• Can write lists and memorized phrases on familiar topics	WL.N.HS 1.4
	Intermediate Learners can:	
	• Start, maintain, and end a conversation on a variety of familiar topics.	WL.I.HS 1.1
	• Talk about their daily activities and personal preferences	WL.I.HS 1.2
	• Use the language to handle tasks related to their personal needs.	WL.I.HS 1.3
	• Understand basic information in ads, announcements, and other types of recordings.	WL.I.HS 1.4
	• Understand messages related to their everyday life	WL.I.HS 1.5
	• Understand simple personal questions.	WL.I.HS 1.6
	• Make a presentation about their personal and social experiences	WL.I.HS 1.7
	• Make a presentation on a topic they have learned about or researched.	WL.I.HS 1.8
	• Make a presentation about common interests and issues and state their viewpoint.	WL.I.HS 1.9

Specials Classification

World Languages

		CODE
Culture	**Novice Learners can:**	
	• Use culturally appropriate expressions for greetings, leave-takings, and common classroom or social interactions.	WL.N.HS 2.1
	• Use the target language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.	WL.N.HS 2.2
	• Appreciate and sometimes participate in some games, rituals, and celebrations of the cultures studied.	WL.N.HS 2.3
	• Identify tangible products of the culture such as toys, dress, homes, art, music, monuments, currency, and famous people.	WL.N.HS 2.4
	Intermediate learners can:	
	• Observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture.	WL.I.HS 2.1
	• Participate in practices such as games, sports, and entertainment.	WL.I.HS 2.2
	• Create "cultural triangles" of practices, products, and perspectives and suggest factors in their relationships.	WL.I.HS 2.3
	• Perform samples of expressive products of the culture such as poetry, music, art, dance, storytelling, and drama.	WL.I.HS 2.4
Connections	**Novice Learners can:**	
	• Read or listen to stories from the target culture and compare them to familiar stories from the same genre.	WL.N.HS 3.1
	• Present short biographical sketches of people who have had a positive influence locally or globally.	WL.N.HS 3.2
	• Identify and label maps of cities, states, or countries with civic and geographic features where the target language is used.	WL.N.HS 3.3
	Intermediate learners can:	
	• Read, view, compare, and classify different text types and genres.	WL.I.HS 3.1
	• Write original poems, stories, and plays using their understanding of the characteristics of these genres.	WL.I.HS 3.2
	• Describe and compare key characteristics of target language countries.	WL.I.HS 3.3
	• Use their knowledge of geography to create maps of countries where the target language is spoken.	WL.I.HS 3.4
	• Maintain a blog comparing attitudes and reactions to current events of global importance in target language countries.	WL.I.HS 3.5
	• Use sources intended for same-age speakers of the target language to prepare presentations on familiar topics.	WL.I.HS 3.6
	• Research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.	WL.I.HS 3.7

Specials Classification

		CODE
World Languages		
Comparisons	Novice Learners can:	
	Observe and compare formal and informal registers of language	WL.N.HS 4.1
	Recognize similarities and differences between the sound and writing systems in the language they are learning and their own.	WL.N.HS 4.2
	Inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.	WL.N.HS 4.3
	Intermediate learners can:	
	Compare syntax functions (e.G. Word order, inflections, and verb tense) to express meaning in both their native language and the language being learned.	WL.I.HS 4.1
	Identify patterns and explain discrepancies between the sound and writing systems in both their native language and the language being learned.	WL.I.HS 4.2
	Document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target cultures to their own.	WL.I.HS 4.3
	Hypothesize about the relationship between cultural perspectives and expressible products (i.E. Music, visual arts, and forms of literature) by analyzing selected products from the target cultures.	WL.I.HS 4.4
Communities	Novice Learners can:	
	• Attempt to interact in the target language with members of their community.	WL.N.HS 5.1
	• Identify professions that require proficiency in the target language	WL.N.HS 5.2
	• Exchange basic information about themselves, their studies, or their family, with speakers of the target language and/or students in other classes, in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing.	WL.N.HS 5.3
	Intermediate learners can:	
	• Communicate on a personal level with speakers of the language in person or via email, video chats, or other appropriate media.	WL.I.HS 5.1
	• Write and illustrate stories to present to others.	WL.I.HS 5.2
	• Discuss steps to becoming a professional in a field requiring the ability to communicate in the target language	WL.I.HS 5.3

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	• Human reader • Text to speech/digital text (e.g. Kansas Infinitext) • 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	• Reduce complexity to student's ability level (text, vocabulary, sentence structure, questions, simplify directions, etc.
Provide Tools for Organization of Information	• 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	• 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	• 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	• 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 homogeneous small groups or in some cases, individualized instruction, as intensity of need increases.

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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.

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Standards available upon request.

Library Media Classification	COMPETENCY	CODE
Information Value	A successful student can:	
	• Understand that information has value as a means of negotiating and understanding the world.	G.12.1.1 G.12.1.4 G.12.1.5 G.12.1.9
	• Understand that information has value for personal enjoyment and growth.	G12.1.6 G12.1.7 G12.1.8 G12.1.9 G12.1.10
Information as Exploration	A successful student can:	
	• Recognize that searching for information is a process requiring the evaluation of a range of information sources as new understandings develop.	G.12.1.1 G12.1.2 G12.2.3 G12.2.5
	• Respect the ideas of others and sees themselves as contributors as well as consumers of information.	G12.2.3 G.12.3.10 G.12.6.7
Information Research and Inquiry	A successful student uses an inquiry process to ask new and complex questions that focus on personal, career, or societal needs.	G.12.3.5 G12.3.7 G12.3.9 G.12.3.1 G12.3.2 G.12.3.9 G.12.3.10

Library Media Classification	COMPETENCY	CODE
Information Authority	A successful student can:	
	• Recognize that information resources reflect their creators expertise and credibility.	G.12.4.5 G.12.3.3 G.12.3.7 G12.4.7 G.12.1.1 G.12.1.8
	• Acknowledge biases that privilege some sources of authority over others in terms of worldview, gender, sexuality and cultural orientations.	G12.4.2 G12.4.3 G12.4.4 G12.4.8 G12.4.10
	• Acknowledge authorship of sources and recognize that authoritative content may be packaged formally or informally and may include sources of all media types.	G.12.6.1 G12.6.2 G12.4.9 G12.4.10
Information Format	A successful student can:	
	• Appraise the organization, purpose, audience, and publication standards of various information sources.	G12.5.1 G12.5.3 G12.5.4 G12.5.5
	• Follow ethical and legal guidelines when using information technology including fostering a positive digital identity and using online security and privacy best practices.	G.12.5.8 G.12.5.9 G12.6.3 G12.4.8
Information as Conversation	A successful student recognizes that through continuous communication using social and/or intellectual networks, new insights and discoveries occur over time as a result of varied perspectives and interpretations.	G12.6.1 G12.6.3 G.12.6.4 G12.6.6 G12.6.9

Grade Band 9-12

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	Recall and Reproduction • 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	Basic Application of Skills and Concepts • Apply conceptual knowledge: ◦ 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	Strategic Thinking • 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	Extended Thinking • 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

A successful student can work with peers to promote civil, democratic discussions and decision making in order to seek to understand different viewpoints.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can demonstrate appropriate grammar and usage when speaking and writing.	I can use various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	I can recognize patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) [HUMANITIES 1].	I can evaluate the effectiveness of choices in grammar, word usage, and phrasing to convey an intended meaning or purpose.	SL.11-12.1, SL.11-12.4, SL.11-12.6
I can work with peers to set rules for collegial discussions and decision-making, establishing clear goals and deadlines with individual roles as needed.	I can identify and respond to diverse perspectives in text and as presented in discussion, holding myself accountable to the establish rules for collegial discussions and decision-making.	I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify my own views and understanding, making new connections in light of the evidence and reasoning presented [HUMANITIES 4 and 5].	I can propel conversations by posing and responding to questions, engaging others in discussion, questioning to clarify and/or verify conclusions, and relating the current discussion to broader themes or larger ideas.	
I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.	I can come to discussions prepared, having read and researched material under study.	I can synthesize comments, claims, and evidence for all sides of an issue [HUMANITIES 2].	I can identify credible sources, make informed decisions, and solve problems while evaluating the credibility and accuracy of given sources.	
I can describe expectations for civil and democratic discussion and decision-making.	I can reference evidence from texts and research to support comments and ideas.	I can recognize that issues generate alternative and opposing perspectives [HUMANITIES 4].	I can evaluate a speaker's use of evidence and rhetoric by assessing: • Stance • Premises • Links among ideas • Word choice • Points of emphasis • Tone	
I can participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led).	I can determine goals, deadlines, and individual roles for discussion groups.	I can note discrepancies among data and combine multiple sources of information presented in diverse formats and media [HUMANITIES 3].	I can evaluate discussions and decision-making processes and collaborate to develop guidelines for discussion.	

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
English Learner (EL)*				
A successful level 1 EL student can nod responses, point to answers or remain in silent period absorbing surroundings.	A successful level 2 EL student can respond in very simple sentences when addressed and can show engagement even with limited participation.	A successful level 3 EL student can participate in the discussion by responding to questions and asking a question.	A successful level 4 EL student can participate in conversations through multiple exchanges building on others' ideas or expressing their own.	EL.SL.9-12.1
			I can describe expectations for civil and democratic discussion and decision-making [HUMANITIES 5].	

* For each competency, there is a correlating EL Standard. It applies to all learning targets for that standard. Each EL standard has been broken down into 4 Levels. An EL student who has mastered Level 4 then moves to the Gen.Ed. Level 1 for the competency and begins to work toward Level 3.

A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can compare and contrast the representation of a subject in two different mediums.	I can identify an author's ideas and claims.	I can analyze how an author uses particular sentences, paragraphs or larger portions of the text to develop his ideas and claims [HUMANITIES 2].	I can analyze U.S. documents of history and literature for their significant themes and concepts.	RI.11-12.9, W.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9, RL.11-12.1, RL.11-12.6, RL.11-12.9, RL.11-12.13, RI.11-12.1, RI.11-12.13
I can figure out the structure of the text and the order of events.	I can determine another's point of view or purpose in a text.	I can show how the author uses his arguments to develop his point of view or purpose [HUMANITIES 5].	I can identify a unique point of view or cultural experience.	
I can read and discuss historical and literary material.	I can figure out how an author uses and transforms source material in their work.	I can show how the author manipulates time in their work [HUMANITIES 4].	I can show how the order of events and manipulation of time create mystery, tension or surprise.	

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
EL				
A successful level 1 EL student can point to or recall a main idea in a paragraph.	9-10 Level 2: A successful level 2 EL student can identify a main idea and one or more supporting details in a text.	9-10 Level 3: A successful level 3 EL student can identify a claim and a supporting piece of evidence from the text.	9-10 Level 4: A successful Level 4 El student can distinguish between relevant and irrelevant evidence to support the claim in a text and determine if evidence is sufficient.	EL.RI/L.9-10.8
A successful level 1 EL student can identify the U.S. and world when provided a map or a globe.	11-12 Level 2: A successful level 2 EL student can give a few sentences to explain something important in the U.S. or the world after listening to a text.	11-12 Level 3: A successful Level 3 EL student can explain the importance of a text after multiple interactions with a U.S. and/or World text.	11-12 Level 4: A successful Level 4 El student can give the fundamental purpose, arguments or premises that are important for understanding an important U.S. and/or World text after repeated interaction.	EL.RI/ L.11-12.8

A successful student can respond thoughtfully to diverse perspectives; gather relevant information from multiple print and digital sources, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify fallacious reasoning, exaggerated or distorted evidence; and determine what additional information or research is required to deepen the investigation or complete the task.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can objectively summarize a text.	I can compare and contrast a subject presented through various mediums.	I can make specific references to passages and events from a text to prove what the text says directly as well as the meaning I can infer indirectly [HUMANITIES 1].	I can evaluate the argument and specific claims in terms of: 1. Reasoning and evidence (is it valid and sufficient?), and 2. False statements and fallacious reasoning.	RI.11-12.3, W.11-12.6, SL.11-12.2, SL.11-12.5, RL.11-12.2, RL.11-12.5, RL.11-12.7, RL.11-12.10, RI.11-12.2, RI.11-12.6, RI.11-12.7
I can determine a central idea and explain its development throughout the text using specific details.	I can determine a theme and explain its development throughout the text using specific details.	I can gather relevant information from various appropriate and credible print and electronic sources [HUMANITIES 2].	I can determine the connections between the author's main points.	
I can identify sources to answer a question.	I can conduct sustained research that answers a central question, recognizing when to narrow or broaden a topic and incorporating multiple sources of information.	I can synthesize multiple sources of information to answer a central question, recognizing when to narrow or broaden a search as well as how to discern between valid and invalid evidence [HUMANITIES 4].	I can engage in an inquiry process to build understanding and respond in a meaningful way, synthesizing information from multiple sources and perspectives, and avoiding over reliance on one text or source.	
I can cite information from print and digital sources.	I can make specific references to passages and events from a text to prove what the text says directly as well as the meaning I can infer indirectly.	I can locate information from a variety of print and digital sources, evaluate the credibility and accuracy of sources, and integrate information to create an original representation of understanding [HUMANITIES 2].	I can integrate information effectively from print and digital sources without plagiarizing, determining the strengths and limitations of sources that address a given task, audience, and purpose.	
EL				
A successful level 1 EL student can point to a single word in response to a direct text-dependent question	A successful level 2 EL student can locate or give a detail from a simple text in response to a direct text-dependent question.	A successful level 3 EL student can identify details in response to an explicit text-dependent question.	A successful level 4 EL student can cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.	EL.RI/L.9-12.1

A successful student can respond thoughtfully to diverse perspectives; gather relevant information from multiple print and digital sources, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify fallacious reasoning, exaggerated or distorted evidence; and determine what additional information or research is required to deepen the investigation or complete the task.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can objectively summarize a text.	I can compare and contrast a subject presented through various mediums.	I can make specific references to passages and events from a text to prove what the text says directly as well as the meaning I can infer indirectly [HUMANITIES 1].	I can evaluate the argument and specific claims in terms of: 1. Reasoning and evidence (is it valid and sufficient?), And 2. False statements and fallacious reasoning.	RI.11-12.3, W.11-12.6, SL.11-12.2, SL.11-12.5, RL.11-12.2, RL.11-12.5, RL.11-12.7, RL.11-12.10, RI.11-12.2, RI.11-12.6, RI.11-12.7
I can determine a central idea and explain its development throughout the text using specific details.	I can determine a theme and explain its development throughout the text using specific details.	I can gather relevant information from various appropriate and credible print and electronic sources [HUMANITIES 2].	I can determine the connections between the author's main points.	
I can identify sources to answer a question.	I can conduct sustained research that answers a central question, recognizing when to narrow or broaden a topic and incorporating multiple sources of information.	I can synthesize multiple sources of information to answer a central question, recognizing when to narrow or broaden a search as well as how to discern between valid and invalid evidence [HUMANITIES 4].	I can engage in an inquiry process to build understanding and respond in a meaningful way, synthesizing information from multiple sources and perspectives, and avoiding over reliance on one text or source.	
I can cite information from print and digital sources.	I can make specific references to passages and events from a text to prove what the text says directly as well as the meaning I can infer indirectly.	I can locate information from a variety of print and digital sources, evaluate the credibility and accuracy of sources, and integrate information to create an original representation of understanding [HUMANITIES 2].	I can integrate information effectively from print and digital sources without plagiarizing, determining the strengths and limitations of sources that address a given task, audience, and purpose.	
EL				
A successful level 1 EL student can point to a single word in response to a direct text-dependent question.	A successful level 2 EL student can locate or give a detail from a simple text in response to a direct text-dependent question.	A successful level 3 EL student can identify details in response to an explicit text-dependent question.	A successful level 4 EL student can cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.	EL.RI/L.9-12.1

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can figure out the meaning of words and phrases as they are used in context.	I can figure out the connotative meanings of words and phrases as they are used in the text.	I can figure out the technical meanings of words and phrases as they are used in the text [HUMANITIES 1].	I can analyze the use of word choice including figurative words, words with strong connotation, and technical words and its effect on meaning and tone.	RI.11-12.4, SL.11-12.3, SL.11-12.7, SL.11-12.8, RL.11-12.4, RL.11-12.4, RL.11-12.11, RL.11-12.12, RI.11-12.8, RI.11-12.11, RI.11-12.12
EL				
A successful level 1 EL student can point to a picture to match the picture to a word or phrase from a text that was read aloud to the student.	A successful level 2 EL student can match tone words and/or phrases from designated read aloud text with definitions.	A successful level 3 EL student can point out words and phrases in text that strongly influence the meaning or tone.	A successful level 4 EL student can point out words and phrases used in text that strongly influence the meaning or tone and determine their meaning (including figurative, connotative, and multiple meaning words/phrases).	EL.RI/L.9-12.4

GRADE BAND
9-12

A successful student can write informative and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content in order to summarize, advocate and/or solve problems.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can provide a concluding statement or section that follows from and supports the argument presented.	I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I can use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims [HUMANITIES 1].	I can introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	W.11-12.1, W.11-12.4, W.11-12.5, W.11-12.10, W.11-12.11, W.11-12.12, RI.11-12.5, W.11-12.3
I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I can write arguments to support claims that analyze substantive topics using valid reasoning and appropriate evidence.	I can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns [HUMANITIES 2 and 4].	I can write an informative piece that examines and convey complex ideas clearly and accurately by selecting, organizing, and analyzing content.	
I can provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	I can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic [HUMANITIES 3].	I can write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	
I can use precise language and domain-specific vocabulary to manage the complexity of the topic.	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing and use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	I can introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension [HUMANITIES 1].	I can apply knowledge of language to understand: • How language functions differently in different contexts • How to make effective choice for meaning or soul • Comprehend more fully when reading or writing • Write and edit work according to style manual guidelines, appropriate for the discipline and writing type.	

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
EL				
A successful level 1 EL student can produce writing that consists of copied text or simple word about an event or topic with support and scaffolding.	A successful level 2 EL student can produce writing that shows some organization with regard to task and audience.	A successful level 3 EL student can produce writing that begins to develop an idea with organization included that is relevant to the task and audience.	A successful level 4 EL student can produce writing that is easy to read, but does still needs revision to be clear and concise.	EL.W.9-12.4

A successful student can use a variety of writing techniques such as pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters, and text structures, such as, cause and effect, compare/ contrast, etc. to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify and analyze complex characters.	I can show how a complex character develops throughout the text.	I can show how a complex character interacts with other characters [HUMANITIES 4].	I can show how the complex character and his/her interactions with other characters advance the plot.	W.11-12.4, W.11-12.5, W.11-12.3, W.11-12.10, W. 11-12.11, W.11-12.12, RL.11-12.3, RI.11-12.10
I can tell a story about a real or imagined experience using good technique, choosing appropriate details, and structuring the sequences of events.	I can engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/ or characters; create a smooth progression of experiences or events.	I can use a variety of techniques to sequence events so that they build on one another to create a coherent whole [HUMANITIES 1 and 2].	I can show how the complex character and his/her interactions with other characters develop the theme.	
I can produce clear and coherent writing that is appropriate for the task and audience.	I can use narrative techniques, such as, dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/ or characters.	I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters [HUMANITIES 1].	I can provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	
I can continually work on my writing abilities through the writing process and trying new approaches that focus on the purpose and audience of the writing.	I can employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve my writing.	I can select the most appropriate medium to produce writing products and display information dynamically [HUMANITIES 1 and 3].	I can evaluate the effectiveness of my final product for its ability to fulfill the task and appeal to the intended audience.	
EL				
A successful level 1 EL student can produce writing that consists of copied text or simple word about an event or topic with support and scaffolding.	A successful level 2 EL student can produce writing that shows some organization with regard to task and audience.	A successful level 3 EL student can produce writing that begins to develop an idea with organization included that is relevant to the task and audience.	A successful level 4 EL student can produce writing that is easy to read, but does still needs revision to be clear and concise.	EL.W.9-12.4

HGSS

Recognizing

The successful student can recognize information and concepts contained in history, government, and social studies.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retells the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

Evaluating

The successful student can evaluate information and concepts contained in history, government, and social studies.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retells the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

Analyzing

The successful student can analyze the context of information and concepts contained in history, government, and social studies.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retell the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

Drawing Conclusions

The successful student can draw conclusions about information and concepts contained in history, government, and social studies.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retells the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	Standards 1, 2, 3, 4, 5
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

Researching

The successful student can research topics and concepts contained in history, government, and social studies.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retells the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	Standards 1, 2, 3, 4, 5
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

GRADE BAND
9-12

Making Connections and Relevance

The successful student can make connections and find relevance between topics and concepts contained in history, government, social studies, and their world.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retells the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

Making Claims and Supporting with Evidence

The successful student can make a claim about topics and concepts contained in history, government, and social studies and support that claim with evidence and argument.

HGSS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall facts from memory or retells the topic story or narrative.	I can demonstrate how the facts support specific concepts or big ideas of the topic.	I can demonstrate different ways facts might be interpreted to build meaning around the concepts or topic [HUMANITIES 1, 2, 4].	I can apply the facts, concepts, big ideas, meaning of the topic to new or different issues and topics.	Standards 1, 2, 3, 4, 5
I can recognize resources that might supply needed information.	I can categorize resources that will supply needed information.	I can categorize and evaluate various sources and appropriately use them to build meaning around the topic [HUMANITIES 2, 4, 5].	I can categorize, evaluate, and appropriately use sources across the breadth of the topic building meaning for today.	
I can identify critical thinking, inquiry and social studies practices.	I can use inquiry and social studies practices to gather information around the topic.	I can apply critical thinking, metacognitive strategies, and social studies practices to information on the topic/inquiry [HUMANITIES 3].	I can use critical thinking, metacognitive strategies, and social studies practices to create a framework for critically considering and evaluating information.	
I can pose and accurately respond to basic informational type questions	I can pose and accurately respond to multi-part questions with an explanation of my thinking.	I can pose and accurately respond to questions about concepts/big ideas with an explanation of my thinking [HUMANITIES 1, 3, 4].	I can pose and accurately respond to sophisticated questions which require the application of concepts/ big ideas to a more universal setting.	
I can accept or believe something because I understand it.	I can accept or believe something if I think about it in a particular way.	I can accept or believe something because I know how to think about things in different ways [HUMANITIES 4, 5].	I can hold opposing positions on issues because I understand that I am learning how to think in different ways.	
I can gather resources provided.	I can describe how the research/ inquiry was completed	I can produce evidence and artifacts of research/inquiry [HUMANITIES 1, 2].	I can create a way to do research/ inquiry in the future.	
I can communicate information/ facts in a single format.	I can effectively communicate information and concepts in two or more formats	I can create effective communication that conveys information, concepts and emotion to the audience in two or more formats [HUMANITIES 1, 3].	I can design effective communication strategies that convey information, concepts and emotion to different audiences in two or more formats.	

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 9th -10th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grades 11 and 12.

HGSS	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can echo read a numerical math problem to approximate the model reader in accuracy.	A successful level 2 EL student can read decodable word problems while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	A successful level 4 EL student can read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self-correction.	EL.RF.11-12.4
A successful level 1 EL student can point to a picture and/or a single word in response to a direct text-dependent question.	A successful level 2 EL student can highlight key information in the text to direct text-dependent questions.	A successful level 3 EL student can cite textual evidence in response to an explicit text-dependent question.	A successful level 4 EL student can cite textual evidence in response to explicit or implicit text-dependent questions.	EL.R.11-12.1
A successful level 1 EL student can identify various text features and utilize them to comprehend text.	A successful level 2 EL student can produce a single word or phrase to explain an important concept found in text.	A successful level 3 EL student can produce complete sentences to explain the purpose or argument when considering historical and/or geographical context.	A successful level 4 EL student can present the fundamental purpose, arguments, or premises that are important for one to understand after repeated interaction with historical and/or geographical content.	EL.R.11-12.8

EL HGSS PERFORMANCE-BASED ASSESSMENT

HGSS	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can offer single-word responses that can indicate agreement or disagreement (yes/no), draw, and/or point to pictures.	A successful level 2 EL student can use content vocabulary words from text to better comprehend the text and write about it.	A successful level 3 EL student can use knowledge about content language to comprehend basic historical content and/or geographical content.	A successful level 4 EL student can use knowledge about content language and how it functions to better comprehend historical and/or geographical content.	EL.R.11-12.10
A successful level 1 EL student can use context clues or reference material to understand HGSS vocabulary.	A successful level 2 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning. the text and write about it.	A successful level 3 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning of a word or phrase.	A successful level 4 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning, part of speech or etymology of the word or phrase.	EL.R.11-12.11
A successful level 1 EL student can point to a picture or sight word in a simple paragraph.	A successful level 2 EL student can read simple paragraphs.	A successful level 3 EL student can use reading strategies, modified text to read appropriate nonfiction.	A successful level 4 EL student can read and comprehend appropriate nonfiction at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 11-12.	EL.R.11-12.13
A successful level 1 EL student can produce writing that consists of copied text or simple words about science topics with a lot of support and scaffolding.	A successful level 2 EL student can produce writing that shows some organization with regard to task and audience.	A successful level 3 EL student can produce writing that begins to develop an idea with organization included that is relevant to the task and audience.	A successful level 4 EL student can produce organized writing that develops an idea, and is appropriate for task and purpose.	EL.W.11-12.4
A successful level 1 EL student can draw or illustrate to express thoughts. Copy and/or write words/phrases for a purpose over short time frames. Invented spelling may be used.	A successful level 2 EL student can demonstrate ability to use written expression through simple sentences. A mix of words and drawings or illustrations may be used.	A successful level 3 EL student can write complete sentences to form a paragraph for a discipline-specific task and audience over an extended time frame.	A successful level 4 EL student can write well-organized cohesive paragraphs appropriate to task, purpose and audience.	EL.W.11-12.12
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement (yes/no).	A successful level 2 EL student can respond in simple sentences when addressed and show engagement even with limited participation. Follow the rules of discussion.	A successful level 3 EL student can participate in the discussion by exchanging ideas and comments and responding to and/or asking questions.	A successful level 4 EL student can follow the format of the discussion and participate in conversations through multiple exchanges building on others' ideas or expressing their own.	EL.SL.11-12.1

HGSS	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can engage with media to comprehend a topic through pictures.	A successful level 2 EL student can engage with the media to learn information about a topic. Express facts learned in a few words and/or simple sentences.	A successful level 3 EL student can combine multiple sources of information.	A successful level 4 EL student can combine multiple sources and formats of information to make decisions and solve problems. Know to utilize credible sources and data.	EL.SL.11-12.2
A successful level 1 EL student can provide a basic written, drawn, or spoken explanation about the speaker's topic.	A successful level 2 EL student can identify the speaker's main point of view or emphasis.	A successful level 3 EL student can identify the speaker's main point of view and emphasis and some contextual words used.	A successful level 4 EL student can identify the speaker's point of view, reasoning and evidence, contextual words, point of emphasis and ask questions around the speaker's reasoning.	EL.SL.11-12.3
A successful level 1 EL student can draw a picture or provide a basic description of a historical text.	A successful level 2 EL student can produce reasoning within a historical and/or geographical context.	A successful level 3 EL student can present information from one point of view supported with clear evidence.	A successful level 4 EL student can present information that supports evidence and that is clear and appropriate to purpose.	EL.SL.11-12.4
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures within a graphic organizer. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire and produce high-frequency social studies vocabulary.	A successful level 3 EL student can acquire and produce grade-appropriate academic and domain-specific words and phrases.	A successful level 4 EL student can acquire and use grade-appropriate general academic and domain-specific words and phrases accurately. Demonstrate independence in gathering vocabulary knowledge.	EL.SL.11-12.8

Mathematics

A successful student can apply and interpret units while modeling problems, formulas, graphs, and data to ensure a sensible outcome.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize and label appropriate units based on given information.	I can compare and contrast various units and am able to distinguish their characteristics.	I can use units as a way to understand problems and to guide the solution of multi-step problems [STEAM 3, 4]..	I can apply units in a problem for the purpose of real-world design and context.	N.Q.1, N.Q.2, N.Q.3
I can define appropriate quantities for the purpose of descriptive modeling.	I can choose and interpret units consistently in formulas.			
I can use estimation at a basic level to understand whether or not an answer is appropriate.	I can choose the appropriate level of accuracy on measurement when reporting quantities.	I can draw appropriate conclusions with a necessary level of accuracy depending on the real-world context [STEAM 3]..		
I can identify place value and use rounding accurately.	I can choose and interpret the scale and the origin in graphs and data displays.			

A successful student can write and interpret appropriate equivalent forms of an expression to explain different properties of the quantities represented in real-world context.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can interpret parts of an expression, such as terms, factors, coefficients, and like terms.	I can interpret expressions that represent a quantity in terms of its context.	I can rewrite expressions by factoring, completing the square, and using exponent rules [STEAM 1,4]..		A.SSE.1, A.SSE.2, A.SSE.3
	I can rewrite expressions by combining like terms.			

GRADE BAND
9-12

A successful student can model, solve, identify, interpret, and apply equations/inequalities and systems of equations/ inequalities to explain authentic or hypothetical situations using math as the authority.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can solve equations in one variable.	I can solve linear inequalities.	I can explain and justify each step in solving an equation/inequality [STEAM 2, 4]..	I can apply my solutions of equations/inequalities to aid in decision making.	A.REI.1, A.REI.2, A.REI.3, A.REI.5, A.REI.6, A.REI.8, A.REI.9, AREI.10, A.CED.1, A.CED.2, A.CED.3, A.CED.4
		I can solve for a given variable in a formula or equation/inequality [STEAM 4]..		
I can solve a quadratic equation by interpreting a graph.	I can solve quadratic equations by taking roots.	I can solve quadratic equations by factoring, completing the square, and by using the quadratic formula [STEAM 4]..		
I can identify solutions to a system of equations/inequalities by observing a graph.	I can interpret solutions to a system of equations/equalities by utilizing a graph.	I can solve a system of equations/ inequalities [linear, quadratic, and/ or absolute value) by any method [STEAM 4]..	I can solve a system of equations/ inequalities [polynomial, rational, exponential, and/or logarithmic) by any method.	
I can read a word problem in a mathematical context and Identify key words/numbers in the problem, omitting unnecessary info.	I can construct an equation or mathematical representation of information gathered from a word problem.	I can solve a word problem and interpret the solution(s) [STEAM 1, 2, 4]..	I can apply my solutions to word problems to aid in decision making.	
I can identify multiple representations of a mathematical situation [graphs, tables, word problems, equations) in one or two variables.	I can compare and contrast multiple representations of a mathematical situation to determine which representation is most appropriate.	I can construct/model multiple representations for a given situation [graphs, tables, word problems, equations) in one or two variables [STEAM 2].	I can create a model in the appropriate representation based on my own investigation and inquiry.	
	I can identify key aspects of multiple representations of a mathematical situation.	I can analyze key aspects from multiple representation of a mathematical situation to aid in decision-making in a real world context [STEAM 1, 3].		

A successful student can solve, analyze and apply Linear, Quadratic, Exponential functions using different representations to explain situations using math as the authority.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the domain and range as the input and output of a function.	I can describe the domain and range in the context of a graph.	I can find the domain and range and state them using function notation [STEAM 1,3]..		F.IF.1, F.IF.2, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.IF.8, F.IF.9, F.BF.1, F.BF.2, F.LQE.1, F.LQE.2, A.APR.1, A.APR.2
I can Identify the type of function through multiple representations.	I can identify key features of basic functions (linear, quadratic, absolute value). Key features include intercepts, symmetries, max and mins (vertices), and increasing and decreasing intervals.	I can graph basic functions (linear, quadratic, and absolute value functions) [STEAM 2]..	I can graph advanced functions (rational, exponential, cube root, logarithmic, piece-wise, polynomial, and trigonometric.	
		I can analyze the key features of basic functions to aid in decision making. Key features include intercepts, symmetries, max and mins (vertices), and increasing and decreasing intervals [STEAM 1, 3, 4]..	I can analyze the key features in advanced functions to aid in decision making. Key features include relative maximums and minimums, end behavior, and periodicity.	
		I can compare properties of two functions using a variety of representations (algebraically, graphically, tables, and verbal description) [STEAM 1, 3]..	I can combine multiple functions to model complex real world relationships.	
I can identify slope as the constant rate of change of a function.	I can calculate the average rate of change of a function.	I can interpret the average rate of change of a function [STEAM 1, 3]..	I can analyze the average rate of change of a function to aid in decision making.	
I can identify the different forms of a linear function (point-slope, slope-intercept, and standard).	I can interpret key aspects of the different forms of a linear function.	I can write linear functions in different but equivalent forms (point-slope, slope-intercept, and standard) [STEAM 2]..	I can write polynomial functions in different but equivalent forms to find zeros, extreme values, symmetry, etc.	
I can identify a polynomial by its number of terms.	I can add and subtract polynomials.	I can multiply polynomials [STEAM 4]..	I can factor higher degree polynomials and identify that some polynomials are prime.	
I can identify a pattern as arithmetic or geometric.	I can continue the pattern of a arithmetic or geometric sequence.	I can write an arithmetic sequence equation given the pattern [STEAM 1]..	I can write a geometric sequence equation given the pattern.	

A successful student can apply geometric shapes, measurements and properties by validating/ communicating/ proving arguments and modeling to describe objects and then apply to solve and design problems.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify rigid transformations.	I can model and describe rigid transformations.	I can apply rigid transformations to discover properties of lines, angles, and polygons [STEAM 1, 4]. I can describe a sequence of rigid transformations of how a shape is mapped to its image [STEAM 2, 4].	I can recognize rigid transformations as functions that take points in the plane as inputs and give other points as outputs.	G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.7, G.CO.8, G.CO.9, G.CO.10, G.MG.1, G.MG.3
I can identify key aspects of lines and angle relationships.	I can determine measured angle relationships (congruent, supplementary, complimentary) based on the geometric angle relationships.	I can find missing angle measures based on their geometric relationships given a diagram [STEAM 1, 4].	I can use geometric shapes, their measures, and their properties to describe objects.	
I can identify the characteristics of a triangle.	I can categorize triangles based on side lengths and/or angle measures.	I can construct arguments about one triangle using theorems [STEAM 2, 4]. I can construct arguments about the relationships between two congruent triangles using theorems (SSS, SAS, ASA, AAS, and HL) [STEAM 2, 4].	I can apply geometric methods to solve design problems.	G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.7, G.CO.8, G.CO.9, G.CO.10, G.MG.1, G.MG.3
I can define congruence in the context of plane figures.	I can compare and contrast congruent and non-congruent plane figures.	I can construct arguments about plane figures using Theorems [STEAM 2, 4].		
I can identify the key aspects of a quadrilateral.	I can categorize quadrilaterals based on characteristics.	I can construct arguments about quadrilaterals using theorems [STEAM 2, 4].		

A successful student can use algebraic concepts by explaining arguments and creating proofs to validate geometric concepts and apply in a real world context.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can define slope, distance, and midpoint.	I can write and use midpoint and distance formulas.	I can use coordinates to prove simple geometric theorems algebraically; using slope, distance, midpoint formulas [STEAM 2, 4].		G.GPE.1, G.GPE.6, G.GPE.7, G.GPE.8, G.GMD.1, G.GMD.2,G. MG.2
I can define and identify parallel and perpendicular lines.	I can recognize the relationship between the slopes of parallel and perpendicular lines.	I can prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems [STEAM 2, 4].		
I can recall area formulas of basic polygons.	I can find the missing parts of a polygon based on its perimeter and/ or area.	I can use coordinates to compute perimeters of polygons and areas of triangles and rectangles [STEAM 1, 4].		
I can compute the perimeter of regular polygons.	I can compute the perimeter of irregular polygons and the circumference of a circle.			
I can recall volume formulas of basic 3D solids (prisms, pyramids, cones).	I can calculate volumes of basic 3D solids (prisms, pyramids, cones).	I can explain volume formulas of basic 3D solids and use them to solve problems [STEAM 1, 2, 4].	I can apply concepts of density and displacement based on area and volume in modeling situations.	
I can recognize a conic section as a circle based on an equation.	I can compare circles based on their equations.	I can write the equation of a circle centered at the origin given the radius [STEAM 1].	I can write the equation of a circle not centered at the origin given the radius or graph of the circle.	
			I can write equations of conic sections, given key characteristics or a graph.	
		I can graph a circle given the center and the radius in coordinate plane [STEAM 1].	I can use the center and radius to graph the circle in the coordinate plane.	
			I can graph the conic sections given key characteristics and equations.	

A successful student can demonstrate understanding of similarity and trigonometric ratios by constructing and explaining to validate geometric concepts and apply in a real-world context.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can define and identify dilations.	I can compare and contrast dilations with rigid transformations.	I can use geometric constructions to verify the properties of dilations given a center and scale factor [STEAM 1].		G.SRT.1, G.SRT.2, G.SRT.3, G.SRT.4, G.SRT.5, G.SRT.6, G.SRT.7, G.SRT.8, G.SRT.9, G.C.1
	I can recognize transformations as functions and describe the effects of dilations on two-dimensional figures.			
I can recognize similarity in two geometric figures, including the similarity of all circles.	I can understand the meaning of similarity of 2-Dimensional figures as the equality of corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	I can describe a sequence of transformations that exhibits the similarity between two similar figures [STEAM 2, 4].		
		I can construct arguments about triangles using the concept of similarity [STEAM 2, 4].		
		I can use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. [STEAM 4]		
I can identify the parts of a right triangle.	I can identify the relationships between the legs of a right triangle and the non-right angles.	I can use basic trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems [STEAM 4].	I can use the Law of Sines and Law of Cosines to solve any triangle.	
I can recall the trigonometric ratios in relationship to the sides and angles of a right triangle.	I can explain and use the relationships between the sine and cosine of complementary angles.			

MATHEMATICS PERFORMANCE-BASED ASSESSMENT

A successful student can summarize,model, interpret, and predict data using different representations to make informed, justifiable decisions.

Mathematics

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify different data set representations (dot plots, histograms, frequency tables, and box plots).	I can construct and use statistics, in different representations, in data sets to compare the data and the spread.	I can interpret differences in shape, center, and spread in the context of data sets, accounting for possible outliers.[STEAM 3]	I can evaluate/explain reports based on data.	S.ID.1, S.ID.2, S.ID.4, S.ID.6
		I can interpret the slope and intercept of a linear model in the context of data. [STEAM 3]	I can make informed decisions in a real world context based on data.	

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 9th -10th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grades 11 and 12.

Mathematics	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can echo read a numerical math problem to approximate the model reader in accuracy.	A successful level 2 EL student can read decodable word problems while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	A successful level 4 EL student can read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self-correction.	EL.RF.11-12.4
A successful level 1 EL student can point to a picture and/or a single word in response to a direct text-dependent question.	A successful level 2 EL student can highlight key information in the text to direct text-dependent questions.	A successful level 3 EL student can cite textual evidence in response to an explicit text-dependent question.	A successful level 4 EL student can cite textual evidence in response to explicit or implicit text-dependent questions.	EL.R.11-12.1
A successful level 1 EL student can identify various components of the word problem and utilize them to solve the problem.	A successful level 2 EL student can produce a single word or phrase to explain an important component of the word problem after listening to text.	A successful level 3 EL student can produce complete sentences to explain the purpose or argument when solving a system of equations.	A successful level 4 EL student can present the fundamental purpose, arguments, or premises that are important for one to understand after repeated interaction with mathematical practices.	EL.R.11-12.8
A successful level 1 EL student can offer single-word responses that can indicate agreement or disagreement (yes/no), draw, and/or point to pictures.	A successful level 2 EL student can use mathematical vocabulary words from text to better comprehend the text and write about it.	A successful level 3 EL student can use knowledge about mathematical language to comprehend basic story problems and expressions.	A successful level 4 EL student can use knowledge about mathematical language and how it functions to better comprehend story problems and expressions.	EL.R.11-12.10

EL MATHEMATICS PERFORMANCE-BASED ASSESSMENT

Mathematics	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can use context clues or reference material (mathematical dictionary) to understand words.	A successful level 2 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning. the text and write about it.	A successful level 3 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning of a word or phrase.	A successful level 4 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning, part of speech or etymology of the word or phrase.	EL.R.11-12.11
A successful level 1 EL student can point to a picture or sight word in a simple story problem.	A successful level 2 EL student can read simple paragraphs and story problems.	A successful level 3 EL student can use reading strategies, modified text to read appropriate nonfiction.	A successful level 4 EL student can read and comprehend appropriate nonfiction at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 11-12.	EL.R.11-12.13
A successful level 1 EL student can produce writing that consists of copied text or simple words about mathematical topics with a lot of support and scaffolding.	A successful level 2 EL student can produce writing that shows some organization with regard to task and audience.	A successful level 3 EL student can produce writing that begins to develop an idea with organization included that is relevant to the task and audience.	A successful level 4 EL student can produce organized writing that develops an idea, and is appropriate for task and purpose.	EL.W.11-12.4
A successful level 1 EL student can draw or illustrate to express thoughts. Copy and/or write words/ phrases for a purpose over short time frames. Invented spelling may be used.	A successful level 2 EL student can demonstrate ability to use written expression through simple sentences. A mix of words and drawings or illustrations may be used.	A successful level 3 EL student can write complete sentences to form a paragraph for a discipline-specific task and audience over an extended time frame.	A successful level 4 EL student can write well-organized cohesive paragraphs appropriate to task, purpose and audience.	EL.W.11-12.12
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement (yes/no).	A successful level 2 EL student can respond in simple sentences when addressed and show engagement even with limited participation. Follow the rules of discussion.	A successful level 3 EL student can participate in the discussion by exchanging ideas and comments and responding to and/or asking questions.	A successful level 4 EL student can follow the format of the discussion and participate in conversations through multiple exchanges building on others' ideas or expressing their own.	EL.SL.11-12.1

Mathematics	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can engage with media to comprehend a topic through pictures.	A successful level 2 EL student can engage with the media to learn information about a topic. Express facts learned in a few words and/or simple sentences.	A successful level 3 EL student can combine multiple sources of information.	A successful level 4 EL student can combine multiple sources and formats of information to make decisions and solve problems. Know to utilize credible sources and data.	EL.SL.11-12.2
A successful level 1 EL student can provide a basic written, drawn, or spoken explanation about the speaker's topic.	A successful level 2 EL student can identify the speaker's main point of view or emphasis.	A successful level 3 EL student can identify the speaker's main point of view and emphasis and some contextual math words used.	A successful level 4 EL student can identify the speaker's point of view, reasoning and evidence, contextual math words, point of emphasis and ask questions around the speaker's reasoning.	EL.SL.11-12.3
A successful level 1 EL student can draw a picture or provide a basic description of a story problem or mathematical expression.	A successful level 2 EL student can produce reasoning around how to solve a story problem or mathematical expression.	A successful level 3 EL student can present information from one point of view supported with clear evidence.	A successful level 4 EL student can present information that supports evidence and that is clear and appropriate to purpose.	EL.SL.11-12.4
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures within a graphic organizer. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire and produce high-frequency math words.	A successful level 3 EL student can acquire and produce grade-appropriate academic and domain-specific words and phrases.	A successful level 4 EL student can acquire and use grade-appropriate general academic and domain-specific words and phrases accurately. Demonstrate independence in gathering vocabulary knowledge.	EL.SL.11-12.8

Science

Physical Science

A successful student can apply atomic-level knowledge of the structure and properties of matter to predict and investigate the outcomes of chemical reactions in terms of both matter and energy.

Science Physical Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the different types of subatomic particles. I can describe chemical and atomic properties.	I can predict chemical and atomic properties using the periodic table.	I can explain chemical and atomic properties by examining the relative placement of elements on the periodic table.	I can predict how elements will react with one another given their placement on the periodic table.	***HS-PS1-1***, HS-PS1-3, ***HS-PS1-8***, HS-PS2-6, HS-PS-1-2, ***HS-PS-1-4***, ***HS-PS-1-5***, ***HS-PS-1-6***, HS-PS-1-7 Italicized standards are considered extended standards within the competency.
I can identify the forces between particles that hold substances together.	I can measure or record different bulk properties of matter and its physical changes.	I can investigate different bulk properties of matter and its physical changes [STEAM 4].	I can investigate and evaluate different bulk properties of matter and its physical changes in a real-world application.	
I can describe molecular properties of designed materials.	I can communicate the function of a designed material based upon its molecular properties.	I can evaluate the function of a designed material based upon its molecular properties [STEAM 4].	I can propose the use of a material to solve a real-world problem based on that material's molecular properties.	
I can describe the chemical properties that can change during a chemical reaction. I can identify changes in chemical reaction rates.	I can use evidence to explain changes in chemical reaction rates.	I can collect and use evidence to explain changes in chemical reaction rates [STEAM 2].	I can conduct a chemical reaction in which I am able to control the reaction rate by manipulating multiple variables within the reaction.	
I can recognize that mass is conserved during chemical reactions.	I can use mathematical representations to support an argument for the conservation of mass in a chemical reaction.	I can use evidence and mathematical representations to support an argument for the conservation of mass in a chemical reaction [STEAM 1 and 2].	I can plan, conduct, and communicate the results of a chemical reaction that supports that mass is conserved during a chemical reaction.	

GRADE BAND
9-12

A successful student can describe the relationships among forces and motion to predict and investigate interactions between objects within systems of objects.

Science — Physical Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall Newton's second law of motion. I can use Newton's second law of motion to describe force and motion.	I can compare the effects of forces on an object's motion.	I can analyze evidence that supports Newton's second law of motion [STEAM 2)	I can apply Newton's second law of motion to a real-world situation to solve a problem.	HS-PS2-1, ***HS-PS2-2***, HS-PS2-3, ***HS-PS2-4***, HS-PS2-5 Italicized standards are considered extended standards within the competency.
I can explain the concept of conservation of momentum.	I can use a mathematical representation to support the claim there is conservation of momentum in a system.	I can use mathematical representations to explain the conservation of momentum. [STEAM 1].	I can plan, conduct, and communicate the results of an experiment that illustrates conservation of momentum, including graphical representations of the results.	
I can describe forces that act at a distance.	I can predict forces that act at a distance.	I can use mathematical representations to describe and predict forces that act at a distance [STEAM 1].	I can design and use a model and mathematical representations to describe and predict forces that act at a distance in everyday life.	

SCIENCE PERFORMANCE-BASED ASSESSMENT

A successful student can apply knowledge of energy transfer, transformation, and conservation to evaluate and question energy use and consumption on Earth; examine waves and electromagnetic radiation as a method of sending and storing information in the 21st century to ask questions about methods of communication.

Science Physical Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use objects' positions and motions to describe their energy.	I can use the position and motion of objects to develop and use models that illustrate changes in energy.	I can use the position and motion of objects to develop and use models that explain the changes in energy [STEAM 1].	I can apply my knowledge of energy change due to an object's' position and motion to a real-world scenario.	HS-PS3-1, HS-PS3-2, HS-PS3-3, ***HS-PS3-4***, ***HS-PS3-5***, HS-PS4-1, HS-PS4-2, HS-PS4-3, ***HS-PS4-4***, HS-PS4-5 Italicized standards are considered extended standards within the competency.
I can describe the various ways in which energy can be converted from one form to another.	I can describe a design that involves the conversion of energy.	I can refine a design that involves the conversion of energy [STEAM 4].	I can refine a design that involves multiple conversions of energy.	
I can describe how waves behave in different media.	I can use mathematical representations to explain how waves behave in different media.	I can use mathematical representations and models to explain how waves behave in different media [STEAM 1].	I can plan and conduct an investigation that allows me to collect data on how waves behave in different media.	
I can identify the advantages of using digital information over analog.	I can evaluate questions about the advantages of using digital information over analog.	I can evaluate questions and data about the advantages of using digital information over analog [STEAM 3 and 4].	I can formulate my own opinion about the use of digital and/or analog information and express my opinion clearly and respectfully to others.	

Engineering Design

A successful student can use engineering design by defining and analyzing problems to develop and optimize solutions to relevant problems in physical, life, and Earth and space science.

Science Engineering Design

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify that engineering problems can be broken down into smaller problems.	I can design solutions to smaller problems in the context of larger problems.	I can evaluate solutions to smaller problems in the context of a larger problem [STEAM 3 and 4].	I can design, evaluate, and implement solutions to smaller problems in the context of a larger problem.	*HS-ETS1-1*, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4 Italicized standards are considered extended standards within the competency.
I can identify the needs and trade-offs of an engineering design.	I can prioritize the needs and trade-offs of an engineering design.	I can use prioritized needs and trade-offs of an engineering design to evaluate a solution to a complex real-world problem [STEAM 3 and 4].	I can use prioritized needs and trade-offs of an engineering design to optimize a solution to a complex real-world problem.	
I can identify the most appropriate solution to a design problem.	I can use models to explain the most appropriate solution to a design problem.	I can evaluate models to argue for the most appropriate solution to a design problem [STEAM 1 and 3].	I can design, refine, and use models to effectively argue for the most appropriate solution to a design problem.	

Life Science

A successful student can articulate how atomic- and molecular-level structures fuel chemical reactions that support and maintain life within an organism to justify how organisms live and grow; explain, using evidence, the interaction of living and nonliving components in an environment by examining the living and nonliving components responsible for matter cycling to predict humans' effects on matter cycling or to formulate conclusions about the importance of relationships in maintaining stable ecosystems.

Science Life Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can describe the structure and basic function of DNA.	I can describe how DNA sequences relate to specialized cell functions.	I can use evidence to explain how DNA sequences relate to specialized cell functions [STEAM 2].	I can collect evidence to explain how DNA sequences relate to specialized cell functions.	HS-LS1-1, ***HS-LS1-2***, HS-LS1-3, HS-LS1-5, HS-LS1-6, ***HS-LS1-7***, HS-LS2-3, HS-LS2-4, ***HS-LS2-5***, HS-LS2-1, HS-LS2-2, HS-LS2-6, HS-LS2-7, ***HS-LS2-8***, HS-LS4-6 Italicized standards are considered extended standards within the competency.
I can describe the transformation in plants of light into chemical energy.	I can use models to explain the transformation in plants of light into chemical energy.	I can use models and data to explain the transformation in plants of light into chemical energy [STEAM 1 and 3].	I can use models and data to describe the relationship between photosynthesis and cellular respiration and explain their roles in sustaining life on Earth.	
I can describe how matter and energy found in food molecules are used in organisms.	I can use models to explain how matter and energy found in food molecules are used in organisms.	I can evaluate models that explain how matter and energy found in food molecules are used in organisms [STEAM 1 and 3].		
I can define biodiversity. I can recall the factors that affect biodiversity and ecosystem populations.	I can describe factors affecting biodiversity and ecosystem populations.	I can use mathematical representations to explain factors affecting biodiversity and ecosystem populations [STEAM 1].	I can analyze data and use mathematical representations to explain factors affecting biodiversity and ecosystem populations.	
I can identify physical or biological changes that affect ecosystem conditions and stability.	I can use models to illustrate complex physical or biological changes that affect ecosystem conditions and stability.	I can evaluate evidence of complex physical or biological changes that affect ecosystem conditions and stability [STEAM 2 and 3].	I can gather and evaluate evidence of complex physical or biological changes that affect ecosystem conditions and stability.	
I can identify the impacts humans have on the environment and biodiversity.	I can identify a design that minimizes human impacts on the environment and biodiversity.	I can evaluate designs that minimize human impacts on the environment and biodiversity [STEAM 4].	I can design a solution to a local problem where humans impact the environment and biodiversity.	

A successful student can outline how genetic traits are inherited and how genetic variation is affected to apply these tenets to genetic diversity amongst a population and make informed decisions about the maintenance of genetic diversity of the species on Earth.

Science Life Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can describe the processes of cellular division.	I can recognize differences in the complexity of organisms caused by cellular divisions.	I can use models to explain differences in the complexity of organisms caused by cellular divisions [STEAM 1].	I can use models and data to explain differences in the complexity of organisms caused by cellular divisions.	HS-LS1-4, HS-LS3-1, HS-LS3-2, HS-LS3-3, HS-LS4-1, HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5
I can define genetic variation.	I can make a claim about the causes of inheritable genetic variation.	I can use evidence to make and defend a claim about the causes of inheritable genetic variation [STEAM 2].	I can use evidence and models to make and defend a claim about the causes of inheritable genetic variation.	
I can describe genetic variation within the individuals of a population.	I can use DNA data to describe genetic variation in individuals and in populations.	I can use DNA data to defend a claim with evidence for the cause of genetic variation in individuals and in populations [STEAM 2 and 3].	I can use DNA data to evaluate evidence for the cause of genetic variation in individuals and in populations.	
I can define Natural Selection, Genetic Drift, Mutations, and Gene Flow as evolutionary processes.	I can describe ecological and genetic factors related to evolutionary processes.	I can use evidence to explain that ecological and genetic factors result in evolutionary processes [STEAM 2].	I can evaluate evidence for ecological and genetic factors that result in evolutionary processes.	
I can recall the process of natural selection.	I can describe the adaptation of populations through natural selection.	I can use evidence to support the adaptation of populations through natural selection [STEAM 2].	I can use models and evidence to support the adaptation of populations through natural selection.	

Earth and Space Science

A successful student can pose and evaluate arguments to explain phenomena in the universe, processes/life cycles in stars, and the predictable patterns of movement of solar system objects.

Science Earth and Space Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the relationship between star properties and released energy.	I can develop a model to explain the relationship between star properties and released energy.	I can use evidence and models to explain the relationship between star properties and released energy.	I can apply my knowledge of the relationship between star properties and released energy to draw conclusions about the current and future state of our Sun.	HS-ESS1-1, HS-ESS1-2, *HS-ESS1-3*, HS-ESS1-4 Italicized standards are considered extended standards within the competency.
I can summarize the big bang theory.	I can use astronomical evidence to support the big bang theory.	I can synthesize astronomical evidence to support the big bang theory.	I can use models to explain the big bang theory.	
I can describe the present orbital motions of objects in the Solar System.	I can use mathematical representations to predict orbital motions of objects in the Solar System.	I can use mathematical representations and models to explain predictions of orbital motions of objects in the Solar System.	I can draw conclusions about how the orbital motions of objects in the Solar System affect the Earth and life on Earth.	

GRADE BAND
9-12

A successful student can communicate how the Earth's materials, features, and processes have changed over time to describe and predict the effect of human activity and use of natural resources on weather regulation, Earth systems, and climate.

Science Earth and Space Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recall the Theory of Plate Tectonics.	I can use tectonic-plate movements to describe the relative ages of different materials on Earth.	I can use tectonic-plate movements to evaluate evidence for the ages of different materials on Earth.	I can use tectonic-plate movements and models to evaluate evidence for the ages of different materials on Earth.	HS-ESS1-5, HS-ESS1-6, ***HS-ESS2-1***, HS-ESS2-2, ***HS-ESS2-3***, HS-ESS2-5, HS-ESS2-6, HS-ESS2-7, HS-ESS2-4, HS-ESS2-5, HS-ESS3-1, ***HS-ESS3-2***, HS-ESS3-3, HS-ESS3-4, HS-ESS3-5, HS-ESS3-6 Italicized standards are considered extended standards within the competency.
I can identify physical processes on Earth's surface and within Earth that shape the Earth's features over time and space.	I can describe how physical processes on Earth's surface and within Earth shape Earth's features over time and space.	I can use models to explain how physical processes on Earth's surface and within Earth shape Earth's features over time and space.	I can use models and data to explain how physical processes on Earth's surface and within Earth shape Earth's features over time and space.	
I can define a feedback cycle.	I can identify a feedback cycle in Earth's systems.	I can analyze data to claim that Earth's systems are connected through feedback cycles.	I can analyze data to support an argument that Earth's systems are connected through feedback cycles.	
I can describe the steps in the water cycle.	I can describe the effects of the water cycle on Earth's systems.	I can plan an investigation of the effects of the water cycle on Earth's systems.	I can use data from my planned investigation to evaluate and model the effects of the water cycle on Earth's systems.	
I can describe the effects of natural resources or natural hazards on human activity.	I can use evidence to explain the effects of natural resources or natural hazards on human activity.	I can use evidence and models to explain the effects of natural resources or natural hazards on human activity.	I can design, refine, and implement a solution that is designed to reduce impacts on natural systems locally.	
I can describe a solution that reduces human impacts on natural systems.	I can evaluate a solution that is designed to reduce impacts on natural systems.	I can refine a solution that is designed to reduce impacts on natural systems.		

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 9th -10th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grades 11 and 12.

Science	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can echo read a numerical math problem to approximate the model reader in accuracy.	A successful level 2 EL student can read decodable word problems while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	A successful level 4 EL student can read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self-correction.	EL.RF.11-12.4
A successful level 1 EL student can point to a picture and/or a single word in response to a direct text-dependent question.	A successful level 2 EL student can highlight key information in the text to direct text-dependent questions.	A successful level 3 EL student can cite textual evidence in response to an explicit text-dependent question.	A successful level 4 EL student can cite textual evidence in response to explicit or implicit text-dependent questions.	EL.R.11-12.1
A successful level 1 EL student can identify various text features and utilize them to comprehend text.	A successful level 2 EL student can produce a single word or phrase to explain an important concept found in text.	A successful level 3 EL student can produce complete sentences to explain the purpose or argument when explaining scientific content and phenomena.	A successful level 4 EL student can present the fundamental purpose, arguments, or premises that are important for one to understand after repeated interaction with scientific content and phenomena.	EL.R.11-12.8

Science	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can offer single-word responses that can indicate agreement or disagreement (yes/no), draw, and/or point to pictures.	A successful level 2 EL student can use content vocabulary words from text to better comprehend the text and write about it.	A successful level 3 EL student can use knowledge about content language to comprehend basic scientific content and phenomena.	A successful level 4 EL student can use knowledge about content language and how it functions to better comprehend scientific content and phenomena.	EL.R.11-12.10
A successful level 1 EL student can use context clues or reference material to understand science vocabulary.	A successful level 2 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning. the text and write about it.	A successful level 3 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning of a word or phrase.	A successful level 4 EL student can determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning, part of speech or etymology of the word or phrase.	EL.R.11-12.11
A successful level 1 EL student can point to a picture or sight word in a simple paragraph.	A successful level 2 EL student can read simple paragraphs.	A successful level 3 EL student can use reading strategies, modified text to read appropriate nonfiction.	A successful level 4 EL student can read and comprehend appropriate nonfiction at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 11-12.	EL.R.11-12.13
A successful level 1 EL student can produce writing that consists of copied text or simple words about science topics with a lot of support and scaffolding.	A successful level 2 EL student can produce writing that shows some organization with regard to task and audience.	A successful level 3 EL student can produce writing that begins to develop an idea with organization included that is relevant to the task and audience.	A successful level 4 EL student can produce organized writing that develops an idea, and is appropriate for task and purpose.	EL.W.11-12.4
A successful level 1 EL student can draw or illustrate to express thoughts. Copy and/or write words/phrases for a purpose over short time frames. Invented spelling may be used.	A successful level 2 EL student can demonstrate ability to use written expression through simple sentences. A mix of words and drawings or illustrations may be used.	A successful level 3 EL student can write complete sentences to form a paragraph for a discipline-specific task and audience over an extended time frame.	A successful level 4 EL student can write well-organized cohesive paragraphs appropriate to task, purpose and audience.	EL.W.11-12.12
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement (yes/no).	A successful level 2 EL student can respond in simple sentences when addressed and show engagement even with limited participation. Follow the rules of discussion.	A successful level 3 EL student can participate in the discussion by exchanging ideas and comments and responding to and/or asking questions.	A successful level 4 EL student can follow the format of the discussion and participate in conversations through multiple exchanges building on others' ideas or expressing their own.	EL.SL.11-12.1

Science	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can engage with media to comprehend a topic through pictures.	A successful level 2 EL student can engage with the media to learn information about a topic. Express facts learned in a few words and/or simple sentences.	A successful level 3 EL student can combine multiple sources of information.	A successful level 4 EL student can combine multiple sources and formats of information to make decisions and solve problems. Know to utilize credible sources and data.	EL.SL.11-12.2
A successful level 1 EL student can provide a basic written, drawn, or spoken explanation about the speaker's topic.	A successful level 2 EL student can identify the speaker's main point of view or emphasis.	A successful level 3 EL student can identify the speaker's main point of view and emphasis and some contextual science words used.	A successful level 4 EL student can identify the speaker's point of view, reasoning and evidence, contextual science words, point of emphasis and ask questions around the speaker's reasoning.	EL.SL.11-12.3
A successful level 1 EL student can draw a picture or provide a basic description of a scientific text.	A successful level 2 EL student can produce reasoning around a scientific concept or phenomenon.	A successful level 3 EL student can present information from one point of view supported with clear evidence.	A successful level 4 EL student can present information that supports evidence and that is clear and appropriate to purpose.	EL.SL.11-12.4
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures within a graphic organizer. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire and produce high-frequency science vocabulary.	A successful level 3 EL student can acquire and produce grade-appropriate academic and domain-specific words and phrases.	A successful level 4 EL student can acquire and use grade-appropriate general academic and domain-specific words and phrases accurately. Demonstrate independence in gathering vocabulary knowledge.	EL.SL.11-12.8

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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	By effectively utilizing literature, history, art and various humanities I can ...			
Communicating Effectively and Appropriately The successful student can effectively and appropriately communicate their beliefs, ideas, and emotions to different audiences in a number of ways.	• Pose and accurately respond to questions from maps, models, and diagrams.	• Pose and accurately respond to questions using maps, models and diagrams, including use of scale, graphs and tables.	• Represent information using maps, models and diagrams, including use of scale, graphs and tables.	• Evaluate and represent information using maps, models and diagrams, including use of scale, graphs and tables based on the needs of a specific audience.
	• Pose and accurately respond to basic questions from information/facts about history, art, literature, music, and social studies.	• Pose and accurately respond to multi-part questions with an explanation of my thinking.	• Pose and accurately respond to sophisticated questions which require the application of concepts/big ideas about history, art, literature, music, and social studies to a more universal setting in relation to my own belief, ideas, and emotions.	• Design effective communication strategies that convey information, as well as my own beliefs, ideas, and emotions about history, art, literature, music, and social studies based on the audience.
	• Identify the task and audience for whom I am writing and/or presenting.	• Determine information, beliefs, ideas, and emotions that will appeal to the given audience and are appropriate to effectively complete the task.	• Create effective communication that conveys information, ideas, beliefs, and emotions in two or more formats.	• Evaluate the effectiveness of communication strategies used to convey information, ideas, beliefs, and emotions according to the task and audience.
	• Retell a story using speech and/or writing.	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	• Select precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to tailor the narrative to a given audience.	• Provide a conclusion that follows from and reflects on the beliefs, ideas, and emotions from what is experienced, observed, or resolved over the course of the narrative.
	• Make an oral presentation that provides basic facts and information about a given topic or concept.	• Make an oral presentation on how the facts support specific concepts or big ideas of history, art, literature, music, and social studies.	• Create an oral presentation that demonstrates different ways facts might be interpreted to build meaning around the concepts of history, art, literature, music, and social studies and that conveys my own beliefs, ideas, and emotions regarding the given concepts.	• Create an oral presentation that demonstrates different ways facts might be interpreted to build meaning around the concepts of history, art, literature, music, and social studies based on the beliefs and emotions of a given audience.

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	By effectively utilizing literature, history, art and various humanities I can ...			
Supporting a Claim with Evidence The successful student can comprehend, critique, and analyze literature, history, art, and the humanities and make a claim and support the claim with evidence and argument.	• Provide a concluding statement or section that follows from and supports the argument presented.	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	• Gain facts and information from texts about literature, history, art, and the humanities..	• Construct meaning and understanding of specific texts about literature, history, art, and the humanities.	• Construct meaning and understanding by recognizing the different cultural, social, political, etc. • contexts through which it is created.	• Create meaning and understanding by recognizing the different cultural, social, political, etc. • contexts through which it is created and how and to whom it is disseminated.
	• Recognize components of literature, history, art, and humanities.	• Comprehend the components and vocabulary of literature, history, art, and humanities to gather information around the topic.	• Comprehend the components of literature, history, art, and humanities to apply critical thinking and meta-cognitive practices to construct meaning.	• Use my understandings to create a framework for analyzing and critiquing literature, history, art, and humanities using critical thinking, meta-cognition, and other strategies.
	• Recognize and analyze particular key works of art (literature, music, visual arts, and other mediums) from Western traditions.	• Identify ways in which individual artists and specific works of art and other mediums to reflect and critique the cultures from which they emerge.	• Develop a broad grasp of the genres and styles used in modern art, literature and other mediums.	• Articulate personal sensibilities of taste, and be aware of the diverse cultural responses and approaches that exist between people and the arts.
	• Recognize ways in which individual beliefs and values impact the creator.	• Identify bias and ways in which the beliefs, values, and experiences impact the creator.	• Analyze ways in which individual experience, personality, beliefs, values, concepts of personal freedom and responsibility, impact the creator and the critique.	• Draw conclusions about the ways in which individual experiences, personality, beliefs, values, concepts of personal freedom and responsibility, impact the creator and the critique.

Humanities

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Thinking Critically

The successful student can apply empathy, creativity, critical thinking, and problem solving skills to contemporary social issues using past learning, literacy practices, multiple perspectives, and metacognitive strategies.

By effectively utilizing literature, history, art and various humanities I can ...

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
• Identify the four main points of research (the various Whos, Whens, Wheres, and Whats) of a topic to start my investigation and transition to thinking critically.	• Connect the main points of research (the various Whos, Whens, Wheres, and Whats) of a topic and express 'Why' this topic matters in context.	• Creatively display the information (Whos, Whens, Wheres, Whats, and Why it matters) and showcase multiple connections of how events/topics preceded this event, how this event affected events afterwards.	• Continually incorporate new evidence, recent findings, critiques, feedback, and growth principles to objectively inform myself and others.
• Define at least half of the following terms: personalities, beliefs, values, ethics, socio-economic status, consequences, freedoms, and responsibilities.	• Define all of the terms from Level 1 and show comprehension of those terms.	• Empathize and explain how individual experiences, personalities, beliefs, values, ethics, socio-economic statuses, consequences, and concepts of personal freedom and responsibility have direct and indirect impact on individuals and groups.	• Continue developing empathetic connections for predicting and hypothesizing potential social issues in the future based on evidence, credible resources, and previous causes and effects.
• Identify at least one example of how an individual or group's personalities, beliefs, values, ethics, socio-economic status, freedoms, and responsibilities affect a social issue or problem.	• Identify two or more examples of how an individual or group's personalities, beliefs, values, ethics, socio-economic status, freedoms, and responsibilities affect a social issue or problem.		
• Define the term 'social issue' and provide at least one example of a social issue or problem at any point in time.	• Utilize at least two credible resources to gather and organize various strategies that have been used by others (leaders, groups, peers) to solve a problem or social issue at any level.	• Showcase metacognitive strategies to engage and empathize in a social issue or problem and propose at least one viable solution.	• Continue growing metacognitive strategies for empathizing, listening, and proposing constructive ways to solve various problems of the past, present, and future.
• Identify a problem and state at least one solution that was attempted by others to solve the problem.			

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	By effectively utilizing literature, history, art and various humanities I can ...			
Building Meaning The successful student can build meaning from life and literacy experiences and work with others to support positions or propose solutions to cultural dilemmas.	• Recognize the choices, consequences, causes and effects from personal and literacy experiences.	• Explain how choices, consequences, causes, and effects from personal and literacy experiences affect the positions I support or oppose.	• Discuss how choices, consequences, causes, and effects from personal and literacy experiences affect the positions I support or oppose.	• Discuss how choices, consequences, causes, and effects from personal and literacy experiences affect the positions I take and the solutions I propose.
	• Recognize ways in which individual beliefs and values impact culture.	• Recognize bias and ways in which the beliefs, values, and experiences impact the culture.	• Analyze ways in which individual experiences, personality, beliefs, values, concepts of personal freedom and responsibility, impact the cultural dilemma.	• Draw conclusions about the ways in which individual experience, personality, beliefs, values, concepts of personal freedom and responsibility, impact the cultural dilemma and possible solutions.
	• Figure out the central idea and the meaning of words and phrases as they are used in context.	• Identify a theme its development, and figure out the connotative meanings of words and phrases as they are used in the context.	• Gather relevant information from life, history, literature, art, music and the humanities to propose solutions to cultural dilemmas.	• Determine the importance and value of information, experiences, history, art, music and the humanities as it applies to solving cultural dilemmas.
	• Recognize life experiences from literature, history, art, and the humanities.	• Recognize life experiences from literature, history, art, and the humanities and use it to solve problems.	• Work cooperatively with other to recognize life experiences from literature, history, art and the humanities.	• Solve problems by recognizing life experiences from literature, history, art and the humanities.
	• Gain facts and information about literature, history, art and the humanities.	• Construct meaning and understanding from texts, literature, history, art and the humanities on cultural dilemmas.	• Recognize the different cultural, social, political, etc., contexts through which the text, literature, history, art and music was created.	• Construct meaning and understanding by recognizing the different cultural, social, political, etc., contexts through which it is created and how and to whom it is disseminated.

GRADE BAND
9-12

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	By effectively utilizing literature, history, art and various humanities I can ...			
Life Experiences and Decision Making The successful student can apply their life experiences, knowledge and skills to make individual decisions or to participate in group decision-making that is intended to improve their lives and the lives of others.	• Apply life experiences, knowledge and skills to the decision-making process.	• Integrate my life experiences, knowledge and skills, and those of others, to make an individual or group decision.	• Apply and connect my life experiences, knowledge, skills and those of others, in a relatable context and generate solutions that benefit the whole.	• Apply and connect my life experiences, knowledge, and skills with those of others in a relatable context and generate solutions that benefit the whole, recognizing bias and analyzing how life experiences impact decision making and leadership.
	• Think critically about an event or information in order to understand it.	• Think critically about an event or information in order to take relevant action.	• Empathize with the life experience and knowledge of others and integrate that with my own to make an informed decision and take relevant action.	• Incorporate information gained from my life experiences, knowledge, and that of others in order to make a decision and take relevant action that benefits the whole.
	• Recognize issues of equality, justice, and responsibility.	• Look at issues of equality, justice, and responsibility from multiple perspectives.	• Use my understanding of the components of literature, history, art, and humanities to apply critical thinking and meta-cognitive practices to construct meaning around decision making and leadership.	• Create and carry out a well-substantiated plan to address issues of equality, justice, and responsibility after examining the issues from multiple perspectives.
	• Understand that individual life experience and knowledge plays a role in individual and group decision-making.	• Use my understanding of the components of literature, history, art, and humanities to apply critical thinking around decision making and leadership.	• Construct meaning about leadership and decision making from literature, history, art and the humanities an use that understanding to create sound decision making models.	• Use my understanding of the components of literature, history, art, and humanities to apply critical thinking and meta-cognitive practices to construct meaning around decision making and leadership.
	• Describe expectations for civil and democratic discussion and decision-making.	• Recognize that issues generate alternative and opposing perspectives.	• Understand opposing positions on issues and evaluate the use of evidence of rhetoric.	• Understand opposing positions on issues, even when it contradicts my personal point of view, because I understand that I am learning how to think in different ways.

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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Construct and Utilize Models A student can construct, manipulate, and use models and/or artifacts by using the appropriate tools to understand, refine, solve, and evaluate problems and/or solutions.	I can use a provided model to make sense of a problem and/or to find a solution.	I can determine which model is best suited for making sense of a problem and/or finding a solution.	I can manipulate a model to make it useful for the solving of new and unique problems.	I can create a new model based on data collected through individual investigation and inquiry.
	I can identify key aspects of a model.	I can manipulate the key aspects of multiple models to see how different variables affect outcomes.	I can analyze multiple models to determine which is best suited for a specific purpose and/or to solve a problem.	
	I can use a simple, partial model based on observations or prior knowledge to describe a phenomenon or to design a solution.	I can use a simple, partial model based on observations or prior knowledge to describe a phenomenon or to design a solution AND recognize the limitations of a model.	I can refine an existing model to make it more accurate for my specific context.	
	I can identify/select a simple model (with possible flaws) that is able to showcase data.	I can list different options for mostly complete models with minor errors to showcase data.	I can create a model using provided data and existing model structures.	
Computer Science	I can identify necessary considerations for modeling computer science systems or problems.	I can describe some aspects of a model developed for an existing system.	I can create a model of an existing system or problem using available computer science modeling tools	

GRADE BAND
9-12

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication and Collaboration A successful student can engage in collaborative discourse by constructing clear communication and/or arguments related to the subject matter to convey findings and present understandings with evidence.	I can identify methods for producing clear, reasoned, and coherent written and visual communication.	I can examine methods for producing clear, reasoned, and coherent written and visual communication that are appropriate to task, purpose, and audience.	I can apply techniques for ensuring clarity, logic, and coherence to edit written and visual communications.	I can compose clear and coherent written documents and visuals that are adapted to the audience needs in both formal and informal settings for a specific or novel situation.
			I can compose clear and coherent written documents appropriate for task, purpose, and audience.	
	I can list ideas and/or perspectives related to the topic for further discussion.	I can generate hypotheses or conjectures based on observations/data/evidence to share with my peers.	I can engage in evidence-based discussions with my peers to identify and/or solve a problem.	I can collaborate with my peers to create a presentation that proposes an evidence-based solution to a real-world problem.
	I can identify a problem which requires collaboration to be solved.	I can locate evidence that is relevant to the problem I am trying to solve with my peers.		
		I can recognize differing opinions in a discussion with my peers.	I can analyze arguments to find their similarities and/or differences.	
	I can determine the main argument of a text.	I can create an argument based on presented findings/data.	I can effectively support an argument with valid and reliable evidence collected by myself or others.	I can analyze the validity and reliability of my peers' arguments based on the evidence presented.
	I can recognize when collaborative work would be beneficial to solve a problem.	I can organize a group with the intent to solve a complex problem.	I can work collaboratively with my peers to solve a complex problem.	I can work collaboratively with my peers to solve a real-world relevant problem of our choosing.

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyzing and Interpreting Data A successful student can analyze and interpret data by critically reviewing and evaluating information and making use of structures to generate new findings that can be communicated within and outside of their discipline.	I can classify the types of information (e.g., data, research, procedures, regulations, etc.) and resources (e.g., human, financial, technology, time, etc.) that may be used to make workplace and community decisions.	I can analyze workplace and community decisions and assess the information and resources used to make those decisions.	I can synthesize information and resources regarding decisions made in the workplace and community to determine why those decisions were made.	I can synthesize information and resources and apply those findings to workplace and community situations in order to make positive decisions.
	I can choose resources that support my topic of inquiry.	I can identify bias within a source.	I can assess the validity and reliability of data and information by evaluating its source, publisher, and print date.	I can integrate multiple valid and reliable sources into my findings.
	I can identify relevant data selections from various representations.	I can summarize multiple data selections from various representations.	I can use information from data selections to draw conclusions about a problem or topic.	I can synthesize my conclusions to present a new finding or my own ideas about a topic or problem.
			I can analyze multiple data selections from various representations.	

GRADE BAND
9-12

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Problem Solving and Application A successful student can persevere in solving problems by making sense of, and defining, problems and asking questions to apply learning through the planning and carrying out of investigations or inquiries.	I can identify opportunities to apply technical concepts to solve problems in the community	I can assess community problems and identify the most appropriate technical concepts to apply.	I can apply technical concepts to solve problems in the community and reflect upon results achieved.	I can evaluate and defend decisions applied in the workplace and community situations.
	I can recognize when I need help solving a problem.	I can identify possible options for solving a problem.	I can analyze my options and determine the appropriate course of action.	I can persevere in solving a problem through intrinsic motivation.
	I can determine if I need more information.	I can narrow the scope of the information I need in order to solve the problem.	I can ask content-appropriate questions related to a specific task or situation to help me further my ability to solve a problem.	I can create solutions by utilizing information.
	I can define a problem based on provided data and/or questions.	i can determine needs and actions necessary toward solving a problem.	I can carry out an investigation to help me answer questions and/or to solve a presented problem.	I can plan and carry out novel investigations based on my own questions and identified problems.
	I can ask questions about provided data and/or problems.			
	I can list possible steps toward solving a problem.			
Computer Science	I can identify algorithmic structures in existing computer science applications.	I can demonstrate the process of writing pseudocode to lay out an algorithm.	I can develop pseudocode and algorithms for solving a problem using computing systems.	I can evaluate the results of computer algorithms and modify the algorithm as needed.

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 am not yet able 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 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, but not 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.

GRADE BAND
9-12

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 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 and develop, but not refine a dance work for 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 respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.	I can successfully respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning and provide compelling rationale through demonstration.

SPECIALS PERFORMANCE-BASED ASSESSMENT

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 Perceive and Analyze dance.	I am not yet able to perceive and analyze dance.	I can begin to perceive and analyze dance.	I can perceive and analyze dance.	I can perceive and analyze dance and apply that knowledge to communicating through an original creative movement.
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 interpret intent and meaning of dance.	I can interpret intent and meaning of dance and apply that knowledge to communicating through an original creative dance piece.
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 apply criteria to evaluating dance pieces.	I can create and apply criteria for evaluating dance pieces.
Connecting				
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.	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.	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.	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.	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.
I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.	I am not yet able to apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.	I can apply historical but not societal and cultural contexts to dance related ideas, work, and creative movement.	I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.	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.

Health

The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of the grade spans. The performance indicators serve as a blueprint for organizing student assessment.

Specials

Health Competency	PERFORMANCE INDICATORS
A successful student can comprehend concepts related to health promotion and disease prevention to enhance health.	• Predict how healthy behaviors can affect health status. • Describe the interrelationships of emotional, intellectual, physical, and social health. • Analyze how environment and personal health are interrelated. • Analyze how genetics and family history can impact personal health. • Propose ways to reduce or prevent injuries and health problems. • Analyze the relationship between access to health care and health status. • Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. • Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. • Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
A successful student can Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	• Analyze how the family influences the health of individuals. • Analyze how the culture supports and challenges health beliefs, practices, and behaviors. • Analyze how peers influence healthy and unhealthy behaviors. • Evaluate how the school and community can affect personal health practice and behaviors. • Evaluate the effect of media on personal and family health. • Evaluate the impact of technology on personal, family, and community health. • Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • Analyze the influence of personal values and beliefs on individual health practices and behaviors. • Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • Analyze how public health policies and government regulations can influence health promotion and disease prevention.
A successful student can Demonstrate the ability to access valid information, products, and services to enhance health.	• Evaluate the validity of health information, products, and services. • Use resources from home, school, and community that provide valid health information. • Determine the accessibility of products and services that enhance health. • Determine when professional health services may be required. • Access valid and reliable health products and services.

Specials

Health Competency	PERFORMANCE INDICATORS
A successful student can demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	• Use skills for communicating effectively with family, peers, and others to enhance health. • Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • Demonstrate how to ask for and offer assistance to enhance the health of self and others.
A successful student can demonstrate the ability to use decision-making skills to enhance health.	• Examine barriers that can hinder healthy decision making. • Determine the value of applying a thoughtful decision-making process in health-related situations. • Justify when individual or collaborative decision making is appropriate. • Generate alternatives to health-related issues or problems. • Predict the potential short-term and long-term impact of each alternative on self and others. • Defend the healthy choice when making decisions. • Evaluate the effectiveness of health-related decisions.
A successful student can demonstrate the ability to use goal-setting skills to enhance health.	• Assess personal health practices and overall health status. • Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • Implement strategies and monitor progress in achieving a personal health goal. • Formulate an effective long-term personal health plan.
A successful student can demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	• Analyze the role of individual responsibility for enhancing health. • Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
A successful student can demonstrate the ability to advocate for personal, family, and community health.	• Utilize accurate peer and societal norms to formulate a health-enhancing message. • Demonstrate how to influence and support others to make positive health choices. • Work cooperatively as an advocate for improving personal, family, and community health. • Adapt health messages and communication techniques to a specific target audience.

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.
Media Arts				
Creating				
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.	I am not yet able to create and communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work.	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.	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.	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.
I can Generate, Conceptualize, and Organize media arts ideas.	I am not yet able to generate, conceptualize, and organize media arts ideas.	I can generate and conceptualize, but not independently organize an idea into a media art work.	I can generate, conceptualize, and organize ideas in at least one media art form.	I can generate, conceptualize, and organize ideas through various media art forms.
I can Refine and Complete media art ideas	I am not yet able to refine and complete ideas into media art work.	I can begin to refine but not complete ideas into media art work.	I can refine and complete ideas into media art work.	I can refine and complete ideas through multiple media art forms.
Producing				
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.

SPECIALS PERFORMANCE-BASED ASSESSMENT

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 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 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.
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.

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 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 Reflect upon and Refine 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.
Performing				

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 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.
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.

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				
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.
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 synthesize and relate knowledge and personal experience to musical ideas and work.	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	HIGH SCHOOL
Hopping	A
Galloping	A
Running	A
Sliding	A
Skipping	A
Leaping	A
Jumping and Landing	A
• Spring and step	A
• Jump stop	A
Balance	A
Weight Transfer	A
Rolling	A
Curling and stretching	A
Twisting and bending	A
Throwing	
• Underhand	A
• Overhand	A

PE STANDARD 1. Motor skills and movement patterns	HIGH SCHOOL
Catching	A
Dribbling/ball control	
• Hands	A
• Feet	A
• With implement	A
Kicking	A
Volleying	
• Underhand	A
• Set	M
Striking - with short implement	A
• Fore/backhand	A
Striking - with long implement	A
• Fore/backhand	**M**
Combining locomotors and manipulatives	**A**
Combining jumping, landing, locomotors and manipulatives	**A**

PE STANDARD 1. Motor skills and movement patterns	HIGH SCHOOL
Combining balance and weight transfers	**A**
Serving	
• Underhand	**A**
• Overhand	**M**
Passing and receiving	
• Forearm pass	**A**

PE STANDARD 2. Concepts and strategies.	HIGH SCHOOL
Movement concepts, principles and knowledge	A
Strategies and tactics	A
Communication (games)	A
Creating space (net/wall)	
• Varying force, angle and/or direction to gain competitive advantage	A
• Using offensive tactic/shot to move opponent out of position	M
Reducing space (net/wall)	
• Returning to home position	A
• Shifting to reduce angle for return	M
Target	
• Selecting appropriate shot/club	A
• Applying blocking strategy	M
• Varying speed and trajectory	A

PE STANDARD 3. Health-enhancing level of fitness and physical activity.	HIGH SCHOOL
Physical activity knowledge	A
Engages in physical activity	A
Fitness knowledge	A
Assessment and program planning	A
Nutrition	A
Stress management	M

PE STANDARD 4. Responsible personal and social behavior.	HIGH SCHOOL
Demonstrating personal responsibility	A
Accepting feedback	A
Working with others	A
Following rules and etiquette	A
Safety	A

PE STANDARD 5. Recognizes the value of physical activity.	HIGH SCHOOL
For health	A
For challenge	A
For self-expression/enjoyment	A
For social interaction	A

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 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 artistic ideas for a successful theatrical performance.	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.

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				
Performing				
I can demonstrate the ability to apply the skills and understanding of how theatre communicates through Selection, Preparation, Sharing, and Presentation of artistic ideas and work.	I am not yet able to demonstrate the ability to apply the skills and understanding of how theatre communicates through selection, preparation, sharing, and presentation of artistic ideas and work.	I can demonstrate the ability to apply the skills and understanding of how theatre communicates through preparation and sharing, but not through selection and presentation of artistic ideas and work.	I can demonstrate the ability to apply the skills and understanding of how theatre communicates through selection, preparation, sharing, and presentation of artistic ideas and work through at least one performance.	I can demonstrate the ability to apply the skills and understanding of how theatre communicates through selection, preparation, sharing, and presentation of artistic ideas and work through more than one performance.
I can Reflect on, Interpret, and Select artistic works for presentation.	I am not yet able to reflect on, interpret, and select artistic works for presentation.	I can reflect on, begin to interpret, but not select an artistic work for presentation based on a specific purpose.	I can reflect on, interpret, and select an artistic work for presentation based on a specific purpose.	I can reflect on, interpret, and select artistic works for presentation based on a specific purpose for each work.
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 a performance that successfully communicates.
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.

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 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.
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 made no effort 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 a specific visual art form to investigate, plan, and make artistic ideas and work.	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 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 refine but not complete artistic ideas.	I can refine and complete artistic ideas.	I can refine and complete multiple artistic ideas.

GRADE BAND
9-12

SPECIALS PERFORMANCE-BASED ASSESSMENT

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 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.
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.

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				
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 apply criteria to analyzing and interpreting artistic work.	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.
Connecting				
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.	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.	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.	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.	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.
I can synthesize and relate knowledge and personal experience to artistic ideas and artistic work.	I am not yet able to create a work of art that communicates about events in home, school, or community life.	I can create a work of art that begins to communicate about events in home, school, or community life.	I can create a work of art that clearly communicates about events in home, school, or community life.	I can create works of art that clearly communicates in-depth about events in home, school, and/or community life.
I can apply societal, cultural, and historical contexts to artistic ideas and artistic work	I am not yet able to compare and contrast details in art works from different times or places to determine their uses.	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.	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.	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.

Career and Technical Education (CTE) Competency

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Agriculture	*(Agriculture, Foods, and Natural Resources, AFNR)*	
Competency 1:	Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food and Natural Resources Career Cluster.	1. Research, examine and discuss issues and trends that impact AFNR systems on local, state, national, and global levels. 2. Examine technologies and analyze their impact on AFNR systems. 3. Identify public policies and examine their impact on AFNR systems.
Competency 2:	Evaluate the nature and scope of the Agriculture, Food and Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.	1. Research and use geographic and economic data to solve problems in AFNR systems. 2. Examine the components of the AFNR systems and assess their impact on the local, state, national, and global society and economy.
Competency 3:	Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.	1. Identify and explain the implications of required regulations to maintain and improve safety, health, and environmental management systems. 2. Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance. 3. Apply health and safety practices to the AFNR workplace. 4. Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.
Competency 4:	Demonstrate stewardship of natural resources in AFNR activities.	1. Identify and implement practices to steward natural resources in different AFNR systems. 2. Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.
Competency 5:	Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food and Natural Resources career pathways.	1. Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways. 2. Examine and choose career opportunities that are matched to personal skills, talents, and career goals in an AFNR pathway of interest.
Competency 6:	Analyze the interaction among AFNR systems in the production, processing and management off food, fiber and fuel and the sustainable use of natural resources. ;	1. Examine and explain foundational cycles and systems of AFNR. 2. Analyze and explain the connection and relationships between different AFNR systems on a national and global level.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
FACS		
Competency 1: Wellness	A. Solve practical problems using communication, conflict resolution and empathy skills in personal, and FCS career applications.	a. Evaluate the significance of family and its impact on the wellbeing of individuals and society. b. Evaluate the effects of parenting roles and responsibilities on strengthening the wellbeing of individuals and families across the lifespan. c. Evaluate the significance of family and its effect on the well-being of individuals and society. d. Integrate knowledge, skills and practices required for careers in early childhood, early childhood careers and human services.
	B. Produce healthy and nutritious food products which align to family needs and/or industry standards with sound food safety and sanitation practices demonstrated.	a. Demonstrate nutrition, health and wellness practices that enhance individual and family well being. b. Integrate knowledge skills and practices required for careers linked with food and nutrition science, food production and culinary services.
	C Enhance the wellness in others through role modeling and career roles and responsibilities (i.e. family, community and work settings).	a. Demonstrate respectful and caring relationships in the family, workplace and community. b. Analyze factors that influence human growth and development.
Competency 2: Sustainability	Analyze current and innovative ways to practice financial and social responsibility through family, community and work-related decision making.	a. Evaluate the relationship between human capital and impact on ability to obtain and manage resources effectively.
Competency 3: Global Connectiveness	Compare and contrast benefit and challenges of global interactions when solving issues related to food, clothing, shelter and etc. to meet family and related industry needs.	a. Evaluate management practices related to human, economic and environmental resources in a local, regional, national and global context. b. Build foundational knowledge and skills related to Family and Consumer Sciences careers including fashion, apparel, housing, consumer, personal and family finance, lifespan development, culinary services, food and nutritional science, hospitality, and human and social services.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
FACS		
Competency 4: Technology	Examine the role of technology and equipment to improve the quality of life of individuals, and families, be they your own or those supported through related services.	a. Enhance knowledge, skills, practices required in family, work and community settings. b. Demonstrate appropriate and safe use of technology and equipment aligned to Kansas FCS field career applications. Fashion, apparel, housing, consumer, personal and family finance, lifespan development, culinary services, food and nutritional science, hospitality, and human and social services. c. Demonstrate technical knowledge, skills and practices successfully which align to Family and Consumer Sciences careers including. Fashion, apparel, housing, consumer, personal and family finance, lifespan development, culinary services, food and nutritional science, hospitality, and human and social services.
Competency 5:	Organize, implement and evaluate a plan to improve the local community by applying sound FCS related technical knowledge, skills and practices to meet (a) selected human need(s) (i.e. parenting, lifespan human interactions, geriatric services, community resource support, and careers working in people centered fields).	a. Demonstrate personal effective skills including collaboration, empathy, inter and intrapersonal and others needed to create a better quality of life for self, family and the community. b. Synthesize knowledge, skills and practices in leading and advocating for the needs of people. c. Demonstrate knowledge, skills and practices required for career readiness in family and consumer sciences fields.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Business Career Field Competencies		
Business Management, Administration, and Entrepreneurship	1. Investigate the impact of economics, economic systems, and entrepreneurship on careers in Business.	a. Distinguish between economic goods and services. b. Explain the concept of economic resources. c. Describe the concepts of economics and economic activities. d. Explain the principles of supply and demand. e. Determine economic utilities created by business activities. f. Describe the functions of prices in markets. g. Explain the types of economic systems.
	2. Investigate, create and implement solutions in managing effective business customer relationships.	a. Perform customer service activities to support customer relationships and encourage repeat business. b. Process customer orders. c. Process customer returns. d. Utilize technology to facilitate customer relationship management.
Finance	1. Connect and apply mathematical concepts, tools, strategies, and systems to plan, monitor, manage, and maintain the use of financial resources.	a. Describe the nature and scope of finance. b. Explain the role of finance in business. c. Discuss the role of ethics in finance. d. Explain legal considerations for finance. e. Discuss trends in the current financial environment. f. Apply data and measurements to solve a problem. g. Construct charts/tables/graphs from functions and data. h. Analyze cost/profit relationships to guide business decision making. i. Analyze data to make business decisions.
Marketing	1. Create marketing strategies and processes to determine and meet client needs and wants.	a. Explain the nature and scope of the selling function. b. Demonstrate a customer-service mindset. c. Determine customer/client needs. d. Analyze product information to identify product features and benefits. e. Select target market. f. Conduct market analysis. g. Describe a company's unique selling proposition. h. Develop a marketing product or service mix to respond to market opportunities. i. Explain key factors in building a clientele.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Architecture and Construction		
Competency 1:	Use vocabulary, symbols and formulas common to architecture and construction.	1. Recognize and employ universal construction signs and symbols to function safely in the workplace. 2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
Competency 2:	Use architecture and construction skills to create and manage a project.	1. Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals. 2. Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
Competency 3:	Comply with regulations and applicable codes to establish and manage a legal and safe workplace.; .	1. Apply building codes, laws and rules in the project design. 2. Implement testing and inspection procedures to ensure successful completion of a construction project
Competency 4:	Evaluate the nature and scope of the Architecture and Construction Career Cluster and the role of architecture and construction in society and the economy.	1. Identify the diversity of needs, values and social patterns in project design, including accessibility standards. 2. Manage relationships with internal and external parties to successfully complete construction projects.
Competency 5:	Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.	1. Describe contractual relationships between all parties involved in the building process. 2. Describe the approval procedures required for successful completion of a construction project.
Competency 6:	Read, interpret and use technical drawings, documents and specifications to plan a project.	1. Justify design solutions through the use of research documentation and analysis of data. 2. Compare and contrast the building systems and components required for a construction project.
Competency 7:	Describe career opportunities and means to achieve those opportunities in each of the Architecture and Construction Career Pathways.	1. Evaluate and implement the steps and requirements to pursue a career opportunity in the Architecture and Construction career pathway. 2. Examine and choose career opportunities that are matched to personal skills, talents, and career goals in an Architecture and Construction strand of interest.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Engineering		
Competency 1:	Apply engineering skills in a project that requires project management, process control and quality assurance.	1. Use Engineering and Mathematics concepts and processes to solve problems involving design and/or production. 2. Understand the steps and apply the elements of the engineering design process.
Competency 2:	Use technology to acquire, manipulate, analyze and report data.	1. Apply processes and concepts for the use of technological tools in Engineering and Mathematics fields. 2. Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
Competency 3:	Describe and follow safety, health and environmental standards related to engineering and mathematics workplaces.	1. Apply the knowledge learned in the study of Engineering and Mathematics to provide solutions to human and societal problems in an ethical and legal manner. 2. Recognize and follow safety rules for using lab tools and machines.
Competency 4:	Understand the nature and scope of the Engineering and Mathematics Career Cluster and their role in society and the economy.	1. Apply science and mathematics concepts to the development of plans, processes and projects that address real-world problems. 2. Analyze the impact that engineering and mathematics has on society.
Competency 5:	Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in the Engineering and Mathematics Career Pathway.	1. Describe engineering and explain how engineers participate in or contribute to the invention and innovation of products. 2. Understand Manufacturing and its processes.
Competency 6:	Demonstrate technical skills needed in a chosen Engineering and Mathematics field.	1. Describe the elements of design and apply this concept to the design process using CAD software. 2. Use sketches as a communication tool, including thumbnail, perspective, isometric, and orthographic sketches.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Manufacturing		
Competency 1:	Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.	1. Develop procedures to create products that meet customer needs. 2. Employ project management processes using data and tools to deliver quality, value-added products
Competency 2:	Analyze and summarize how manufacturing businesses improve performance.	1. Demonstrate maintenance skills and proficient operation of equipment to maximize manufacturing performance. 2. Coordinate work teams when producing products to enhance production process and performance.
Competency 3:	Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.	1. Develop safety plans for production processes that meet health, safety and environmental standards. 2. Conduct job safety and health analysis for manufacturing jobs, equipment, and processes. 3. Demonstrate the safe use of manufacturing equipment to ensure a safe and healthy environment
Competency 4:	Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.	1. Evaluate and implement the steps and requirements to pursue a career opportunity in the Manufacturing career pathway. 2. Examine and choose career opportunities that are matched to personal skills, talents, and career goals in a Manufacturing strand of interest.
Competency 5:	Describe government policies and industry standards that apply to manufacturing.	1. Implement an effective, predictive and preventive maintenance schedule to maintain manufacturing equipment, tools, and workstations. 2. Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.
Competency 6:	Demonstrate workplace knowledge and skills common to manufacturing.	1. Diagnose equipment problems and effectively repair manufacturing equipment. 2. Demonstrate critical thinking skills and the ability to solve problems using those skills.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Transportation		
Competency 1:	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.	1. Identify the infrastructure needed to move people, goods, and equipment from one location to another (highways, bridges, airways, waterways, railways). 2. Describe and identify tools, techniques, and systems used to plan, staff, lead, and organize human resources as it relates to the pathway. 3. Demonstrate an understanding of the concepts and processes needed to move, store/house, locate, and/or transfer people, goods, and services.
Competency 2:	Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.	1. Evaluate and assess all aspects of facilities and facility planning for efficient and effective processing/handling of people, goods, and services in the industry (housing, storage, maintenance, parts). 2. Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions. 3. Identify environmental conditions that would impact various aspects of the industry.
Competency 3:	Describe the key operational activities required of successful transportation, distribution and logistics facilities.	1. Design a/an processing center/office/shop. 2. Identify where to place equipment for effective and efficient processing. 3. Recognize the importance of space and location of equipment.
Competency 4:	Identify governmental policies and procedures for transportation, distribution and logistics facilities.	1. Understand how guidelines, rules, regulations, and laws control transportation-industry practices and how they are overseen by local, state, federal, and international agencies. 2. Determine the effects of government regulations on stock handling techniques and warehousing. 3. Describe the production and use of industry-generated documents, records, and forms as well as related management skills used in overall compliance measures.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Transportation		
Competency 5:	Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.	1. Demonstrate safety practices pertaining to the transportation industry, including requirements of the Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Air Quality Management Districts (AQMDs), and other regulatory agencies. 2. Conform to federal, state, and local regulations and manufacturers' specifications when handling, storing, and disposing of chemicals and equipment, including necessary certifications. 3. Determine the safe and correct application and use for chemicals used in the industry.
Competency 6:	Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution and Logistics Career Pathways.	1. Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. 2. Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3. Integrate changing employment trends, societal needs, and economic conditions into career planning.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Law, Public Safety, Corrections and Security		
Competency 1:	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.	1. Describe how federal, state, and local laws and regulations affect public safety operations. 2. Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public. 3. Prepare a chart showing the organizational chain of command and other administrative systems to assign tasks and responsibilities for maximum effectiveness.
Competency 2:	Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.	1. Know the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies and for effective public address/warning systems. 2. Identify the skills required to deal effectively with emergency situations. 3. Become familiar with personal safety procedures to meet prescribed regulations and situations. 4. List the key elements of an action plan. 5. Understand the safety and health issues related to serving persons with exceptionalities. 6. Demonstrate the techniques for restraining individuals without violating their individual rights or jeopardizing safety. 7. Practice basic emergency lifesaving techniques in order to apply those skills as needed in emergencies. 8. Implement procedures for emergency response and know the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., airborne and blood-borne pathogens, contamination). 9. Explain the management of crisis negotiations to promote the safety of individuals and the public.
Competency 3:	State the rationale for various rules and laws designed to promote safety and health in the Workplace.	1. Investigate the historical beginnings of law enforcement, courts, and corrections. 2. Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations. 3. Discuss the benefits of developing strong relationships between business and law, public safety, and security sectors.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Law, Public Safety, Corrections and Security		
Competency 4:	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.	1. Evaluate the impact of ethics, confidentiality, character, and credibility on law, public safety, and corrections careers. Justify the importance of personal traits such as integrity, respect, responsibility, confidentiality, and ethical behavior in the workplace and the impact they can have on career success. 2. Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods. 3. Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.
Competency 5:	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections and Security Career Pathways.	1. State the major types of occupations found in the pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information. 2. Survey the history of public safety agencies in the United States and their influence on the current systems. 3. Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations and describe ways to avoid such behaviors. 4. Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. 5. Compile a personal portfolio specific to the expectations for employment in a public safety career.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Law, Public Safety, Corrections and Security		
Competency 6:	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.	1. Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals. 2. Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order. 3. Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters. 4. Identify the major public safety agencies at the international, national, state, and local levels, as well as scenarios (including response to catastrophic events with multiple casualties) that call for a referral to a higher-level agency or collaboration with other public safety agencies. 5. Create a scenario that includes a potential threat from terrorism, a hostage situation, or danger at a school site, describing who should respond and actions that should be taken.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Information Technology		
Competency 1: Graphic Design and Digital Communications	1. Demonstrate design principles in a graphic design project.	a. Students should identify the applications of color, line, shape, texture, size, and value in samples of graphic work. b. Analyze the use of color, line, shape, texture, size, and value in samples of graphic work. c. Incorporate color, line, shape, texture, size, and value in student-generated graphic work. d. Demonstrate the elements of design through manual sketching. e. Demonstrate the elements of design through digital sketching.
	2. Create a portfolio of graphic design projects.	a. Students should research and compare the various types of personal portfolios. b. Develop graphics portfolios that include traditional and digital works. c. Recognize that portfolios are dynamic and require maintenance.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Information Technology		
Competency 2: Computer Science	1. Compare levels of abstraction and interactions between application software, system software, and hardware layers.	At its most basic level, a computer is composed of physical hardware and electrical impulses. Multiple layers of software are built upon the hardware and interact with the layers above and below them to reduce complexity. System software manages a computing device's resources so that software can interact with hardware. For example, text editing software interacts with the operating system to receive input from the keyboard, convert the input to bits for storage, and interpret the bits as readable text to display on the monitor. System software is used on many different types of devices, such as smart TVs, assistive devices, virtual components, cloud components, and drones. For example, students may explore the progression from voltage to binary signal to logic gates to adders and so on. Knowledge of specific, advanced terms for computer architecture, such as BIOS, kernel, or bus, is not expected at this level.
	2. Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.	A prototype is a computational artifact that demonstrates the core functionality of a product or process. Prototypes are useful for getting early feedback in the design process, and can yield insight into the feasibility of a product. The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Students should develop artifacts in response to a task or a computational problem that demonstrate the performance, reusability, and ease of implementation of an algorithm.
IT Competency 3: Information Technology	Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.	Each device is assigned an address that uniquely identifies it on the network. Routers function by comparing IP addresses to determine the pathways packets should take to reach their destination. Switches function by comparing MAC addresses to determine which computers or network segments will receive frames. Students could use online network simulators to experiment with these factors.

CTE Classification	COMPETENCY	PERFORMANCE INDICATORS
Health and BioScience		
Competency 1: Creative and Critical Thinking	Work creatively with others to develop solutions, products and services	1. Determine the best resolution for a problem, decision, or opportunity based on given criteria. 2. Design a product or service that could fulfill a human need or desire
Competency 2: Communication	Apply concepts of effective verbal and nonverbal communication in the healthcare industry	Demonstrate techniques for overcoming communication barriers in a healthcare setting
Competency 3: Safety	Analyze environmental safety practices within the healthcare setting	Assess workplace conditions with regard to personal and environmental health and safety.
Competency 4: Teamwork	Develop innovative solutions and initiatives as part of a diverse team	Synthesize the experiences of a diverse group to develop innovative solutions to a given problem in healthcare.
Competency 5: Health Information for Healthcare	Apply basic computer literacy skills to health science occupations	Identify types of data collected and protocols for collecting healthcare data.

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**
Information Value: A successful student understands that information has value as a means of negotiating and understanding the world.	I can solicit assistance from the librarian to learn about information sources.	I can engage with the librarian to access, retrieve, evaluate, and use information.	I can solicit assistance and respond to feedback from the librarian as I work with information.	I can solicit assistance from librarians beyond my school (e.g., public, academic, state, museum, etc.).	G.12.1.1, G.12.1.4, G.12.1.5, G.12.1.9
	I can, with assistance, identify various basic information source types.	I can describe potential uses of various information source types.	I can justify uses of various source types.	I can select appropriate source types to complete a project.	
	I can, with assistance, identify information source author(s), date, title, name of publisher, and publisher location.	I can, with assistance, use a citation style manual to write references to original works.	I can use a style manual to give credit to the original ideas of others in my written work by using proper citation and format style.	I can support a solution to a problem using research-based evidence from multiple high quality information sources and giving credit to the original ideas of others.	
	I can, with assistance, identify research-based evidence in an information source.	I can, with assistance, identify evidence in an information source to support and refute a premise.	I can use information to support or refute a premise.		
	I can define intellectual property types (copyright, trademarks, trade secrets, and patents).	I can identify examples of copyright, trademarks, trade secrets, and patents.	I can justify intellectual property rights to inventions, designs, and artistic works through types of intellectual property: copyright, trademarks, trade secrets, and patents.		

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information as Exploration: A successful student recognizes that searching for information is a process requiring the evaluation of a range of information sources as new understandings develop.	I can identify key search terms from a provided exploratory question.	I can write an exploratory question that directs the act of finding information.	I can write an exploratory question that directs the act of selecting a range of information sources.	I can modify my exploratory question as I develop new understandings.	G.12.1.1, G12.1.2, G2.2.3, G12.2.5
	I can label key elements in determining validity of an information source such as relevance, scope, depth, author expertise, timeliness and accuracy.	I can outline key elements in determining validity of an information source such as relevance, scope, depth, author expertise, timeliness and accuracy.	I can combine elements of validity to make judgments about the usefulness of an information source.	I can use analysis of source validity to defend my source selection.	
	I can follow a prescribed search strategy to conduct an exploratory search.	I can select and apply a search strategy to conduct an exploratory search using prior and background knowledge.	I can refine search strategies based on new understandings identified through the search process.	I can assess the success of my search process through the presentation of new understandings.	

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information as Exploration: A successful student respects the ideas of others and sees themselves as contributors as well as consumers of information.	I can name informational tools and search techniques needed to locate the ideas of others beyond a basic Google search.	I can demonstrate the use of some advanced search techniques such as controlled vocabulary, keywords, logic operators, and natural searching language in digital search environments for prescribed searches.	I can use a variety of search techniques including the use of controlled vocabulary, keywords, and natural searching language to locate the ideas of others.	I can select appropriate search platforms and formulate a complex search query to efficiently locate, use, and prioritize the ideas of others.	G12.2.3, G.12.3.10, G.12.6.7
	I can identify a collaboratively constructed information platform relevant to my information search.	I can compare and contrast information derived from collaboratively constructed information platforms.	I can contribute to collaboratively constructed information platforms by ethically using and reproducing others' work.	I can measure the global reach and accuracy of my contribution to a collaboratively constructed information platform.	
	I can utilize a prescribed rubric to judge the quality of my own creation.	I can modify a prescribed rubric to judge the quality of my own creation."	I can judge the quality of my own creation and its suitability for a local audience.	I can judge the quality of my own creation and its suitability for a global learning community.	

GRADE BAND
9-12

LIBRARY MEDIA PERSFORMANCE-BASED ASSESSMENT

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Research as Inquiry: A successful student uses an inquiry process to ask new and complex questions that focus on personal, career, or societal needs.	"I can brainstorm a personal, job, career, or social problem with others to identify a research question.	I can, with assistance, describe a problem and state a claim based on what I have observed about the problem.	I can refine a research question by exploring and using diverse perspectives on a topic and identifying research methods.	With the librarian and content teacher, I can select a topic and problem statement, participate in an inquiry process that includes access, retrieval, evaluation, and use of publications; observe relevant environments; formulate a claim or hypothesis; design and conduct a study; analyze data; and draw reasonable conclusions.	G.12.3.5, G12.3.7, G12.3.9, G.12.3.1, G12.3.2, G.12.3.9, G.12.3.10
	I can observe experiences and organize and display data potentially relevant to a research question.	I can, with assistance, follow the steps in a topic selection and problem statement model.	I can follow the steps in a topic selection and problem statement model, articulate my own knowledge gap, and select a starting place for research.		
	I can identify appropriate information sources about my research topic.	I can, with assistance, identify and select sources about my topic that represent diverse perspectives.	I can read, review, and select information sources that address the research topic and enable me to gain knowledge about the topic.	I can reflect upon my inquiry process through the formulation of potential further research questions.	
		I can, with assistance, identify a potential research question.	I can make informed decisions and present logical conclusions based on data collection and analysis.		
			I can independently combine ideas gathered from multiple sources.		
			I can organize and present complex information in meaningful ways.		
			I can monitor my own information-seeking processes and products for effectiveness and progress, and make necessary adjustments.		

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Authority: A successful student recognizes that information resources reflect their creators expertise and credibility.	I can choose search strategies to collect, analyze, and use data.	I can use search strategies to collect, analyze and use data.	I can use digital repositories and search strategies to collect, analyze and use data.	I can continually analyze and reflect on the quality, usefulness, and accuracy of information used for a task.	G.12.4.5, G.12.3.3, G.12.3.7, G12.4.7, G.12.1.1, G.12.1.8
	I can differentiate between peer reviewed, scholarly sources and consumer information.	I can explain the difference between peer reviewed, scholarly sources and consumer information.	I can determine what kind of information based on creator expertise and credibility (peer reviewed, scholarly, consumer) is needed for a task.	I can use creator's expertise and credibility to justify ideas contained within the source.	
	I can label creator's expertise and credibility in a prescribed information resource.	I can label a creator's expertise and credibility in information resources of my choosing.	I can interpret how creators' expertise and credibility applies to the creation of authorative sources.		

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Authority: A successful student acknowledges biases that privilege some sources of authority over others in terms of worldview, gender, sexuality, and cultural orientations	I can identify elements such as worldview, gender, sexuality, and/or culture in sources.	I can recognize elements such as worldview, gender, sexuality, and/or culture in sources by asking relevant questions about origins, context, and suitability of a publication.	I can explain why a resource includes elements such as worldview, gender, sexuality, and/or culture based on answers to questions about origins, context, and suitability of a publication.	I can use my knowledge of elements such as worldview, gender, sexuality, and/or culture to incorporate diverse perspectives that enrich my learning.	G12.4.2, G12.4.3, G12.4.4, G12.4.8, G12.4.10
	I can provide definitions for various forms of media manipulation.	I can recognize the difference between fact reporting, analysis, opinion, and misleading information including propaganda and other forms of media manipulation.	I can view a resource and decipher what kind of information it is (fact reporting, analysis, opinion, misleading information, propaganda, etc.).	I can use my knowledge of bias that privileges to create examples and reflect on the impact of media manipulation.	
	I can distinguish between primary and secondary sources.	I can select primary and secondary sources appropriate for the research task.	I can select and utilize primary and secondary sources appropriate for the research task.	I can articulate my personal bias and how it informs my worldview, and I am open to using the ideas of others to expand my thinking.	
	I can list possible authoritative sources in a subject area.	I can recognize accuracy and reliability in authoritative sources in a subject area.	I can question the accuracy and reliability of authoritative sources in a subject area.		
	I can recognize personal bias.	I can explain how personal bias informs worldview.	I can recognize personal bias and communicate how that bias might inform my personal worldview.		

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Authority: A successful student can acknowledge authorship of sources and recognize that authoritative content may be packaged formally or informally and may include sources of all media types.	I can determine whether a media source is meant to be a formal or in-formal publication.	I can decide what kinds of media to include in a formal or informal publication.	I can evaluate content in media sources on the basis of its formal or informal publication.	I can analyze content, create media, and determine a proper distribution source for the information.	G.12.6.1, G12.6.2, G12.4.9, G12.4.10
	I can identify the references in a formal or informal publication.	I can ensure proper attribution of information sources by using proper citation and seeking permissions for use when necessary.	I can justify the importance of attribution and seeking permission to use an author's creation in my own work.	I can ethically use, acknowledge, and reproduce others' work.	
	I can recognize potential instances of copyright violation.	I can articulate the importance of respecting copyright.	I can make decisions about information and resources to include in personal knowledge projects based on copyright considerations.	I can recognize the importance of copyright law to a responsibly functioning society.	
	I can recognize opportunities to make use of creative commons.	I can choose an appropriate creative commons license to add to an author's creation.	I can explain why a creative commons license should be applied to an author's creation.	I can contribute a product with a creative commons license.	
Information Format: A successful student can appraise the organization, purpose, audience, and publication standards of various information sources.	I can identify configuration, structure, layout, appearance, audience, and publication standards for various types of sources.	I can work with the librarian to select an appropriate information format for my presentation.	I can utilize an effective information format when communicating a message to my audience.	I can maximize the reach of my message through a variety of formats, publication standards, and organizational techniques appropriate to the audience.	G12.5.1, G12.5.3, G12.5.4, G12.5.5
		I can make use of information format elements to develop an understanding of the ideas in the body of work.	I can predict how an information format will impact audience interaction.		

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Format: A successful student can follow ethical and legal guidelines when using information technology including fostering a positive digital identity and using online security and privacy best practices.	I can give at-tribution to au-thors and crea-tors of digital works when using their work for my own learning and publishing.	I can select the appropriate attribution format for the digital works of authors and creators for a prescribed information product.	I can use proper attribution formats to credit authors and creators when using their work in my own learning and publishing.	I can include attribution elements in my personal knowledge products that will allow others to give me credit for my contribution.	G.12.5.8, G.12.5.9, G12.6.3, G12.4.8
	I can recognize elements of a digital profile using a pre-scribed tech-nology.	I can analyze a digital profile on various platforms and identify personal, academic and career ramifications of content choices.	I can present my digital identity in a way that furthers my personal, academic and career goals using digital platforms best suited for the task.	I can cultivate an online reputation that requires separating my private and professional digital identities while considering the cultural and global ramifications of connected online communities.	
	I can explain risks and bene-fits of sharing digital infor-mation.	I can analyze the privacy settings of a digital tool and manipulate settings to reduce risk.	I can appraise the implications of my use of digital products beyond minimal privacy settings and take necessary precautions to protect my identity and that of others.	I can propose solutions that consider security and privacy issues in technological innovations	

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information as Conversation: A successful student recognizes that through continuous communication using social and/or intellectual networks, new insights and discoveries occur over time as a result of varied perspectives and interpretations.	I can identify appropriate responses to academic and civic conversations.	I can contribute at an appropriate level to academic and civic conversations such as a local online community, a face-to-face discussion, and/or for a project poster and presentation.	I can contribute and defend my contributions at an appropriate level to academic and civic conversations such as a local online community, a face-to-face discussion, and/or for a project poster and presentation.	I can guide an academic and civic conversation.	G12.6.1, G12.6.3, G.12.6.4, G12.6.6, G12.6.9
	I can identify person first terminology to use in conversations with individuals who think and live differently than I do.	I can converse with individuals who think and live differently than I do.	I can converse with individuals who think and live differently than I do, respecting their thoughts and culture by my word choice.	I can propose solutions for social and intellectual problems through conversations informed by information perspectives with individuals who think and live differently than I do.	
	I can identify best uses of social media for learning and creating.	I can use social media effectively to collect and disseminate information relevant to my learning and creating.	I can use and justify the use of social media to collect and disseminate information relevant to my learning and creating.	I can choose the social media platform best suited to collecting and disseminating information relevant to presenting my learning and creations to a global audience.	
	I can determine when collaboration would help with exchanging ideas, developing new understandings, making decisions and solving problems.	I can participate in guided collaboration to exchange ideas and develop new understandings.	I can collaborate with others to exchange ideas, develop new understandings, and make decisions.	I can collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.	
				I can open-mindedly assess feedback for positive and constructive personal growth.	

Grade Band 9-12

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	Recall and Reproduction • 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	Basic Application of Skills and Concepts • Apply conceptual knowledge: • 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	Strategic Thinking • 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	Extended Thinking • 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

A successful student can work with peers to promote civil, democratic discussions and decision making in order to seek to understand different viewpoints.

EE ELA

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can engage in collaborative discussions.	I can communicate wants/ needs to others (verbal, gestures, communication device).	I can communicate directly with supportive adults or peers while participating in multiple turn communication exchanges	I can engage in collaborative discussions by collecting information on the topic; working with adults and peers to set rules for discussions; relate the topic of discussion to broader themes or ideas; and indicate agreement or disagreement with others during discussions.	I can engage in collaborative discussions by asking and answering questions to verify or clarify my ideas and understandings during a discussion; and respond to agreements and disagreements in a discussion.	EE.SL.9-10.1; EE.SL.11-12.1
I can present a logically organized argument with claims, reasons, and evidence.	I can communicate right/ wrong appropriately.	I can present an argument on a topic.	I can present an argument on a topic with logically organized claims, reasons, and evidence.	I can present an argument on a topic using an organization appropriate to the purpose, audience, and task.	EE.SL.9-10.4; EE.SL.11-12.4
I can adapt communication to a variety of contexts.	I can communicate wants/ needs to others (verbal, gestures, communication device).	I can communicate with complete thoughts (may not be grammatically correct).	I can adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	I can adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	EE.SL.9-10.6; EE.SL.11-12.6

A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

EE ELA

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	I can identify elements in a story (characters, other key details in the text) when asked.	I can use information and details explicitly mentioned in the text for citing.	I can determine which citations refer to explicit information and which citations refer to inferred.	I can analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	EE.RL.9-10.1, EE.RL.11-12.1
I can determine which citations demonstrate what the text says explicitly as well as inferentially.	I can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	I can use information and details inferred from the information and details explicitly mentioned in the text for citing.	I can determine which citations refer to explicit information and which citations refer to inferred information in an informational text.	I can analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	EE.RI.9-10.1; EE.11-12.1
I can determine the central idea of the text and select details to support it.	I can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	I can summarize the information in a familiar informational text.	I can pick out details that are relevant and contribute to the understanding of central idea of informational text.	I can determine the central idea of a text and recount the text.	EE.RI.9-10.2; EE,RI.11-12.2
I can recount events related to the theme or central idea, including details about character and setting.	I can identify the next step or event in a sequence from a familiar routine.	I can determine details that provide for foundation of the theme in a narrative.	I can relate 2 or more events with details about specific characters and settings that help the reader to infer the theme or central idea.	I can recount the main events of the text which are related to the theme or central idea.	EE.RL.9-10.2; EE.RL.11-12.2

A successful student can respond thoughtfully to diverse perspectives; gather relevant information from multiple print and digital sources, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify fallacious reasoning, exaggerated or distorted evidence; and determine what additional information or research is required to deepen the investigation or complete the task.

EE ELA

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine logical connections between individuals, ideas, or events in a text.	I can identify actions associated with the routine, as a result of experience with a routine.	I can identify the relationship between multiple concrete facts or details in a literature or informational text.	I can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.	I can determine how individuals,ideas, or events change over the course of the text.	EE.RI.9-10.3; EE.RI.11-12.3
I can determine how characters change or develop over the course of a text.	I can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture= chairs, tables, couches, etc).	I can describe the internal (motivations, feelings) and external traits (appearance) of a character.	I can determine the changes or development that occurs in a specific character in a narrative.	I can determine how characters, the setting or events change over the course of the story or drama.	EE.RL.9-10.3; EE.RL.11-12.3
I can locate sentences that support an author's central idea or claim.	I can make generalizations about the category to novel instances of that category when my categorical knowledge.	I can determine important details in informational text.	I can determine the specific evidence used to support a claim.	I can determine whether the structure of a text enhances an author's claim.	EE.RI.9-10.5; EE.RI.11-12.5
I can identify where a text deviates from a chronological presentation of events.	I can identify the next step or event in a sequence from a familiar routine.	I can identify an element of the story that undergoes change(s) from beginning to end (character or setting).	I can identify where a text deviates from a chronological presentation of events.	I can determine how the author's choice of where to end the story contributes to the meaning.	EE.RL.9-10.5; EE.RL.11-12.5
I can determine how the specific claims support the argument made in an informational text.	I can realize that what I am thinking or viewing may or may not be the same as what other people see or think.	I can determine specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation.	I can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic.	I can determine whether the claims and reasoning enhance the author's argument in an informational text.	EE.RI.9-10.8; EE.RI.11-12.8

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EE ELA

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.	I can determine some of the relevant words for describing people, places, things, or events familiar to me.	I can identify the commonly understood cultural and/or emotional meaning of words and phrases.	I can determine the figurative meaning of words and phrases (such as common idioms, analogies, and figures of speech).	I can determine how words or phrases in a text including words with multiple meanings and figurative language, impacts the meaning of the text.	EE.RI.9-10.4; EE.RI.11-12.4
I can determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	I can determine some of the relevant words for describing people, places, things, or events familiar to me.	I can determine the meaning of frequently occurring or transparent simple idioms and figures of speech.	I can ascertain the figurative meanings of words and phrases in narratives (common idioms, analogies, and figures of speech.	I can determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	EE.RL.9-10.4; EE.RL.11-12.4
I can use context to determine the meaning of unknown words.	I can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.	I can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues.	I can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, cause/effect.	I can use context to determine the meaning of unknown words.	EE.L.9-10.4.a; EE.L.11-12.a
I can determine the intended meaning of multiple meaning words.	I can make generalizations about the category to novel instances of that category when using my categorical knowledge.	I can use the surrounding context of word in text to determine meaning of multiple meaning words.	I can determine the intended meaning of multiple meaning words.	I can identify and use root words and the words that result when affixes are added or removed.	EE.L.9-10.4.b; EE.L.11-12.4.b

A successful student can write informative and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content in order to summarize, advocate and/or solve problems.

EE ELA

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can integrate ideas and information in writing including introducing the topic, providing facts or details, and providing a closing.	I can demonstrate my preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about my preferences; use functional words to describe common persons, places, objects, or events; produce utterances comprising of two words; demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics; and identify the end or completion of a routine.	I can introduce a topic and convey information about it including visual, tactual, or multimedia information as appropriate; put facts or details identified about a topic into writing; produce a complete thought in writing (may not be grammatically correct but still conveys a complete thought or idea); use domain-specific vocabulary in informative writing.; and write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	I can introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate; develop the topic with facts or details; use complete, simple sentences as appropriate; use domain specific vocabulary when writing claims related to a topic of study or text; and provide a closing or concluding statement.	I can write to share information supported by details: introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate; develop the topic with relevant facts, details, or quotes; use complete, simple sentences, as well as compound and other complex sentences as appropriate; use domain specific vocabulary when writing claims related to a topic of study or text; and provide a closing or concluding statement.	EE.W.9-10.2; EE.W.11-12.2
I can apply knowledge of word chunks when spelling.	I can recognize the sound of the letter of the first name in words I hear and see and can correctly represent the letter when spelling words that start with the same letter.	I can accurately select (from a complete alphabet array on a keyboard or other AT device) or write the correct initial sound that corresponds with a word.	I can spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	I can spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	EE.L.9-10.2.c

A successful student can use a variety of writing techniques such as pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters, and text structures, such as cause and effect, compare/ contrast, etc. to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EE ELA

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can integrate ideas and information in writing including introducing the topic, providing facts or details, and providing a closing.	I can demonstrate my preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/ no questions about my preferences; use functional words to describe common persons, places, objects, or events; produce utterances comprising of two words; demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics; and identify the end or completion of a routine.	I can introduce a topic and convey information about it including visual, tactual, or multimedia information as appropriate; put facts or details identified about a topic into writing; produce a complete thought in writing (may not be grammatically correct but still conveys a complete thought or idea); use domain-specific vocabulary in informative writing.; and write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	I can introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate; develop the topic with facts or details; use complete, simple sentences as appropriate; use domain specific vocabulary when writing claims related to a topic of study or text; and provide a closing or concluding statement.	I can write to share information supported by details: introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate; develop the topic with relevant facts, details, or quotes; use complete, simple sentences, as well as compound and other complex sentences as appropriate; use domain specific vocabulary when writing claims related to a topic of study or text; and provide a closing or concluding statement.	EE.W.9-10.2; EE.W.11-12.2
I can apply knowledge of word chunks when spelling.	I can recognize the sound of the letter of the first name in words I hear and see and can correctly represent the letter when spelling words that start with the same letter.	I can accurately select (from a complete alphabet array on a keyboard or other AT device) or write the correct initial sound that corresponds with a word.	I can spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	I can spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	EE.L.9-10.2.c

EE Mathematics

Students must be engaged with the eight Standards for Mathematical Practice throughout the instruction of the mathematical content:

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.

A successful student can use a variety of writing techniques such as pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters, and text structures, such as cause and effect, compare/contrast, etc. to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience using the Standards for Mathematical Practices.

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can express quantities to the appropriate precision of measurement.	I can use perceptual subitizing.	I can solve word problems involving addition, subtraction, and multiplication of rational numbers.	I can express numerical answers with a degree of precision appropriate for the problem context.	I can solve multi-step problems with rational numbers.	EE.N-Q.1-3

A successful student can write and interpret appropriate equivalent forms of an expression to explain different properties of the quantities represented in real-world context.

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can solve one-step inequalities.	I can combine and partition sets.	I can solve linear equalities in one variable.	I can solve linear inequalities in one variable. I can represent solutions of inequalities on a number line.	I can explain solution to a linear inequality in one variable.	EE.A-CED.2-4
I can identify an algebraic expression involving one arithmetic operation to represent a real-world problem.	I can combine and partition sets.	I can represent the unknown in an equation. I can represent expressions with variables.	I can represent real-world problems as equation and as expressions.	I can solve real-world problems using equations with non-negative rational numbers.	EE.A-SSE.1 Extended
I can solve simple algebraic equations with one variable using multiplication and division.	I can combine and partition sets.	I can determine the unknown in a division and multiplication equation.	I can solve linear equations in one variable. I can solve linear equations in one variable with rational number coefficients.	I can solve linear inequalities in one variable.	EE.A-SSE.3 Extended

A successful student can model, solve, identify, interpret, and apply systems of equations/ inequalities to explain authentic or hypothetical situations using math as the authority.

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can interpret the meaning of a point on the graph of a line.	I can order objects and arrange objects in pairs.	I can recognize covariation, direction of covariation, and describe the rate of change in a graph.	I can analyze linear function graphs. I can interpret a point on the graph of a linear function.	I can solve real-world problems by interpreting linear function graphs.	EE.A-REI.10-12
I can create an equation involving one operation with one variable, and use it to solve a real-world problem.	I can combine and partition sets.	I can represent expressions with variables and represent the unknown in an equation.	I can solve real-world problems using equations with non-negative rational numbers. I can represent real-world problems as an equation.	I can solve rational equations in one variable.	EE.A-CED.1
I can solve one-step inequalities.	I can combine and partition sets.	I can solve linear equalities in one variable.	I can solve linear inequalities in 1 variable. I can represent solutions of inequalities on a number line.	I can explain the solution to a linear inequality in one variable.	A-CED.2-4

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.	I can order objects and arrange objects in pairs.	I can recognize covariation, direction of covariation, and describe the rate of change in a graph.	I can represent real world problems as graphs.	I can solve real-world problems by interpreting linear function graphs.	EE.F-BF.1
I can use the concept of function to solve problems.	I can order objects and arrange objects in pairs.	I can describe the rate of change in a table and graph.	I can solve real-world problems by interpreting linear function graphs and tables.	I can use graphs to read beyond the data. I can use tables to predict function values.	EE.F-IF.1-3 Extended
I can construct graphs that represent linear functions with different rates of change and interpret which is faster/slower, higher/ lower, etc.	I can order objects and arrange objects in pairs.	I can recognize covariation, direction of covariation, and describe the rate of change in a graph.	I can compare two functions with different rate of change. I can analyze linear function graphs.	I can solve real-world problems by interpreting linear function graphs. I can compare properties of two functions represented in the same way.	EE.F-IF.4-6 Extended
I can determine an arithmetic sequence with whole numbers when provided a recursive rule.	I can classify, contrast objects, and order objects.	I can recognize arithmetic sequences and recognize the recursive rule for arithmetic sequences.	I can extend an arithmetic sequence by applying the recursive rule.	I can determine the term in an arithmetic sequence given the nth term formula.	EE.F-BF.2 Extended
I can model a simple linear function such as y=mx to show that these functions increase by equal amounts over equal intervals.	I can order objects and arrange objects in pairs.	I can recognize covariation, direction of covariation, and determine slope based on coordinate pairs.	I can explain average rate of change and determine rate of change of linear functions.	I can recognize intervals where function is increasing and decreasing. I can estimate average rate of change given a graph.	EE.F-LE.1-3 Extended

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the components of the two figures that are congruent when given a geometric figure and a rotation, reflection, or translation of that figure.	I can contrast objects, arrange objects in pairs, and compare objects for sameness. I can match 2D and 3D shapes with the same size and different orientation.	I can recognize translation, rotation, reflection, and congruent figures.	I can explain the relationship between congruent figures and transformation.	I can use a sequence of transformations to describe congruence of 2 given figures.	EE.G-CO.4-5
I can explain the attributes of perpendicular lines, parallel lines, and line segments; angles, and circles. .	I can recognize same, different, and attribute values.	I can recognize circles, parallel lines/line segments, and perpendicular lines/line segments.	I can define circle, explain angle, explain perpendicular lines/line segments, and explain parallel lines/line segments.	I can explain straight angles, adjacent angles, and vertical angles.	EE.G-CO.1 Extended
I can identify corresponding congruent and similar parts of shapes.	I can recognize same and different.	I can recognize congruent and similar figures.	I can explain congruent figures and similar figures.	I can explain the relationship between congruent figures and transformation. I can explain the relationship between similar figures and transformation.	EE.G-CO.6-8 Extended
I can use properties of geometric shapes to describe real-life objects.	I can recognize same and different.	I can recognize squares, circles, triangles, rectangles, cubes, cones, cylinders, and/or spheres.	I can use geometric shapes to describe objects.	I can use geometric methods to solve design problems.	EE.G-MG.1-3 Extended

A successful student can use algebraic concepts by explaining arguments and creating proofs to validate geometric concepts and apply in a real-world context.

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can find the perimeter and area of squares and rectangles to solve real-world problems.	I can recognize attribute values.	I can calculate perimeter by adding all the side lengths. I can calculate area by counting unit squares.	I can solve word problems involving perimeter of polygons. I can solve world problems involving area of rectangles.	I can mathematize contextual situations involving perimeter and area of polygons	EE.G-GPE.7 Extended

A successful student can demonstrate understanding of similarity and trigonometric ratios by constructing and explaining to validate geometric concepts and apply in a real world context.

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements.					

A successful student can summarize,model, interpret, and predict data using different representations to make informed, justifiable decisions.

EE Mathematics

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify when events are independent or dependent.	I can contrast objects, arrange objects in pairs, and compare objects for sameness.	I can recognize possible and impossible outcomes. I can explain simple events.	I can determine if 2 events are dependent or independent.	I can explain compound events.	EE.S-CP.1-5
I can construct a simple graph (table, line, pie, bar, or picture) when given data and can interpret the data.	I can classify and order objects.	I can use bar graphs, picture graphs, line graphs and pie charts to read data.	I can use graphs to read beyond the data. I can represent data using bar graphs, picture graphs, line graphs, and pie charts.	I can use graphs to read beyond the data.	EE.S-ID.1-2
I can calculate the mean of a given data set (limit the number of data points to fewer than five).	I can recognize attribute values.	I can summarize data by the number of observations.	I can calculate mean.	I can summarize data by measurement.	EE.S-ID.4

EE Science

Physical Science

A successful student can apply atomic-level knowledge of the structure and properties of matter to predict and investigate the outcomes of chemical reactions in terms of both matter and energy.

EE Science	Physical Science			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can recognize that a change has occurred during a chemical reaction.	I can identify the changes that have occurred during a chemical reaction (e.g., metal-rust, paper-burn).	I can make a claim supported by evidence to explain patterns of chemical properties that occur in a substance during a common chemical reaction (e.g., baking soda and vinegar).	I can describe the chemical properties that can change during a chemical reaction.	EE.HS-PS1-2

A successful student can describe the relationships among forces and motion to predict and investigate interactions between objects within systems of objects.

EE Science	Physical Science			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can identify safety equipment devices that minimize force of a collision (e.g., floor mats, helmets, or steel-toed boots).	I can use data to compare the effectiveness of safety devices to determine which best minimizes the force of a collision.	I can evaluate the effectiveness of safety devices and design a solution that could minimize the force of a collision.	I can define force and describe how to minimize it describe force and motion.	EE.HS-PS2-3

A successful student can apply knowledge of energy transfer, transformation, and conservation to evaluate and question energy use and consumption on Earth; examine waves and electromagnetic radiation as a method of sending and storing information in the 21st century to ask questions about methods of communication.

EE Science	Physical Science			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can compare relative difference in temperature (warmth, coldness) of two liquids.	I can compare the temperatures of two liquids of different temperatures before and after combining.	I can investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution.	I can describe the relationship between temperature and energy distribution.	EE.HS-PS3-4

Life Science

A successful student can articulate how atomic- and molecular-level structures fuel chemical reactions that support and maintain life within an organism to justify how organisms live and grow; explain, using evidence, the interaction of living and nonliving components in an environment by examining the living and nonliving components responsible for matter cycling to predict humans' effects on matter cycling or to formulate conclusions about the importance of relationships in maintaining stable ecosystems.

EE Science Life Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize that different organs have different functions.	I can identify which organs work for a specific function.	I can use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory, digestive, sensory) in the body to provide specific functions.	I can recall the major organs within the human body.	EE.HS-LS1-2

A successful student can outline how genetic traits are inherited and how genetic variation is affected to apply these tenets to genetic diversity amongst a population and make informed decisions about the maintenance of genetic diversity of the species on Earth.

EE Science Life Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify food and shelter needs for familiar wildlife.	I can recognize the relationship between population size and available resources for food and shelter from a graphical representation.	I can use a graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter.	I can identify environmental changes that affect an animal population over time.	EE.HS.LS2-2
I can match particular species to their various environments.	I can identify factors in an environment that require special traits to survive.	I can explain how the traits of particular species allow them to survive in their specific environments.	I can identify how species adapt in order to survive.	EE.HS.LS4-2

Earth Space Science

A successful student can pose and evaluate arguments to explain phenomena in the universe, processes/life cycles in stars, and the predictable patterns of movement of solar system objects.

EE Science Earth Space Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify characteristics of the seasons.	I can use a model of Earth and sun to show how Earth's positions in its orbit around the Sun correspond with the four seasons.	I can use a model of Earth and the Sun to show how Earth's tilt and orbit around the sun cause changes in seasons.	I can describe the Earth's tilt and orbit around the sun.	EE.HS-ESS1-4

A successful student can communicate how the Earth's materials, features, and processes have changed over time to describe and predict the effect of human activity and use of natural resources on weather regulation, Earth systems, and climate.

EE Science Earth Space Science

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize strategies to manage objects (e.g., dispose, repurpose, or recycle).	I can describe the factors that would favor one strategy to conserve, recycle or reuse resources over another.	I can construct an argument for a strategy to conserve, recycle, or reuse resources.	I can evaluate a strategy to conserve, recycle, or reuse resources.	EE.HS-ESS3-2
I can gather on the effects of a local (e.g., class or school-wide) conservation strategy.	I can organize data on the effects of conservation strategies (e.g., using less energy, using rechargeable batteries, recycling or repurposing materials.	I can analyze data to determine the effects of a conservation strategy on the level of a natural resource	I can describe human impacts on the environment.	EE.HS-ESS3-3

Grade Band 9-12

Implementation

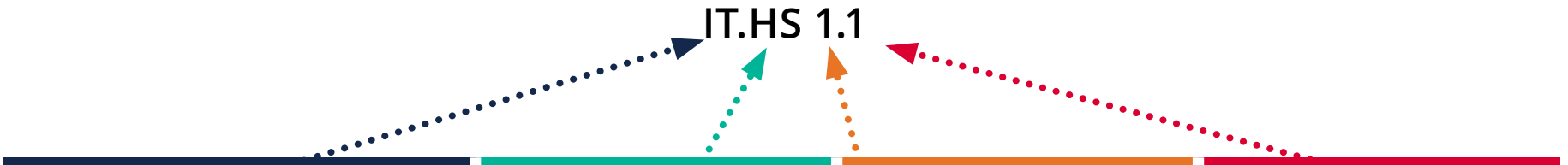
Competency Codes Narrative

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
9-12

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.

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.

GRADE BAND
9-12

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.

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

Grade Band 9-12

Implementation **Instructional Examples**

Music/Art/World Languages/PE

Instructional Example:

CULTalks (Cultural Talks)

CULTalks Explained:
"CULTalks" are open ended cultural projects based on the concept of a passion project or genius projects.

Competency Codes Addressed:
World Languages: WL.N.HS 2.1, WL.N.HS 2.2, WL.N.HS 2.3, WL.N.HS 2.4, WL.I.HS 2.1, WL.I.HS 2.2, WL.I.HS 2.3, WL.I.HS 2.4
Dance: DNC.HS 1.1, DNC.HS 1.2, DNC.HS 2.1, DNC.HS 2.2, DNC.HS 3.1, DNC.HS 3.2
SECD: SECD.HS 1.1, SECD.HS1.2, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.4, SECD.HS 4.5, SECD.HS 4.6, SECD.HS 5.2, SECD.HS 5.3, SECD.HS 5.4, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Student choice.
- Timely, specific, and varied feedback.
- Analysis and evaluation of sources.
- Opportunities to revise based on new learning.
- Scaffolding and breaking down tasks into manageable chunks.
- Solving complex problems.
- Real-world relevance and transfer.
- Student collaboration.
- Connecting knowledge across content areas.
- Analysis of primary and secondary sources.

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

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in a virtual community.
- Expectations of good character in a virtual setting.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, and contradiction ambiguity, distortion and rationalization.
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Demonstrate empathy in a variety of settings, contexts and situations.
- Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Evaluate how advocacy for the rights of others contributes to the common good.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- History
- Music
- Dance
- Literature
- CTE-FACS,Business, AFNR, etc.
- Other World Languages

Possible Collaboration Partners

- Peers
- Teachers
- Parents and/or guardians
- Local community members or organizations
- Students and/or organizations from other states or countries (representing target cultures)

Workflow *(Milestones of Learning)*

- Teacher assigns a scope for the project (single country, multiple countries, or complete freedom).
- Student identifies a topic of interest (they may have to identify a country first depending on the teacher's decision).
- Students research their topic of interest.
- Students identify a product to demonstrate their learning.
- Student present their final product.

Showcase of Student Learning *(End Product)*

- Students determine their own products to showcase learning. Some examples include:
  - A student performs a cultural appropriate dance and presents about its history and cultural importance.
  - A student researches a historical aspect of the culture and develops their own marketing campaign for that element.

Accommodation/Modification 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.

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, Hybrid, or Remote)*

It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Creative Dance

Students will create a dance based upon the history, traditions, customs, and cultures of a culture/ethnic group of their choosing.

Competency Codes Addressed:
PE: PE.HS 2.1 and PE.HS 5.3
Health: HE.HS 2.1, HE.HS 4.1, HE.HS 6.1
Music: MUS.HS 5.1, MUS.HS 6.1
Dance: DNC.HS 1.1, DNC.HS 1.2, DNC.HS 2.1, DNC.HS 2.2
HGSS: HGSS.HS 6.1
Humanities: HUM.HS 1.1, HUM.HS 5.1
SECD: SECD.HS 1.5, SECD.HS 2.2, SECD.HS 2.4, SECD.HS 4.5, SECD.HS 4.6

Elements of High-Quality Instruction

- Student voice and choice throughout instruction process.
- Clear relevance.
- Meaningful historical and culture research and analysis.
- Scaffolded process builds from pattern recognition to creation.
- Varied opportunities and methods to learn.
- Timely, specific and varied feedback.
- Productive practice.
- Student collaboration.
- Evaluation of sources.

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

- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Amylase civil/democratic, environmental and personal responsibilities to self and others.
- Demonstrate empathy in a variety of settings, contexts and situations.

Elements of Collaboration

- Physical Education
- Music
- History
- World Languages

Possible Collaboration Partners

- Dance Instructors
- Music Instructors (Vocal and Instrumental)
- Community Dance Professionals or Experts
- Museum Personnel and Other Historical Reference Professionals
- Community and Family Members

Workflow *(Milestones of Learning)*

- Selections and research of historical and cultural influences
- Musical selection
- Investigation of Dance movements that fit cultural context
- Dance movement selection and routine/ pattern building
- Appropriate music selection
- Dance steps and movements have cultural meaning/context
- Student is proficient at the dance and is able to teach the dance to another person

Showcase of Student Learning *(End Product)*

- A dance, performed by the student, can be taught to others in the class or community
- Final Dance Performance, Teaching, and Explanatory Product

Accommodation/Modification 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.

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, Hybrid, or Remote)
It is important to front load, organize, and implement elements of high-quality instruction so that students are better able to transition between all learning environments. Additionally, educators should anticipate and plan resources/materials and design options for a day-to-day transition from one learning environment to the next. Educators should consistently communicate with students and parents using a single platform with clear and streamlined expectations. It is imperative that educators target planning of workflow and the showcase of learning in anticipation of a transition from one learning environment to the next on any given day.

Instructional Example:

Inquiry Based Visual Art Presentations

Inquiry based visual art presentations can be used to create ongoing learning activities in an art classroom that provide students an opportunity to share, debate and/or converse with each other about a number of issues/questions pertaining to art that do not necessarily have a right or wrong answer, but are often opinion based, much like art itself.

Competency Codes Addressed:
Visual Arts: VA.HS 3.1, VA.HS 4.1, VA.HS 4.2, VA.HS 4.3, VA.HS 5.1, VA.HS 5.2
ELA: ELA.HS 1.1, ELA.HS 3.1, ELA.HS 3.2, ELA.HS 3.3, ELA.HS 3.4, ELA.HS 5.1
HGSS: HGSS.HS 4.1, HGSS.HS 5.1, HGSS.HS 6.1, HGSS.HS 7.1
Media Arts: MA.HS 3.2, MA.HS 4.1, MA.HS 4.2
Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1, HUM.HS 6.1
STEAM: STM.HS 3.1, STM.HS 4.1
SECD: SECD.HS 1.6, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 3.4, SECD.HS 4.2, SECD.HS 4.3

Elements of High-Quality Instruction

- Student voice and choice throughout instruction.
- Focus on relevance.
- Inquiry driven.
- Student collaboration.
- Active student engagement.
- Cross-curricular connections.
- Productive practice in recognizing, reflecting and recalling pertinent patterns .
- Scaffolded instruction from simple to complex.
- Authentic audience.

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

- Evaluate the active listening skills of all parties involved before, after and during conversations.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze the accuracy of facts/ information/interpretation and evaluate logical and emotional appeals.
- Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening.

Elements of Collaboration

- Arts
- Language arts
- Social Studies

Possible Collaboration Partners

- Peers
- Other schools
- Local, regional and contemporary artists

Workflow *(Milestones of Learning)*

- Teacher presents an example presentation to model expectations and requirements.
- Students select, or propose an inquiry question to build their presentation around.
- Students present their work to their peers.
- Classmates can be assessed by their participation in the conversation (questions, thoughts, debates and/or feedback)
- Students are encouraged to ask additional questions that branch from their original.
- Research is encouraged to help guide their conversation and support their thoughts and conclusions.

Showcase of Student Learning *(End Product)*

- Student created presentation of 5 slides (minimum) and 2 images (minimum) to answer the inquiry based question they selected or were assigned to share knowledge and issues that artists address
- Student will have a conversation about their artist/presentation to show understanding

Accommodation/Modification Considerations

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Progression toward Mastery

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Learning Environment Considerations
(On-site, Hybrid, or Remote)

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Instructional Example:

Compose a Jingle

Students in music classes will compose a jingle for a local business or school clubs/ organizations.

Competency Codes Addressed:
Music: MUS.HS 1.1, MUS.HS 2.1, MUS.HS 2.2, MUS.HS 4.1, MUS.HS 4.2
Business Career: BC.HS.M 1.1
Humanities: HUM.HS 1.1 and HUM.HS 2.1
STEAM: STM.HS 3.1 and STM.HS 4.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 6.3

Elements of High-Quality Instruction

- Student voice and choice throughout instruction process.
- Clearly defined learning goals.
- Purposeful practice.
- Clear, specific, and timely feedback.
- Active student engagement.
- Student collaboration.
- Cross-curricular connections.
- Relevance to real world and real audience.

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can

anticipate the possible obstacles to completing tasks on schedule.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.

Elements of Collaboration
- Business
- Music
- CTE classes

Possible Collaboration Partners
- Local businesses and business owners
- Club Sponsors
- Community Members
- Jingle writers
- Local radio
- Advertising groups

Workflow *(Milestones of Learning)*
- Students make connections with "client" to discover what they need in their jingle.
- Working with groups (or individually) students will brainstorm ideas for client.
- Students rough draft of jingle.
- Groups will work together to rehearse and record their jingle to present as their final product.

Showcase of Student Learning *(End Product)*
- Students will produce a final recording of their jingle and share with their peers and potential client.

Accommodation/Modification 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.

Progression toward Mastery
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Learning Environment Considerations
(On-site, Hybrid, or Remote)
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Instructional Example:

Bringing Toys to Life with Photography

Students will create a series of related photographs by giving life to inanimate toys (or household objects) by incorporating them into make believe narratives inspired by the work of contemporary photographers.

Competency Codes Addressed:
Media Arts: MA.HS 1.1, MA.HS 1.2, MA.HS 1.3, MA.HS 2.1, MA.HS 2.2, MA.HS 3.1, MA.HS 4.1
Theatre: THR.HS 2.1, THR.HS 2.2, THR.HS 4.2
HGSS: HGSS.HS 5.1, HGSS.HS 6.1
Visual Arts: VA.HS 1.1, VA.HS 2.1, VA.HS 3.1, VA.HS 3.2, VA.HS 4.3, VA.HS 5.1
Humanities: HUM.HS 1.1, HUM.HS 2.1
STEAM: STM.HS 1.1, STM.HS 4.1
SECD: SECD.HS 1.5, SECD.HS 1.6, SECD.HS 2.1, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 3.4, SECD.HS 3.5, SECD.HS 4.6, SECD.HS 4.7

Elements of High-Quality Instruction

- Student choice.
- Purposeful practice.
- Cross-curricular connections.
- Scaffolding from simple to complex to support higher order thinking.
- Active student engagement.
- Analysis of visual texts.

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

- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Evaluate the active listening skills of all parties involved before, after and during conversations.
- Evaluate situations that are safe and unsafe and how to avoid unsafe practices.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Evaluate how behavior choices affect goal success.
- Demonstrate empathy in a variety of settings, contexts and situations.
- Predict potential outcome of impulsive behavior.

Elements of Collaboration

- Social Studies
- Language Arts
- Theater
- Art teachers
- Business

Possible Collaboration Partners

- Family Members
- Peers
- Area Photographers
- Community members
- Website designers

Workflow *(Milestones of Learning)*

- Students will gather props.
- Students will brainstorm potential ideas (visual and writing) in their sketchbook.
- Students will photograph their object(s) using a variety of shots (birds-eye, worms-eye, rule of thirds).
- Students will edit photos with a digital editing program of choice.
- Students will create a presentation on a webpage that can be used as a professional online portfolio.

Showcase of Student Learning *(End Product)*

- Students will submit a series of photos that illustrate their understanding of photography. They will use online sites (a digital website platform instead of online sites) to showcase their photos.

Accommodation/Modification 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.

Progression toward Mastery

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Learning Environment Considerations

(On-site, Hybrid, or Remote)

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CTE

Instructional Example:

Agriscience Fair

Students use scientific principles and emerging technologies to solve complex problems related to agriculture, food and natural resources.

Competency Codes Addressed:
Agriculture, Foods, and Natural Resources: AFNR.HS 1.1, AFNR.HS 3.1, AFNR.HS 6.1
Business Career: BC.BMAE.HS 1.2
Information Technology: IT.HS 1.3
ELA: ELA.HS 5.1
Math: MATH.HS 3.1 and MATH.HS 5.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.9, SECD.HS 6.1, SECD.HS 6.3
Humanities: HUM.HS 2.1, HUM.HS 4.1, HUM.HS 6.1
STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 3.1, STM.HS 4.1

Elements of High-Quality Instruction

- Student voice and choice throughout instruction.
- Inquiry-driven.
- Active student engagement.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret samples.
- Complex problem-solving.
- Evaluating and analyzing sources in research.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.

Elements of Collaboration

- **Math:** Topic options-statistical data processes
- **Science:** Topic options-scientific method, running experiments, problem solving
- **ELA:** Drafts of manuscript
- **Business and Digital Media:** Laying out graphs and presentation of results.

Possible Collaboration Partners

- Community members
- 4-H groups
- Local ag agencies and groups
- State departments for agriculture
- Veterinarians

Workflow *(Milestones of Learning)*

- Brainstorm Topics in Agriculture, Food and Natural Resources
- Research Proposal or research plan due for approval
- Complete introduction, review of literature, materials, and methods
- Research Proposal
- Set a clear hypothesis, variables, and procedures.
- Conduct Experiment
- Conclude Experiment and Analyze the data

Showcase of Student Learning *(End Product)*

- Complete Written Report and Display
- Complete Written report of project
- Scientific Process, findings and evaluation
- Display Board (trifold) with results
- Presentation and Interview over project

Accommodation/Modification Considerations

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Learning Environment Considerations

(On-site, Hybrid, or Remote)

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Instructional Example:

Design, Build, and Promote a Miniature Golf Course

Students will design and build a miniature golf course for the school and/or community events through collaboration with groups and teachers.

Competency Codes Addressed:
Business Career: BC.BMAE.HS 1.1, BC.BMAE.HS 1.2, BC.F.HS 1.1, BC.M.HS 1.1
Architecture and Construction: AC.HS 2.1, AC.HS 6.1
Engineering: ENG.HS 4.1 and ENG.HS 5.1
Information Technology: IT.HS 1.1
Math: MATH.HS 2.2, MATH.HS 4.1, MATH.HS 4.2
ELA: ELA.HS 3.2 and ELA.HS 5.1
SECD: SECD.HS 1.6, SECD.HS 2.2, SECD.HS 2.4, SECD.H S 2.8, SECD.HS 3.5 SECD.HS 4.3, SECD. HS 6.1, SECD.HS 6.3, SECD.HS 6.6
Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 6.1
STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 3.1, STM.HS 4.1

Elements of High-Quality Instruction

- Student voice and choice throughout instruction.
- Inquiry-driven.
- Active student engagement.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret samples.
- Complex problem solving.
- Evaluating and analyzing sources in research.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Identify, analyze and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Evaluate the active listening skills of all parties involved before, after and during conversations.
- Evaluate how behavioral choices affect goal success.
- Apply effective listening skills in a variety of settings and recognize barriers to effective listening.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- **Math:** Geometry, economics of scale
- **Science:** Physics (motion vs design of project)
- **English:** Writing about experience or project
- **CTE:** AFRN, Manufacturing, Architecture and Construction, Technical Education, Engineering, Business/Computers

Possible Collaboration Partners

- Peers
- Community business partners in the industries of golf, architecture, construction, manufacturing, or information technology
- Elementary classes
- PE classes--instruction over best putting methods
- Community partners and members

Workflow *(Milestones of Learning)*

- Brainstorm ideas for possible mini-golf holes. Decide on the overall theme of the course.
- Using drawing techniques design mini-golf hole
- Include theme, dimensions, return

system and bill of materials
- Construct prototypes to analyze and present to class.
- Conduct a SWOT analysis of the mini golf course prototypes and evaluate overall material needs and budget.
- Create a marketing campaign for the mini-golf course.
- Complete final design drawing, bill of materials.
- Build Projects and complete any final design elements.
- Feedback, Reflection, and Revision of any needed elements.

Showcase of Student Learning *(End Product)*
- Prototype of golf hole, Bill of Materials and design drawing.
- Using constructed project at school or in the community.
- Presentation of final project.
- Create written documentation of project.
- Complete civic engagement activity (following school guidelines).

Accommodation/Modification Considerations

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Learning Environment Considerations

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Instructional Example:

Animate A Children's Story

Use 3D creation suite software to animate a story.

Competency Codes Addressed:
Information Technology: IT.HS 1.1, IT.HS 1.2
ELA: ELA.HS 3.2 and ELA.HS 5.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 6.3
Humanities: HUM.HS 1.1, HUM.HS 6.1
STEAM: STM.HS 1.1

Elements of High-Quality Instruction

- Student choice.
- Inquiry-driven.
- Active student engagement.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret samples.
- Complex problem-solving.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.

Elements of Collaboration

- ELA Teacher
  - Book Selection, Drafting Letter, Final Edits
- Business/Computer Science Teacher
  - Assist in animation process
- Visual Arts
  - Brainstorm ideas for animation characters

Possible Collaboration Partners

- Digital Media Specialists at school or in the community.
- Authors/publishers of books to be animated.
- Pre-K-6th grade teachers and administration.

Workflow *(Milestones of Learning)*

- Select a book collaborating with an ELA teacher to find appropriate content and grade level.
- Write a letter to gain approval from publisher/author to animate the book for educational purposes.
- Students will use Blender to animate a children's book that they will present at a "storytime" event.
- Students will delegate work in their group and assign tasks to each member.
- Students will animate the book as it is illustrated .
- Students will complete the animation after several reviews/peer critiques.
- Students will conduct a storytime for younger students/the community.

Showcase of Student Learning *(End Product)*

- Final 3D animated book.
- Students will show the animation and narrate the story for elementary students at other buildings or at the local library in a "storytime" event.

Accommodation/Modification Considerations

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Learning Environment Considerations

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Instructional Example:

Plan a Family Meal from Farm to Table

Students will plan a family meal, including ingredients, costs, and source of product. After initial planning, students will research the closest locally sourced food and replan their meal accordingly.

Competency Codes Addressed:
Family and Consumer Sciences: FACS.HS 1.2, FACS.HS 1.3, FACS.HS.5.1
Agriculture Foods and Natural Resources: AFNR. HS 1.1, AFNR.HS 6.1
Business Career: BC.BMAE.HS 1.1
Math: Math.HS 1.1, Math.HS 5.1
ELA: ELA.HS 4.1, ELA.HS 6.1
STEAM: STM.HS 2.1, STM.HS 4.1
Humanities: HUM.HS 3.1
SECD: SECD.HS 2.3, SECD.HS 2.4, SECD.HS 6.1

Elements of High-Quality Instruction

- Pose purposeful questions.
- Provide scaffolding to build background knowledge.
- Active student engagement and collaboration.
- Connect mathematical, statistical concepts.
- Project based instruction.
- High expectations for all.
- Real-world relevance.

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

- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule

Elements of Collaboration

- **AFNR:** Finding sources of locally grown food, understanding where food comes from.
- Manufacturing/Distribution.
- **Math:** Topic options for statistical data processes.
- **ELA:** Menu plan description.
- **Business and Digital Media:** Laying out media of menu planning and mapping of food production locations.

Possible Collaboration Partners

- Kansas Department of Agriculture
- Business and Industry Partners
- Local Food Producers
- Kansas Agritourism
- School Food Service Representative

Workflow *(Milestones of Learning)*

- Plan family meal
- Research where food is sourced
- Find locally produced and processed foods
- Map locations and number of miles food travels from farm to plate
- Replan family meal with locally sourced ingredients
- Create a visual of menu, map of food sources

Showcase of Student Learning *(End Product)*

- Menu of the family meal
- Description of where products are sourced
- Map or digital example of where food is grown locally
- Extension
- Presentation on buying locally vs any source

Accommodation/Modification Considerations

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Learning Environment Considerations

(On-site, Hybrid, or Remote)

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Instructional Example:

Video Game Design

Students will design, model, code, and build the game for distribution amongst peers and the community

Competency Codes Addressed:
Information Technology: IT.HS 1.1, IT.HS 1.2, IT.HS 2.1, IT.HS 2.2
ELA: ELA.HS 5.1, ELA.HS 6.1
Humanities: HUM.HS 1.1, HUM.HS 3.1
STEAM: STM.HS 4.1
SECD: SECD.HS 1.1, SECD.HS 1.2, SECD.HS 1.5, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4 SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.8

Elements of High-Quality Instruction

- Student voice and choice throughout instruction process.
- Inquiry-driven.
- Active student engagement.
- Complex problem-solving.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.
- Scaffold knowledge and skills by building and expanding.
- Peer-to-peer feedback.

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

- Recognize and exhibit appropriate and inappropriate behaviors and the impact it has on others in the virtual community.
- Expectations of good character in a virtual setting.
- Utilize multiple media and technologies ethically and respectfully evaluate its effectiveness and assess its impact.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Develop an understanding of relationships within the context of networking and careers

Elements of Collaboration

- Core content teachers
  - Assist in information regarding to the game topic or genre.
- Visual Arts
  - Animation and visual details.
- ELA
  - Editing grammar, rules, content.

Possible Collaboration Partners

- Community partners may be able to assist in the games relevance or rating.
- Industry partners can assist with content, relevance, and technical issues.
- Students in school or across the United States.

Workflow *(Milestones of Learning)*

- Learn the elements of industry standard computer science and develop a video game based on their understanding of the content.
- Brainstorm ideas for a game
- Create a game based on any number of topics/ideas
- Design, model, code, and build the game
- Students will debug the game
- Distribute final product amongst peers and the community.

Showcase of Student Learning *(End Product)*

- Students will launch their game in an exhibition/E3 style presentation that will allow others to play their game and critique it.
- After critique, final product will be fully released

Accommodation/Modification Considerations

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Progression toward Mastery

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Learning Environment Considerations
(On-site, Hybrid, or Remote)

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Science and Math

Instructional Example:

Roller Coaster

Students design and create a roller coaster showing the conservation of momentum and energy and communicate the results of the calculations.

Competency Codes Addressed:
Science: SCI.PS.HS 1.2, SCI.PS.HS 1.4
Math: MATH.HS 1.1, MATH.HS 2.1, MATH.HS 3.1
Architecture and Construction: AC.HS 2.1, AC.HS 6.1
Engineering: ENG.HS 1.1, ENG.HS 3.1, ENG.HS 4.1
ELA: ENG.HS 2.1, ELA.HS 5.1, ELA.HS 6.1
Humanities: HUM.HS 2.1
STEAM: STM.HS 1.1, STM.HS 2.1, STM.HS 4.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 3.4, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Pose purposeful questions.
- Provide meaningful background knowledge.
- Active student engagement and collaboration.
- Mathematical connections and representations.
- Construct explanations and design solutions.
- Inquiry-based instruction.
- Student voice and choice throughout instructional process.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret data.
- Complex problem-solving.
- Applying communication in a variety of settings.
- Authentic audience
- Cross-curricular connections

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedules and can anticipate the possible obstacles to completing tasks in schedule.
- Identify, analyze and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Evaluate external supports and resources for problem solving (additional print and electronic resources or specific subject problem solving models).
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Engage in correlation to create positive group dynamics, and evaluate how societal and cultural norms and more affect personal interactions decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Physics teachers (within school and from different schools/districts)
  - Content development of momentum and energy
- Physics with physical science teachers
  - Peer teaching
- Mathematics teachers
  - Polynomial graphs (vertical position vs time, horizontal position vs time, vertical vs horizontal position graphs)
- ELA teachers
  - Analysis, interpretation, conclusion, and writing of results
  - Reflection/Log/Prompt Writing
- Elective teachers
  - Design, creation, and printing

Possible Collaboration Partners

- Family and Community
  - Support at home
  - Presentations audience/panel
  - Engineers

Workflow *(Milestones of Learning)*

- Direct instruction of potential energy, kinetic energy, and conservation of momentum
- Design proposal
  - Representation (drawing, graphs, etc.)
  - Conduct short research project in order to solve a problem
  - Design a solution
  - Writing prompts
- Mathematical modeling
  - Use of mathematical representations
  - Use of various communication, visual and technology platforms--in groups and individually and in person and virtually--to create a product and meet appropriate competencies.
  - Provide multiple media options (paper, popsicle sticks, k'nex, digital model, etc.)
- Analysis
  - Writing
  - Feedback, Reflection, and Revision
  - Interpret the scale, data, and key features of graphs and displays
  - Prediction and hypothesis to solve a problem

Showcase of Student Learning *(End Product)*

- Roller Coaster
  - Design (CAD drawing, paper-pencil, blueprint)
  - Product (variety of roller coasters such as virtual, concrete/tactile, 3D, etc.)
  - Graphs and diagrams
  - Writing (essay/prompts)
    - Essay/prompts
    - First person perspective of ride
  - Provide multiple virtual media options
  - Online roller coaster creator website
    - Hand-drawn/built roller coasters submitted virtually
  - Provide data for students with limited/no internet access
  - Presentation of roller coaster designs and creations to the community
  - Reflection

Accommodation/Modification Considerations

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Progression toward Mastery

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Learning Environment Considerations

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Instructional Example:

Exponential Growth of Pandemics

Students will research pandemic data and create an exponential model of a pandemic of choice including graph, equation, writing component of historical context, description of health concerns, and visual art.

Competency Codes Addressed:
Math: MATH.HS 1.1, MATH.HS 2.1, MATH.HS 3.1, MATH.HS 5.1
Science: SCI.LS.HS1.1, SCI.LS.HS1.2
HGSS: HGSS.HS 5.1, HGSS.HS 6.1, HGSS.HS 7.1
ELA: ELA.HS 3.2, ELA.HS 3.6, ELA.HS 5.1, ELA.HS 6.1
Media Arts: MA.HS 2.1, MA.HS 2.2
Visual Arts: VA.HS 3.2
Business Career Field: BC.HS.BMAE 1.1, BC.HS.BMAE 1.2
Health and BioSciences: HB.HS 3.1, HB.HS 5.1
PE: PE.HS 4.1, PE.HS 4.2
STEAM: STM.HS1.1, STM.HS 2.1, STM.HS 3.1
Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 4.5, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Teacher clarity (establish clear purpose and goals).
- Provide multiple entry points and solutions pathways.
- Pose purposeful questions.
- Connections of mathematical concepts and representations.
- Facilitate discourse and discussions.
- Support productive struggle.
- Elicit and use evidence of student thinking.
- Active student engagement and collaboration.
- Provide timely and effective feedback.
- Construct explanations and design solutions.
- Inquiry-based instruction.
- Student voice and choice throughout instructional process.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret data.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
- How, when and who to ask for help.
- Can utilize resources available.
- Can advocate for personal needs.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Analyze civil/democratic, environmental and personal responsibilities to self and others.
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Mathematics Teachers
  - Concept development of exponential and logarithmic functions
  - Project creation, guidance, presentation
- Science Teachers
  - Population growth of viruses/bacteria
- ELA/HGSS Teachers
  - Research historical context
  - Writing prompts
- Elective Teachers
  - Visual/Digital presentations
  - Public service announcement
  - Impact of pandemics on economics/

business
  - Sewing masks
  - 3D protective shield printing
  - Preventative measures

Possible Collaboration Partners

- Family and Community
  - Experts in the field of medicine (doctors, nurses, medical aide, etc.).
  - Support at home.
  - Community presentation audience.
  - Data scientists as guest speakers and/or panel members.

Workflow *(Milestones of Learning)*

- Design rich tier 1 instruction that allows for multiple entry points and solution pathways and uses a range of approaches.
- Research
  - Historical context
  - Types of pandemics/viruses
  - Relevance and context of past and present response to pandemic impact on economics/business.
- Mathematical modeling
  - Use of mathematical representations.
  - Use of various communication, visual and technology platforms--in groups and individually and in person and virtually--to create a product and meet appropriate competencies.
- Create
  - Complex and authentic visual/digital art piece/presentations
  - Public service announcement video
- Analysis
  - Evaluate how various factors affect the speed and scope of a pandemic and explain some ways to flatten the curve
  - Analysis of historical sources
  - Analysis and interpretation of primary and secondary sources
  - Analysis and interpretation data
  - Writing prompts/interpretations
  - Medical implications of virus and preliminary precautions
  - Feedback, Reflection, and Revision
- Presentation of data and implications to the community

Showcase of Student Learning *(End Product)*

- Display/Presentation
- Graphs and diagrams
- Writing component of historical context and health implications
- Visual art and videos
- Slides
- Trifold
- Public service announcement
- Provide multiple media and virtual options
- Presentation
- Reflection

Accommodation/Modification Considerations

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Instructional Example:

Statistics - Political Beliefs and Candidate Preferences - Do they Align?

Students will learn how to summarize, model, interpret and predict data using different representations to make informed, justifiable political decisions.

Competency Codes Addressed:
Math: MATH.HS 1.1, MATH.HS 2.1, MATH.HS 5.1
ELA: ELA.HS 1.1, ELA.HS 3.3, ELA.HS 5.1
Science: SCI.ESS.HS 1.2
HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1, HGSS.HS 4.1, HGSS.HS 5.1, HGSS.HS 6.1, HGSS.HS 7.1
Business Career: BC.M.HS 1.1
Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM.HS 4.1, HUM.HS 5.1
STEAM: STM.HS 2.1, STM.HS 3.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.7, SECD.HS 2.8, SECD.HS 3.6, SECD.HS 4.2, SECD.HS 4.5, SECD.HS 5.3, SECD.HS 5.4, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Complex problem-solving.
- Facilitate discourse, discussion, arguments from evidence.
- Inquiry-based instruction.
- Student voice and choice throughout instructional process.
- Analyze and interpret data.
- Evaluating sources in research.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills .
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies.
- Analyze the accuracy of facts / information / interpretation and evaluate logical and emotional appeals.
- Analyze civic / democratic, environmental and personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture in the world).
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize her personal perspective and biases impact interactions with others.
- Evaluate our advocacy for the rights of others contributes to the common good.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Cross-Curricular Collaboration

- Mathematics Teachers
  - Methods of survey sample size and selection.
  - Graphing/Analysis of data.
- Government Teachers
  - Guide students concept of the various points on the 2-axis Political. Spectrum.
- Media/Business Teachers
  - Digital survey creation and distribution.
- ELA Teachers
  - Supports the writing in final analysis
  - Persuasive speech on a controversial topic in their survey.
- Psychology Teachers
  - Writing survey questions.
- Science Teachers
  - Environmental topics in politics.
- Video
  - Video feature story of results.
- All staff
  - Serve as research adviser to students.

Who might be your collaboration partners?

- All staff serve as research advisers to students.
- Family and Community
  - Support at home.
  - Experts in the fields of politics and statistics.

Workflow *(Milestones of Learning)*

- Provide the foundational work for statistics and survey content:
  - Student-friendly questions.
  - Non-biased parameters (survey questions need to measure feelings and prejudices, not detailed opinions).
  - Study the Political Compass survey of propositions.
  - Content could be based on politics in the student's country of choice; Survey sent to students in chosen country.
- Statistical Methods
  - Define problem and research questions.
  - Define variables and research techniques.
    - Identify sample.
    - Construct and conduct survey questions (paper or digital) with input from math teachers for appropriate sample size and non-biased selection.
  - Collect results and data
    - Guide students to create surveys that will allow them to mathematically interpret results - 5 point likert scale.
    - Help students develop their own meaning of points on the 2-Axis Political Spectrum.
  - Statistically analyze and draw conclusion.
- Feedback, Reflection, and Revision.
- Construct presentation of results

Showcase of Student Learning *(End Product)*

- All options should include a graphic model and analysis statements:
  - Video feature story of survey results.
  - Video voice-over showing results.
  - Slide Presentation of results.
  - Present Verbally.
- Additional presentation possibilities.
  - Present a persuasive speech.
  - Hold a debate on a particularly controversial topic from the project.

Accommodation/Modification Considerations

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Instructional Example:

High Ho, High Ho - It's off to SPACE We Go!

Students will write a children's storybook about the solar system and present it to students of the appropriate grade.

Competency Codes Addressed:
Science: SCI.ESS.HS 1.1, SCI.ESS.HS 1.2
HGSS: HGSS.HS 5.1, HGSS.HS 1.1
Math: MATH.HS 1.1, MATH.HS 2.1
ELA: ELA.HS 6.1, ELA.HS 5.1
Media Arts: MA.HS 1.1
Information Technology: IT.HS 1.1
Humanities HUM.HS 1.1
STEAM: STM.HS 3.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.6, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.3, SECD.HS 6.6

Elements of High-Quality Instruction

- Active student engagement and collaboration.
- Creativity in writing and illustration.
- Appropriate writing skill .
- Correct mathematical measurement and processes.
- Pose purposeful questions.
- Inquiry-based instruction.
- Student choice.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret data.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resiliency to reflect on past problems, identify ways to improve and implement change.
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Present oneself professionally and exhibit proper etiquette, as well as practices constructive strategies in social and other media.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Core Teachers:
  - **Science:** Planets/Solar System characteristics
  - **History:** Research historical context of solar system
  - **ELA:**
    - Technical writing
    - Narrative story
  - **Math:** Calculations of distance/time/etc.
- Elective Teachers:
    - **Art/Digital media:** Illustrations
    - **Business:** Cost of flight

Possible Collaboration Partners

- School/District
  - Counseling department
  - Elementary schools/teachers
  - Transportation
- Family and Community
  - Support at home
  - Virtual reading
  - Authors

Workflow *(Milestones of Learning)*

- Direct instruction of earth and space systems and story elements
- Story
  - Research the characteristics and historical context of the solar system and its planets.
  - Technical writing using the research of the planets and the solar system.
  - Write creative story book narrative incorporating appropriate science, vocabulary, and story elements.
    - Rough Draft
    - Final Draft
- Illustrations - Sketch, digital or on paper
- Analysis:
  - Writing and Revision
  - Feedback, Reflection, and Revision
- Presentation (on-site or virtual)
- Read to elementary students
- Print and bind the book (optional)
- Publication (optional)

Showcase of Student Learning *(End Product)*

- Children's book:
- Narrative story
- Pictures
- Analysis of solar system or planet detail
- Completed digital version of book
- Provide multiple media and virtual options
- Provide data for students with limited/no internet access
- Print and bind book (optional)
- Published book (optional)

Accommodation/Modification Considerations

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Instructional Example:

Geometry - Cereal Box Design

Students will create a cereal box, a marketing strategy, calculate profit margins, design a logo and graphics for box faces, and print a flat pattern of their box for constructing (folding) it in 3D.

Competency Codes Addressed:
Math: MATH.HS 1.1, MATH.HS 4.1
Family and Consumer Sciences: FACS.HS 1.2
Information Technology: IT.HS 1.1
Business Career Field: BC.M.HS 1.1
STEAM: STM.HS 1.1
Visual Art: VA.HS 1.1, VA.HS 1.2, VA.HS 2.1, VA.HS 3.1
Engineering: ENG.HS 3.1, ENG.HS 4.1
SECD: SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.8, SECD.HS 3.4, SECD.HS 3.6, SECD.HS 5.3, SECD.HS 6.1, SECD.HS 6.6

Elements of High-Quality Instruction

- Pose purposeful questions.
- Provide multiple entry points and solutions pathways.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Complex problem-solving.
- Inquiry-based instruction.
- Student choice.
- Evaluating sources in research.
- Applying communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.

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

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  - Can advocate for personal needs.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Evaluate external supports and resources for problem-solving (additional print and electronic resources or specific subject problem solving models).
- Analyze self-reflection, self-enhancement, self-preservation and self-help strategies
- Challenge personal perspective with cognitive dissonance to enhance a growth mindset and recognize how personal perspective and biases impact interactions with others.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Math Teachers
  - Profit margins based on various surface area and volume.
- Business Teachers
  - Marketing strategy
- FACS Teacher
  - Nutrition labels
- Graphic Design Teacher
  - Logo and graphics
- Cereal box theme/concept collaborators
  - Counselors-Special Olympics theme - create a cereal box for each Olympian
  - History-design a cereal box representative of you as a historical figure
  - Science-Design a cereal box representative of you as a notable scientist

Possible Collaboration Partners

- Family and Community
  - Support at home
  - Arts
  - Marketing organizations
  - Graphic design businesses

Workflow *(Milestones of Learning)*

- Determine the theme options.
- Create cereal box graphics using digital or by hand.
- Create a marketing strategy for how the cereal boxes could be purchased by community members.
- Develop content of nutrition labels.
- Analyze various cereal boxes for design ideas.

- Frequent student check-ins for lessons and submission of milestones.
- Decide on a theme/concept.
- Determine dimensions of personal cereal box.
- Design cereal logo and graphics concepts.
- Rough draft of graphic concepts on each panel of box.
- Nutritional information panel complete.
- Digital design of box; print.

Showcase of Student Learning *(End Product)*

- Constructed (folded) Cereal Box
  - Provide multiple media and virtual options.
  - Print digital designs.

Accommodation/Modification Considerations

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Humanities

Instructional Example:

Evaluating News Sources

Students study documents (magazine covers, scientific headlines, articles "trending" on social media, political cartoons, etc.) in which there are various viewpoints. The goal is for students to learn and put into practice some tips in order to think critically about the news they are consuming.

Competency Codes Addressed:
ELA: ELA.HS 1.1, ELS.HS 3.1, ELA.HS 3.2, ELA.HS 3.3, ELA.HS 3.4, ELA.HS 3.5, ELA.HS 3.6,
HGSS: HGSS.HS2.1; HGSS.HS3.1; HGSS.HS4.1
Humanities: HUM.HS 2.1, HUM.HS 4.1, HUM.HS 6.1
SECD: SECD.HS 1.5, SECD.HS 1.6, SECD.HS 2.4, SEDC.HS 4.2, SEDC.HS 4.4, SECD.HS 4.5, SECD. HS 6.6

Elements of High-Quality Instruction

- Establish goals with student input.
- Directed questions.
- Connect content area concepts with information literacy skills.
- Facilitate discussion and pose directed questions that can help identify misinformation, disinformation, bias in materials.
- Support productive struggle.
- Encourage active student engagement and participation.
- Close reading of complex text.
- Comparative analysis of multiple documents.
- Inquiry-driven.
- Active student engagement.
- Cross-curricular connections.
- Analyze primary and secondary sources.

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

- Utilize multiple media and technologies ethically and respectfully evaluate effectiveness and assess its impact.
- Evaluate the active listening skills of all parties involved before, after, and during conversations
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Analyze the accuracy of facts/ information/interpretation and evaluate logical and emotional appeals.
- Analyze the consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction ambiguity, distortion and rationalization.
- Analyze civil/democratic, environmental and personal responsibilities to self and others
- Practice strategies for maintaining self-regulation and positive relationships.

Elements of Collaboration

- Media Specialist
- HGSS Teacher
- ELA Teacher

Possible Collaboration Partners

- Marketing Professionals
- Political Leaders
- Journalists
- Lawyers

Workflow *(Milestones of Learning)*

- Introduce directed questions for consideration in evaluating new stories and sources
- Students use questions to individually or in groups evaluate various documents for accuracy of information as well as motivation behind it.
- Discussion and reflection of analysis.
- Assess and reflect on previous work.
- Create questions for peers and experts.
- Whole group discussion, including expert input, about assessment of various documents.
- Students reflect in the form of journal, comic, or paper to demonstrate understanding.

Showcase of Student Learning *(End Product)*

- Students create an overarching reflection in the form of a journal entry, comic strip, or other small project that demonstrates understanding and application of important questions to consider as they critically evaluate documents

Accommodation/Modification 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.

Progression toward Mastery

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Learning Environment Considerations

(On-site, Hybrid, or Remote)

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Instructional Example:

"Make a Difference"

Students will identify an issue in their community or state that they believe needs to be fixed and will work through the process to create change for those they live with.

Competency Codes Addressed:
HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1, HGSS.HS 4.1, HGSS.HS 5.1, HGSS.HS 6.1, HGSS.HS 7.1
ELA: ELA.HS 1.1, ELA.HS 3.1, ELA.HS 3.2, ELA.HS 3.3, ELA.HS 3.4, ELA.HS 3.5, ELA.HS 3.6, ELA.HS 4.1, ELA.HS 5.1
Math: Math.HS 1.1, Math.HS 2.2, Math.HS 5.1
Physical Science: SCI.PS.HS 1.4

SECD: SECD.HS 1.3, SECD.HS 1.6, SECD.HS 1.7, SECD.HS 2.2, SECD.HS 2.4, SECD.HS 2.5, SECD.HS 2.7, SECD.HS 5.2, SECD.HS 5.4, SECD.HS 6.6, SECD.HS 6.9
FACS: FACS.HS 5.1
Business Career: BC.F. HS 1.1, BC.M.HS 1.1
Engineering: ENG.HS 6.1
Humanities: HUM.HS 1.1, HUM.HS 2.1, HUM. HS 3.1

Elements of High-Quality Instruction

- Establish goals with student choice and input.
- Connect learning to making a change for the better in your home/community/state/country.
- Facilitate discourse and pose purposeful questions.
- Active student engagement and collaboration.
- Inquiry-driven.
- Support trial and error.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret samples.
- Complex problem solving.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.
- Analyze primary and secondary sources.
- Student voice and choice throughout instruction process.

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

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Evaluate the active listening skills of all parties involved before, after, and during conversations.
- Conclude how to act in accordance with the principle of respect for all human beings.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
- Practice empathy for others and can differentiate between the factual and emotional content of a person's communication.
- Evaluate how advocacy for the rights of others contributes to the common good.
- Practice strategies for maintaining self-regulation and positive relationships.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

Elements of Collaboration

- HGSS Teachers
- Language Arts teacher
- Math/Science teachers
- Arts
- CTE

Possible Collaboration Partners

- Peers, family, community.
- Lawmakers.
- Citizens impacted by issues.
- Organizations in the community for assistance.

Workflow *(Milestones of Learning)*

- Brainstorm issues students see in their communities and how they could be bettered.
- Analyze problems/solutions and how other locations have dealt with problems
- Create possible solutions for the issue at hand.
- Interview stakeholders on how the problems impact them and what would happen if they were better.
- Contact and petition local government and lawmakers, or those involved with the issue, to discuss process of change.
- Create models/sketches of change

process.
- Work with local officials to implement change (if possible) or rework original plans to make feasible end product.
- Feedback, Reflection, and Revision.

Showcase of Student Learning *(End Product)*
- Problem identification and solution models
- Presentation to stakeholders to address issues and assist in forming a plan for fixing via letters, interviews, or community meetings
- Design, develop, and promote a solution for issue(s) being addressed using research in previous stages.
- Production of communication materials such as letters, emails, petitions, etc needed to meet the needs of each individual project.
- Present design ideas in a public forum (board meetings, petition, legislation) to address problems identified.

Accommodation/Modification Considerations

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Instructional Example:

Political Campaign

Create/Research (real life/fictitious) elements of a political campaign by researching past campaigns, look at platforms, design campaign advertising, write speeches and on air advertising.

Competency Codes Addressed:
HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1, HGSS.HS 4.1, HGSS.HS 5.1, HGSS.HS 6.1, HGSS.HS 7.1
ELA: ELA.HS 1.1, ELA.HS 2.1, ELA.HS 3.1, ELA.HS 3.2, ELA.HS 3.3, ELA.HS 3.5, ELA.HS 3.6, ELA.HS 4.1, ELA.HS 5.1, ELA.HS 6.1
Math: Math.HS 1.1, Math.HS 2.1, Math.HS 2.2, Math.HS 5.1
SECD: SECD.HS 1.3, SECD.HS 1.6, SECD.HS 1.7, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.6, SECD.HS 2.7, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.1, SECD.HS 3.5, SECD.HS 4.2, SECD.HS 4.4, SECD.HS 4.5, SECD.HS 4.6, SECD.HS 5.4, SECD.HS 6.6, SECD 6.9
Business Career: BC.M.HS 1.1, BC.F.HS 1.1
Visual Arts: VA.HS 1.1, VA.HS 1.2, VA.HS 2.1, VA.HS 3.1, VA.HS 3.2, VA.HS 4.1, VA.HS 4.2, VA.HS 4.3, VA.HS 5.1, VA.HS 5.2

Elements of High-Quality Instruction

- Establish goals.
- Facilitate discourse and pose purposeful questions.
- Support trial and error.
- Active student engagement and collaboration.
- Student voice and choice throughout instruction process.
- Inquiry-driven.
- Scaffolding in designing and conducting a scientific investigation.
- Analyze and interpret samples.
- Complex problem-solving.
- Evaluating sources in research.
- Demonstrate authentic communication in a variety of settings.
- Authentic audience.
- Cross-curricular connections.
- Analyze primary and secondary sources.

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

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Evaluate the active listening skills of all parties involved before, after, and during conversations.
- Conclude how to act in accordance with the principle of respect for all human beings.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resilience to reflect on past problems, identify ways to improve, and implement change
- Analyze complex emotions and effective behavioral responses.
- Evaluate how behavior choices affect goal success.
- Analyze the accuracy of facts/information/interpretation and evaluate logical and emotional appeals
- Analyze civil/democratic, environmental and personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).
- Evaluate how advocacy for the rights of others contributes to the common good.
- Practice strategies for maintaining self-regulation and positive relationships.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.

Elements of Collaboration

- Language arts
- Math
- HGSS
- Business
- Arts
- CTE areas

Possible Collaboration Partners

- Candidates past or present
- Campaign managers
- Advertising agencies (print, online, and on air)
- Local residents for ideas of what they want to see in campaigns/politicians
- Students running for offices like student council
- Media specialists

Workflow *(Milestones of Learning)*

- Students will develop an understanding of past campaigns that were successful and failures to build their own campaigns for candidates.
- Create sample budgets for campaign costs.
- Create various campaign materials like mailers, flyers, billboards, etc
- Write and edit speeches and platforms for candidates.
- Project milestones/assessment threaded throughout in all content and projects
- Feedback, Reflection, and Revision.
- Could take further and design their own political party to use elements of successful parties and platforms.

Showcase of Student Learning *(End Product)*

- Students will use their projects to assist in a candidate running for office like STUCO or local elections.
  - Projects can also hold elections for fictitious candidates in schools or work with local candidates to assist in campaign material.
- Extensions: Could create a new political party using everything they learned and current climate to address issues they see as big ticket items (HGSS/ELA).
- Provide feedback and revisions to candidates running the campaigns.

Accommodation/Modification Considerations

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Learning Environment Considerations

(On-site, Hybrid, or Remote)

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Instructional Example:

"Dystopian Obstacle Course"

After reading a dystopian novel like the Hunger Games or Maze Runner, students will create symbolic athletic challenges or an obstacle course, and discuss how the challenges show some of the literal/figurative obstacles the characters faced in the novel or how the obstacle course represents their journey.

Competency Codes Addressed:
ELA: ELA.HS 2.1, ELA.HS 3.6, ELA.HS 4.1, ELA.HS 6.1
PE: PE.HS 5.1, PE.HS 3.3
Health: HE.HS 3.1, HE.HS 5.1
SECD: SECD.HS 1.3, SECD.HS 1.6, SECD.HS 1.7, SECD.HS 2.2, SECD.HS 2.3, SECD.HS 2.4, SECD.HS 2.6, SECD.HS 2.7, SECD.HS 2.8, SECD.HS 2.9, SECD.HS 3.1, SECD.HS 3.5, SECD.HS 4.2, SECD.HS 4.4, SECD.HS 4.5, SECD.HS 4.6, SECD.HS 5.4, SECD.HS 6.1, SECD.HS 6.6, SECD 6.9

Elements of High-Quality Instruction

- Establish goals.
- Facilitate discourse and pose purposeful questions.
- Support trial and error.
- Active student engagement and collaboration.
- Student collaboration and engagement.
- Timely, specific, and varied feedback.

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

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Evaluate the active listening skills of all parties involved before, after, and during conversations.
- Conclude how to act in accordance with the principle of respect for all human beings.
- Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.
- Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
- Identify, analyze, and demonstrate problem-solving processes, including applying improvement strategies to future projects and situations.
- Use resilience to reflect on past problems, identify ways to improve, and implement change
- Analyze complex emotions and effective behavioral responses.
- Evaluate how behavior choices affect goal success.
- Analyze the accuracy of facts/information/interpretation and evaluate logical and emotional appeals
- Analyze civil/democratic, environmental and personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).
- Evaluate how advocacy for the rights of others contributes to the common good.
- Practice strategies for maintaining self-regulation and positive relationships.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.

Elements of Collaboration

- Language Arts teachers
- Physical Education teachers

Possible Collaboration Partners

- Peers, Family, and Community members
- Fitness centers

Workflow *(Milestones of Learning)*

- Students will read a dystopian text with considerations for feedback and discussion.
- Students will create symbolic athletic challenges (or a complete obstacle course).
- Write/show how these challenges are a literal or figurative representations of challenges that the characters faced in the text.
- Allow for individual, small group, large group, and full group opportunities and collaboration.
- Provide just-in-time interventions, and immediate and effective feedback.
- Project milestones/assessment threaded throughout in all content and projects
- Feedback, Reflection, and Revision
- Provide opportunities to engage with the community via videos, zooms, or other formats.

Showcase of Student Learning *(End Product)*

- Students create obstacles (in-person or virtually) for classmates to navigate as they narrate how it relates to the characters.

Accommodation/Modification Considerations

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Learning Environment Considerations
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Instructional Example:

Poetry from Artwork

Students create a poem after analyzing a specific piece of art that they will explain and share with peers.

Competency Codes Addressed:
ELA: ELA.HS 2.1, ELA.HS 3.1, ELA.HS 4.1
HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 3.1
Visual Arts: VA.HS 1.1, VA.HS 3.1
SECD: SECD.HS 1.3, SECD.HS 2.3, SECD.HS 2.4, SEDC.HS 5.1

Elements of High-Quality Instruction

- Establish goals.
- Facilitate discourse and pose purposeful questions.
- Support trial and error.
- Active student engagement and collaboration.
- Student choice and voice.
- Analyze and interpret samples.
- Applying communication in a variety of settings.
- Cross-curricular connections.
- Analyze primary and secondary sources.

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

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Recognize:
  - How, when and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Utilize time and materials to complete assignments on schedule and can anticipate the possible obstacles to completing tasks on schedule.
- Evaluate a range of emotions in others based on verbal and nonverbal cues in different situations.

Elements of Collaboration

- ELA teachers
- Art teachers
- History teachers

Possible Collaboration Partners

- Community members
- Peers
- Local artists and writers

Workflow *(Milestones of Learning)*

- Student will learn elements of poetry, structure, figurative language, and how to write these.
- Art, History, or ELA teachers provide art to analyze.
- Students would create a poem inspired by that artwork.

Showcase of Student Learning *(End Product)*

- Analyze a piece of art for artistic, historical, or other elements.
- Create a poetry piece from the students point of view in regards to their analysis of the artwork.
- Share out the student poems in relation to art work on various media forms or orally.

Accommodation/Modification Considerations

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of a transition from one learning environment to the next on any given day.

Instructional Example:

Shark Tank

Students will select an invention from the 1920s to reinvent to today's standards and then pitch their design to a group of "investors."

Competency Codes Addressed:
ELA: ELA.HS 1.1, ELA.HS 3.2, ELA.HS 3.6, ELA.HS 6.1
HGSS: HGSS.HS 1.1, HGSS.HS 2.1, HGSS.HS 5.1, HGSS.HS 6.1
Humanities: HUM.HS 2.1, HUM.HS 4.1, HUM.HS 5.1, HUM.HS 6.1
Business Career: BC.BMAE.HS 1.1, BC.F.HS 1.1, BC.M.HS 1.1
Information Technology: IT.HS 1.1
Visual Arts: VA.HS 3.1
Math: MATH.HS 2.1
SECD: SEDC.HS 1.3, SEDC.HS 2.3, SEDC.HS 2.6, SECD.HS 4.3, SECD.HS 6.1, SECD.HS 6.6, SECD.HS 6.8, SECD.HS 6.9

Elements of High-Quality Instruction

- Establish goals.
- Facilitate discourse and pose purposeful questions.
- Support trial and error.
- Active student engagement and collaboration.
- Student voice and choice throughout instruction process.
- Analyze and interpret.
- Demonstrate authentic communication in a variety of settings.
- Cross-curricular connections.
- Analyze primary and secondary sources.

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

- Hold self and others accountable appropriately for demonstrating behaviors of good character throughout all school activities and in the community.
- Recognize:
  - How, when, and who to ask for help.
  - Can utilize resources available.
  - Can advocate for personal needs.
- Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.
- Apply effective listening skills in a variety of settings and situations and recognize barriers to effective listening.
- Develop an understanding of relationships within the context of networking and careers.
- Practice strategies for maintaining self-regulation and positive relationships.
- Apply effective and appropriate conflict resolution and mediation skills to prevent and resolve conflict in a constructive manner.
- Engage in coregulation to create positive group dynamics, and evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors.

Elements of Collaboration

- History
- English Language Arts
- Business
- Arts

Possible Collaboration Partners

- Additional Staff and Administration for support
- Business Owners
- Experts in the Field
- Community Leaders
- Parents

Workflow *(Milestones of Learning)*

- Selection of product/service.
- Brainstorm and research inventions of past and present.
- Create an advertisement (billboard, flyer, pamphlet, etc.).
- Rehearse sales pitch.
- Present before panel.
- Reflect on project.

Showcase of Student Learning *(End Product)*

- Working in pairs, students will research, develop, and promote a product or service from the 1920s showing innovation and improvements in their product.
  - Students present and defend their product in a "Shark Tank" like setting.
  - Judges will help evaluate their final product.

Accommodation/Modification Considerations

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