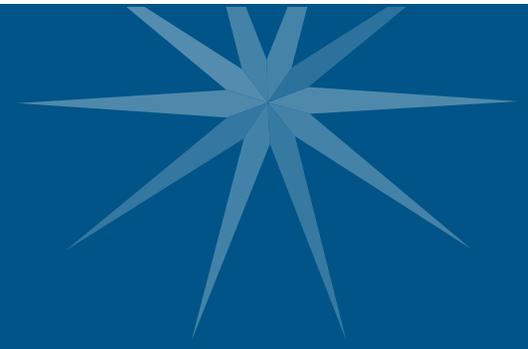




Grade Band 6-8

Contents

Access and Equity _____	530	Special Education _____	576	STEAM _____	665
COMPETENCIES _____	534	Library Media _____	581	Specials _____	704
ELA _____	536	ASSESSMENT _____	585	Library Media _____	724
HGSS _____	537	ELA _____	589	EE ASSESSMENT _____	731
Mathematics _____	540	HGSS _____	597	IMPLEMENTATION _____	765
Science _____	542	EL HGSS _____	607	Philosophy _____	768
Measuring SECD _____	545	Mathematics _____	611	Grading Considerations _____	770
SECD _____	551	EL Mathematics _____	627	Accommodations/Modifications _____	771
Humanities _____	554	Science _____	631	Family Engagement _____	772
STEAM _____	560	EL Science _____	652	Instructional Examples _____	781
Specials _____	568	Humanities _____	655		



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.

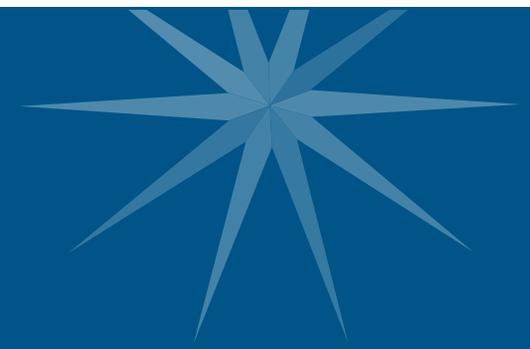
For students with exceptionalities and an IEP this includes a free appropriate public education (FAPE). School districts must provide a FAPE to students with exceptionalities and an IEP consistent with the need to protect the health and safety of students with exceptionalities and those individuals providing 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 6-8



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
FCS	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
Text Complexity	A successful student can interpret an author’s purpose and intent in complex text.	ELA.MS 1.1, ELA.MS 1.2, ELA.MS 1.3, ELA.MS 1.4, ELA.MS 1.5, ELA.MS 1.6, ELA.MS 1.7, ELA.MS 1.8, ELA.MS 1.9	W6.9, 7.9, 8.9, RL6.2, 7.2, 8.2, RL6.5,7.5, 8.5, RL6.6, 7.6, 8.6, RL6.13, 7.13, 8.13, RI6.5, 7.5, 8.5, RI6.6, 7.6, 8.6, RI6.9,7.9, 8.9, RI6.13, 7.13, 8.13
Clear, Concise Communication	A successful student can adapt speech and writing to enhance or refine a message.	ELA.MS 2.1, ELA.MS 2.2, ELA.MS 2.3, ELA.MS 2.4, ELA.MS 2.5, ELA.MS 2.6, ELA.MS 2.7	W6.4, 7.4, 8.4, W6.10.a, 7.10.a, W7.10.c, W6.10.g, W6.11, W6.12, 7.12, 8.12, SL6.1.c, 7.1.c, 8.1c, SL7.3, SL6.6, 7.6, 8.6, SL7.7.a
Vocabulary	A successful student can interpret, acquire and use words precisely.	ELA.MS 3.1, ELA.MS 3.2, ELA.MS 3.3, ELA.MS 3.4	SL6.6, 7.6, 8.6, SL6.8, 7.8, 8.8, SL7.7a, RL6.4, 7.4, 8.4, RL7.11, 8.11, RL7.11.b, 8.11.b, RL7.11.c, 8.11.c, RL7.11.d, 8.11.d, RI7.11.a, RI7.11.b, RI7.11.d, RI7.12.a, RI7.12.b, RI7.12.c
Argument	A successful student can produce a well-developed argument.	ELA.MS 4.1, ELA.MS 4.2, ELA.MS 4.3, ELA.MS 4.4, ELA.MS 4.5	W6.1, 7.1, 8.1, SL6.1b, SL6.1.c, 7.1.c, 8.1.c, SL6.1.d, 7.1.d, 8.1.c, SL7.3, SL8.4, SL6.8, 7.8, 8.8, RI6.8, 8.8
Credibility and Relevance	A successful student can analyze sources for credibility and relevance.	ELA.MS 5.1, ELA.MS 5.2, ELA.MS 5.3, ELA.MS 5.4	W6.1, 7.1, 8.1, W6.7, 7.7, 8.7, W6.9, 7.9, 8.9, W6.8, 7.8, 8.8, RL6.1, 7.1, 8.1, RI6.2, 7.2, 8.2, RI6.3, 8.3, RI6.4, 8.4

HGSS

PRIORITY: A successful student will recognize and draw conclusions about significant historical, economic, and political choices and the resulting consequences.

HGSS Classification	COMPETENCY	CODE	STANDARDS
Choices Have Consequences	A successful student can:		
	<ul style="list-style-type: none"> Priority: Recognize and draw conclusions about significant historical, economic and political choices and the resulting consequences. 	HGSS.MS 1.1, HGSS.MS 1.2, HGSS.MS 1.3, HGSS.MS 1.4, HGSS.MS 1.5	1,2,3,4,5
	<ul style="list-style-type: none"> Extended: Investigate examples of choices, asking questions and making claims about their consequences on contemporary issues. 	HGSS.MS 6.1, HGSS.MS 6.2, HGSS.MS 6.3, HGSS.MS 6.4, HGSS.MS 6.5	1,2,3,4,5
Individuals Have Rights and Responsibilities	A successful student can:		
	<ul style="list-style-type: none"> Priority: Recognize and draw conclusions about the rights and responsibilities of people. 	HGSS.MS 2.1, HGSS.MS 2.2, HGSS.MS 2.3, HGSS.MS 2.4, HGSS.MS 2.5, HGSS.MS 2.6	1,2,3,4,5
	<ul style="list-style-type: none"> Extended: Investigate the rights and responsibilities of individuals, making claims and using evidence to make connections to contemporary issues. 	HGSS.MS 7.1, HGSS.MS 7.2, HGSS.MS 7.3, HGSS.MS 7.4, HGSS.MS 7.5, HGSS.MS 7.6	1,2,3,4,5

HGSS Classification

Societies are Shaped by the Identities, Beliefs and Practices of Individuals and Groups

COMPETENCY

CODE

STANDARDS

A successful student can:

- **Priority:** Recognize and draw conclusions about the ways societies are shaped through identities, beliefs and practices of individuals and groups.
- **Extended:** Investigate the way societies are shaped and make claims supported with evidence and argument.

HGSS.MS 3.1,
HGSS.MS 3.2,
HGSS.MS 3.3,
HGSS.MS 3.4,
HGSS.MS 3.5,
HGSS.MS 3.6

1,2,3,4,5

HGSS.MS 8.1,
HGSS.MS 8.2,
HGSS.MS 8.3,
HGSS.MS 8.4,
HGSS.MS 8.5,
HGSS.MS 8.6

1,2,3,4,5

Societies Experience Continuity and Change Over Time

A successful student can:

- **Priority:** Recognize and draw conclusions about societal continuity and change over time.
- **Extended:** Apply understanding of continuity and change to investigate contemporary issues using evidence and argument.

HGSS.MS 4.1,
HGSS.MS 4.2,
HGSS.MS 4.3,
HGSS.MS 4.4,
HGSS.MS 4.5,
HGSS.MS 4.6

1,2,3,4,5

HGSS.MS 9.1,
HGSS.MS 9.2,
HGSS.MS 9.3,
HGSS.MS 9.4,
HGSS.MS 9.5

1,2,3,4,5

HGSS Classification	COMPETENCY	CODE	STANDARDS
Relationships Among People, Places, Ideas and Environments are Dynamic	A successful student can:	HGSS.MS 5.1, HGSS.MS 5.2, HGSS.MS 5.3, HGSS.MS 5.4, HGSS.MS 5.5, HGSS.MS 5.6	1,2,3,4,5
	<ul style="list-style-type: none"> • Priority: Recognize and draw conclusions about historical, economic and geographic relationships impacting individuals and communities. 		
	<ul style="list-style-type: none"> • Extended: Investigate and connect historical, economic and geographic relationships to contemporary issues using evidence and argument. 	HGSS.MS 10.1, HGSS.MS 10.2, HGSS.MS 10.3, HGSS.MS 10.4, HGSS.MS 10.5, HGSS.MS 10.6	1,2,3,4,5

HGSS COMPETENCIES

Mathematics

MATHEMATICS CLASSIFICATION	COMPETENCY	CODE	STANDARDS
Mathematical Practices	<p>A successful student can demonstrate the ability to use the eight mathematical practices fluidly across skills and concepts:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		
Ratios and Proportions	<p>A successful student can understand and analyze proportional relationships and use them to make sense of and solve problems.</p>	<p>MATH.MS 1.1, MATH.MS 1.2, MATH.MS 1.3, MATH.MS 1.4, MATH.MS 1.5</p>	<p>6.RP.A1, 6.RP.A2, 6.RP.A3, 7.RP. A1, 7.RP.A2, 7.RP.A3, 7.SP.C5, (7.G.A1, 7.SP.C6, 7.SP.C7, 7.SP.C8 extended)</p>
Number Systems	<p>A successful student can apply number sense and mathematical operations within number systems to solve problems.</p>	<p>MATH.MS 2.1, MATH.MS 2.2, MATH.MS 2.3, MATH.MS 2.4, MATH.MS 2.5, MATH.MS 2.6, MATH.MS 2.7, MATH.MS 2.8</p>	<p>6.NS.A1, 6.NS. B2, 6.NS.B3, 6.NS.C5, 6.NS. C6, 6.NS.C7, 6.NS.C8, 7.NSA1, 7.NS.A2, 7.NS. A3, 8.NS.A1, 8.NS.A2, (8.EE. A2, 8.EE.A3 extended)</p>

MATHEMATICS CLASSIFICATION	COMPETENCY	CODE	STANDARDS
Expressions and Equations	A successful student can create, interpret, use and analyze patterns of algebraic structures to make sense of problems.	MATH.MS 3.1, MATH.MS 3.2, MATH.MS 3.3, MATH.MS 3.4, MATH.MS 3.5, MATH.MS 3.6, MATH.MS 3.7, MATH.MS 3.8, MATH.MS 3.9, MATH.MS 3.10, MATH.MS 3.11, MATH.MS 3.12	6.EE.A1, 6.EE.A2, 6.EE.A3, 6.EE.B4, 6.EE.B5, 6.EE.B6, 6.EE.B7, 6.EE.B8 7.EE.A1, 7.EE.A2, 7.EE.A3, 7.EE.B4, 8.EE.A1, 8.EE.B4, 8.EE.B5, 8.EE.B6, 8.EE.B7, 6.NS.B4
Functions	A successful student can use functions to interpret and analyze a variety of contexts.	MATH.MS 4.1, MATH.MS 4.2, MATH.MS 4.3	8.F.A1, 8.F.A2, 8.F.B4 (8.F.A3 & 8.F.B5 extended)
Geometry	A successful student can prove, understand and model geometric concepts using appropriate tools and theorems to solve problems and apply logical reasoning.	MATH.MS 5.1, MATH.MS 5.2, MATH.MS 5.3, MATH.MS 5.4, MATH.MS 5.5, MATH.MS 5.6	6.G.A1, 6.G.A2, 6.G.A3, 6.G.A4, 7.G.B4, 7.G.B5, 7.G.B6, 8.G.A1, 8.G.A2, 8.G.A3, 8.G.A4, 8.G.A5, 8.G.A6, (7.G.A2, 7.G.A3, 8.G.B7, 8.G.B8, 8.G.B9, 8.G.C10, 8.G.C11, 8.G.C12 extended)
Statistics	A successful student can use a variety of data analysis and statistics strategies to analyze, develop and evaluate inferences based on data.	MATH.MS 6.1, MATH.MS 6.2, MATH.MS 6.3	6.SP.A1, 6.SP.A2, 6.SP.A3, 6.SP.B4, 6.SP.B5, 7.SP.A1, 7.SP.A2, 8.SP.A1, 8.SP.A2, 8.SP.A3, (7.SP.B3, 7.SP.B4 extended)

Science

Science Classification

COMPETENCY

CODE

STANDARDS

Physical Science

A successful student can:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> Understand the structure, properties and interactions of matter at the molecular scale. | SCI. MS 1.1,
SCI. MS 1.2 | MS-PS1-1,
MS-PS1-3,
MS-PS1-4 |
| <ul style="list-style-type: none"> Understand chemical reactions at the molecular scale. | SCI. MS 2.1,
SCI. MS 2.2 | MS-PS1-2,
MS-PS1-5,
MS-PS1-6 |
| <ul style="list-style-type: none"> Understand the relationships among forces and motion and interactions between objects and within systems of objects. | SCI. MS 3.1,
SCI. MS 3.2,
SCI. MS 3.3 | MS-PS2-1,
MS-PS2-2,
MS-PS2-3,
MS-PS2-4,
MS-PS2-5 |
| <ul style="list-style-type: none"> Understand how energy is defined, transferred, transformed and conserved by objects and within systems. | SCI. MS 4.1,
SCI. MS 4.2,
SCI. MS 4.3 | MS-PS3-1,
MS-PS3-2,
MS-PS3-3,
MS-PS3-4,
MS-PS3-5 |
| <ul style="list-style-type: none"> Understand characteristic properties of waves and electromagnetic radiation and how they behave and transmit information. | SCI. MS 5.1,
SCI. MS 5.2 | MS-PS4-1,
MS-PS4-2,
MS-PS4-3 |

Science Classification	COMPETENCY	CODE	STANDARDS
Life Science	A successful student can:		
	<ul style="list-style-type: none"> Understand the relationship between an organisms' structures, their organization and its life functions, including information processing. 	SCI.MS 7.1, SCI.MS 7.2, SCI.MS 7.3	MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-8
	<ul style="list-style-type: none"> Understand how organisms use matter and energy and how it flows through an ecosystem. 	SCI.MS 8.1, SCI.MS 8.2	MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-3, MS-LS2-4
	<ul style="list-style-type: none"> Understand how organisms interact within an environment to obtain matter and energy. 	SCI.MS 9.1	MS-LS2-2, MS-LS2-5
	<ul style="list-style-type: none"> Understand how organisms within an ecosystem use matter and energy to grow, develop and reproduce. 	SCI.MS 10.1, SCI.MS 10.2	MS-LS1-4, MS-LS1-5, MS-LS3-1, MS-LS3-2, MS-LS4-5
	<ul style="list-style-type: none"> Understand why the relationship between the environment and genetic variation within a species affects survival and reproduction over time. 	SCI.MS 11.1, SCI.MS 11.2	MS-LS4-1, MS-LS4-2, MS-LS4-3, MS-LS4-4, MS-LS4-6

SCIENCE COMPETENCIES

Science Classification	COMPETENCY	CODE	STANDARDS
Earth and Space Science	A successful student can:		
	<ul style="list-style-type: none"> Understand the properties and predictable patterns of objects and phenomena in the universe and our solar system. 	SCI.MS 12.1	MS-ESS1-1, MS-ESS1-2, MS-ESS1-3
	<ul style="list-style-type: none"> Understand how Earth's conditions and processes and life on Earth have changed over time. 	SCI.MS 13.1, SCI.MS 13.2	MS-ESS1-4, MS-ESS2-2, MS-ESS2-3
	<ul style="list-style-type: none"> Understand how Earth materials and the major systems of Earth interact over time. 	SCI.MS 14.1, SCI.MS 14.2	MS-ESS2-1, MS-ESS2-4, MS-ESS3-1
	<ul style="list-style-type: none"> Understand the factors and processes that regulate climate and weather on Earth. 	SCI.MS 15.1, SCI.MS 15.2, SCI.MS 15.3	MS-ESS2-5, MS-ESS2-6, MS-ESS3-5
	<ul style="list-style-type: none"> Understand how natural hazards can be predicted and how human activities affect Earth systems. 	SCI. MS 16.1, SCI. MS 16.2, SCI. MS 16.3, SCI. MS 16.4, SCI. MS 16.5, SCI. MS 16.6, SCI. MS 16.7, SCI. MS 16.8, SCI. MS 16.9,	MS-ESS3-2, MS-ESS3-3, MS-ESS3-4
Engineering Design	A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.	SCI.MS 6.1, SCI.MS 6.2, SCI.MS 6.3, SCI.MS 6.4	MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4

Measuring Social-Emotional Character Development

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

SECD + SEL = SEG

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

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

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

SEL is Strengths Based

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

assessment of adult-driven SEL practices must be strengths based, focusing on methods for being proactive in holistically supporting young people's social, emotional, and academic development.

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

¹ Farrington et al.

2012; Gayl, 2017; Heckman, 2008; West et al.

2016). These skills may also be malleable and amenable to intervention (Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011; What Works Clearinghouse, 2007

² Measuring SEL, CASEL 2019

Data and Measuring SECD

Regarding data, Kansas school communities are encouraged to:³

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

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

Three Types of Collectable Data

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

PROCESS DATA: What was done for whom?

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

Examples of process data:

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

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

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

Examples of perception data:

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

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

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

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

Examples of Outcome data:

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

Intermediate Examples (quarter/semester/year):

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

Measuring Growth: Three Key Categories of SECD Data

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

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

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

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

4 Adapted from Hanover Research, 2018.

Measuring Employability Skills

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

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

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

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

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



Fig. 1

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

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.

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

8 <http://kctcdata.org/>

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

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

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

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

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

SECD

SECD Classification	COMPETENCY	CODE	STANDARDS
Character Development: Core Principles	A successful student can: <ul style="list-style-type: none"> • Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities. • Create clear and consistent expectations of good character in all settings. • Analyze the characteristics of caring relationships, hurtful relationships, and identify trusting adults. • Practice active listening. • Utilize multiple media and technologies: <ul style="list-style-type: none"> • Ethically and respectfully. • Evaluate its effectiveness. • Assesses its impact. • Differentiate behavior as bullying or not and can model positive peer interactions that are void of bullying behaviors. • Analyze how a bystander can be part of the problem or part of the solution by becoming an “upstander.” • Apply empathic concern and tries to understand the perspective or point of view of others. 	SECD.MS 1.1 SECD.MS 1.2 SECD.MS 1.3 SECD.MS 1.4 SECD.MS SECD.MS SECD.MS SECD.MS	
Responsible Decision-Making and Problem-Solving	<ul style="list-style-type: none"> • Manage safe and unsafe situations. • Monitor how responsible decision-making affects progress toward achieving goals. • Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent. • Recognize how, when and who to ask for help. • Monitor factors that will inhibit or advance effective time management. • Analyze their daily schedule of school work and activities for effectiveness and efficiency. • Construct and model classroom expectations and routines. • Compare and contrast behaviors that do or do not support positive classroom management. • Identify specific feelings about a problem and apply appropriate self-regulation skills. • Identify, state and demonstrate problem-solving processes. • Understand resiliency and how to make adjustments and amendments to the plan. 	SECD.MS 2.1 SECD.MS 2.2 SECD.MS 2.3 SECD.MS 2.4 SECD.MS 2.5 SECD.MS 2.6 SECD.MS 2.7 SECD.MS 2.8 SECD.MS 2.9 SECD.MS 2.10 SECD.MS 2.11	

SECD Classification	COMPETENCY	CODE	STANDARDS	
Personal Development:	A successful student can:			
	Self-Awareness	<ul style="list-style-type: none"> Critically reflect on common emotions and effective behavioral responses Recognize common stressors and the degree of emotion experienced (for example, in face-to-face or electronic communication). Analyze personality traits, personal strengths, weaknesses, interests and abilities Identify resources for problem-solving (additional print and electronic resources or specific subject problem-solving models). Identify external supports (for example, friends, inspirational characters in literature, historical figures and media representations). Recognize how behavioral choices impact success Identify self-enhancement, self-preservation and self-help strategies. 	<p>SECD.MS 3.1</p> <p>SECD.MS 3.2</p> <p>SECD.MS 3.3</p> <p>SECD.MS 3.4</p> <p>SECD.MS 3.5</p> <p>SECD.MS 3.5</p> <p>SECD.MS 3.6</p>	
Self-Management		<ul style="list-style-type: none"> Identify multiple techniques to manage stress and maintain confidence. Recognize the impact of personal care Practice effective communication (for example, listening, reflecting and responding) Recognize logical fallacies, bias, hypocrisy, contradiction, distortion and rationalization Demonstrate and describe personal responsibilities to self, others and the environment (for example, friends, family, school, community, state, country, culture and the world). Analyze the personal impact of helping others. Analyze experiences that shape their perspective and demonstrate empathy in a variety of settings and situations. Utilize external supports and describe common and creative strategies for overcoming or mitigating obstacles Analyze the factors that lead to the achievement of school and personal goals, including the effect personal habits and meaningful practice have on that achievement. 	<p>SECD.MS 4.1</p> <p>SECD.MS 4.2</p> <p>SECD.MS 4.3</p> <p>SECD.MS 4.4</p> <p>SECD.MS 4.5</p> <p>SECD.MS 4.5</p> <p>SECD.MS 4.6</p> <p>SECD.MS 4.7</p> <p>SECD.MS 4.8</p>	

SECD Classification	COMPETENCY	CODE	STANDARDS
Social Development:	A successful student can:		
Social Awareness	<ul style="list-style-type: none"> Identify a range of emotions in others based on verbal and nonverbal cues in different situations. Demonstrate respect and empathy for other people's perspectives. Practice strategies for accepting and respecting similarities and differences, including "perspective taking" as a strategy. Demonstrate a growth mindset and a willingness to integrate diverse points of view. 	<p>SECD.MS 5.1</p> <p>SECD.MS 5.2</p> <p>SECD.MS 5.3</p> <p>SECD.MS 5.4</p>	
Interpersonal Skills	<ul style="list-style-type: none"> Monitor how facial expressions, body language and tone impact interactions and can determine when and how to respond to the needs of others, demonstrating empathy, respect and compassion. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation or abusive behavior., Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications. Understand how safe and risky behaviors affect relationships, one's health and well-being and understands effective responses. Respond in a healthy manner to peer pressure against self and others Evaluate how self-regulation and relationships impact life. Identify the impact of social media in relationships., Identify the role and needs of self and others when managing and resolving conflict in a constructive manner. Practice active listening and respectful communication skills. Reflect on previous experiences to gain conflict management skills. 	<p>SECD.MS 6.1</p> <p>SECD.MS 6.2</p> <p>SECD.MS 6.3</p> <p>SECD. MS 6.4</p> <p>SECD. MS 6.5</p> <p>SECD.MS 6.6</p> <p>SECD.MS 6.7</p> <p>SECD.MS 6.8</p>	

Humanities

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

Humanities Classification

	COMPETENCY	CODE	STANDARDS
ELA	A successful student can:		
Text Complexity	<ul style="list-style-type: none"> Interpret an author's purpose and intent in complex text. 	ELA.MS 1.1, ELA.MS 1.2, ELA.MS 1.3, ELA.MS 1.4, ELA.MS 1.5, ELA.MS 1.6, ELA.MS 1.7, ELA.MS 1.8, ELA.MS 1.9	PRIORITY RL6.2, 7.2, 8.2, RL6.5,7.5, 8.5 RL6.6, 7.6, 8.6, RL6.13, 7.13, 8.13, RI6.5, 7.5, 8.5, RI6.6, 7.6, 8.6, RI6.9,7.9, 8.9, RI6.13, 7.13, 8.13, W6.9, 7.9, 8.9
Clear, Concise Communication	<ul style="list-style-type: none"> Adapt speech and writing to enhance or refine a message. 	ELA.MS 2.1, ELA.MS 2.2, ELA.MS 2.3, ELA.MS 2.4, ELA.MS 2.5, ELA.MS 2.6, ELA.MS 2.7	PRIORITY W6.4, 7.4, 8.4, W6.10.a, 7.10.a, W7.10.c, W6.10.g, W6.12, 7.12, 8.12, SL6.1.c, 7.1.c, 8.1c, SL6.6, 7.6, 8.6, SL7.7.a, SL 8.1d

Humanities Classification	COMPETENCY	CODE	STANDARDS
ELA Vocabulary	A successful student can: <ul style="list-style-type: none"> Interpret, acquire and use words precisely. 	ELA.MS 3.1, ELA.MS 3.2, ELA.MS 3.3, ELA.MS 3.4	PRIORITY SL6.6, 7.6, 8.6, SL6.8, 7.8, 8.8, SL7.7a, W6.10.a, 7.10.a RL6.4, 7.4, 8.4, RL7.11, 8.11, RL7.11.b, 8.11.b, RL7.11.c, 8.11.c, RL7.11.d, 8.11.d, RI7.11.a, RI7.11.b, RI7.11.d, RI7.12.a, RI7.12.b, RI7.12.c
Argument	<ul style="list-style-type: none"> Produce a well-developed argument. 	ELA.MS 4.1, ELA.MS 4.2, ELA.MS 4.3, ELA.MS 4.4, ELA.MS 4.5	PRIORITY W6.1, 7.1, 8.1 SL6.1b SL6.1.c, 7.1.c, 8.1.c SL6.1.d, 7.1.d, 8.1.c, SL 7.3 SL8.4, SL6.8, 7.8, 8.8, RI6.8, 8.8
Credibility and Relevance	<ul style="list-style-type: none"> Analyze sources for credibility and relevance. 	ELA.MS 5.1, ELA.MS 5.2, ELA.MS 5.3, ELA.MS 5.4	PRIORITY W6.1, 7.1, 8.1, W6.7, 7.7, 8.7, W6.9, 7.9, 8.9, W6.8, 7.8, 8.8, RL6.1, 7.1, 8.1, RI6.2, 7.2, 8.2, RI6.3, 8.3, RI6.4, 8.4

HUMANITIES COMPETENCIES

Humanities Classification

HGSS

Choices Have Consequences

A successful student can:

- **Extended:** Investigate examples of choices, asking questions and making claims about their consequences on contemporary issues.

CODE

STANDARDS

HGSS.MS 6.1,
HGSS.MS 6.2,
HGSS.MS 6.3,
HGSS.MS 6.4,
HGSS.MS 6.5

1, 2, 3, 4, 5

Individuals Have Rights and Responsibilities

- **Extended:** Investigate the rights and responsibilities of individuals, making claims and using evidence to make connections to contemporary issues.

HGSS.MS 7.1,
HGSS.MS 7.2,
HGSS.MS 7.3,
HGSS.MS 7.4,
HGSS.MS 7.5,
HGSS.MS 7.6

1, 2, 3, 4, 5

Societies Are Shaped by the Identities, Beliefs, and Practices of Individuals and Groups

- **Extended:** Investigate the way societies are shaped and make claims supported with evidence and argument.

HGSS.MS 8.1,
HGSS.MS 8.2,
HGSS.MS 8.3,
HGSS.MS 8.4,
HGSS.MS 8.5,
HGSS.MS 8.6

1, 2, 3, 4, 5

Societies Experience Continuity and Change over Time

- **Extended:** Understanding of continuity and change to investigate contemporary issues using evidence and argument.

HGSS.MS 9.1,
HGSS.MS 9.2,
HGSS.MS 9.3,
HGSS.MS 9.4,
HGSS.MS 9.5

1, 2, 3, 4, 5

Relationships among People, Places, Ideas, and Environments Are Dynamic

- **Extended:** Investigate and connect historical, economic and geographic relationships to contemporary issues using evidence and argument.

HGSS.MS 10.1,
HGSS.MS 10.2,
HGSS.MS 10.3,
HGSS.MS 10.4,
HGSS.MS 10.5,
HGSS.MS 10.6

1, 2, 3, 4, 5

**Humanities
Classification**

COMPETENCY

CODE

STANDARDS

SECD

**Character Development:
Core Principles**

A successful student can:

- Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities. SECD.MS 1.1
- Create clear and consistent expectations of good character in all settings. SECD.MS 1.2
- Analyze the characteristics of caring relationships, hurtful relationships, and identify trusting adults. SECD.MS 1.3
- Practice active listening. SECD.MS 1.4
- Utilize multiple media and technologies: SECD.MS
 - Ethically and respectfully.
 - Evaluate its effectiveness.
 - Assesses its impact.
- Differentiate behavior as bullying or not and can model positive peer interactions that are void of bullying behaviors. SECD.MS
- Analyze how a bystander can be part of the problem or part of the solution by becoming an “upstander.” SECD.MS
- Apply empathic concern and tries to understand the perspective or point of view of others. SECD.MS

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

- Manage safe and unsafe situations. SECD.MS 2.1
- Monitor how responsible decision-making affects progress toward achieving goals. SECD.MS 2.2
- Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent. SECD.MS 2.3
- Recognize how, when and who to ask for help. SECD.MS 2.4
- Monitor factors that will inhibit or advance effective time management. SECD.MS 2.5
- Analyze their daily schedule of school work and activities for effectiveness and efficiency. SECD.MS 2.6
- Construct and model classroom expectations and routines. SECD.MS 2.7
- Compare and contrast behaviors that do or do not support positive classroom management. SECD.MS 2.8
- Identify specific feelings about a problem and apply appropriate self-regulation skills. SECD.MS 2.9
- Identify, state and demonstrate problem-solving processes. SECD.MS 2.10
- Understand resiliency and how to make adjustments and amendments to the plan. SECD.MS 2.11

**Humanities
Classification**

COMPETENCY

CODE

STANDARDS

SECD

Personal Development:

Self-Awareness

- Critically reflect on common emotions and effective behavioral responses SECD.MS 3.1
- Recognize common stressors and the degree of emotion experienced (for example, in face-to-face or electronic communication). SECD.MS 3.2
- Analyze personality traits, personal strengths, weaknesses, interests and abilities SECD.MS 3.3
- Identify resources for problem-solving (additional print and electronic resources or specific subject problem-solving models). SECD.MS 3.4
- Identify external supports (for example, friends, inspirational characters in literature, historical figures and media representations). SECD.MS 3.5
- Recognize how behavioral choices impact success SECD.MS 3.5
- Identify self-enhancement, self-preservation and self-help strategies. SECD.MS 3.6

Self-Management

- Identify multiple techniques to manage stress and maintain confidence. SECD.MS 4.1
- Recognize the impact of personal care SECD.MS 4.2
- Practice effective communication (for example, listening, reflecting and responding) SECD.MS 4.3
- Recognize logical fallacies, bias, hypocrisy, contradiction, distortion and rationalization SECD.MS 4.4
- Demonstrate and describe personal responsibilities to self, others and the environment (for example, friends, family, school, community, state, country, culture and the world). SECD.MS 4.5
- Analyze the personal impact of helping others. SECD.MS 4.5
- Analyze experiences that shape their perspective and demonstrate empathy in a variety of settings and situations. SECD.MS 4.6
- Utilize external supports and describe common and creative strategies for overcoming or mitigating obstacles SECD.MS 4.7
- Analyze the factors that lead to the achievement of school and personal goals, including the effect personal habits and meaningful practice have on that achievement. SECD.MS 4.8

SECD Classification	COMPETENCY	CODE	STANDARDS
SECD	A successful student can:		
Social Development:	A successful student can:		
Social Awareness	<ul style="list-style-type: none"> Identify a range of emotions in others based on verbal and nonverbal cues in different situations. Demonstrate respect and empathy for other people's perspectives. Practice strategies for accepting and respecting similarities and differences, including "perspective taking" as a strategy. Demonstrate a growth mindset and a willingness to integrate diverse points of view. 	<p>SECD.MS 5.1</p> <p>SECD.MS 5.2</p> <p>SECD.MS 5.3</p> <p>SECD.MS 5.4</p>	
Interpersonal Skills	<ul style="list-style-type: none"> Monitor how facial expressions, body language and tone impact interactions and can determine when and how to respond to the needs of others, demonstrating empathy, respect and compassion. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation or abusive behavior., Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications. Understand how safe and risky behaviors affect relationships, one's health and well-being and understands effective responses. Respond in a healthy manner to peer pressure against self and others Evaluate how self-regulation and relationships impact life. Identify the impact of social media in relationships., Identify the role and needs of self and others when managing and resolving conflict in a constructive manner. Practice active listening and respectful communication skills. Reflect on previous experiences to gain conflict management skills. 	<p>SECD.MS 6.1</p> <p>SECD.MS 6.2</p> <p>SECD.MS 6.3</p> <p>SECD. MS 6.4</p> <p>SECD. MS 6.5</p> <p>SECD.MS 6.6</p> <p>SECD.MS 6.7</p> <p>SECD.MS 6.8</p>	

STEAM

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

STEAM Classification	COMPETENCY	CODE	STANDARDS
Mathematics	A successful student can:		
Mathematical Practices	<ul style="list-style-type: none"> Make sense of problems and: <ol style="list-style-type: none"> Persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. 		
Ratios and Proportions	<ul style="list-style-type: none"> Understand and analyze proportional relationships and use them to make sense of and solve problems. 	MATH.MS 1.1, MATH.MS 1.2, MATH.MS 1.3, MATH.MS 1.4, MATH.MS 1.5	6.RP.A1, 6.RP.A2, 6.RP.A3, 7.RP.A1, 7.RP.A2, 7.RP.A3, 7.SP.C5, (7.G.A1, 7.SP.C6, 7.SP.C7, 7.SP.C8 extended)
Number Systems	<ul style="list-style-type: none"> Apply number sense and mathematical operations within number systems to solve problems. 	MATH.MS 2.1, MATH.MS 2.2, MATH.MS 2.3, MATH.MS 2.4, MATH.MS 2.5, MATH.MS 2.6, MATH.MS 2.7, MATH.MS 2.8	6.NS.A1, 6.NS.B2, 6.NS.B3, 6.NS.C5, 6.NS.C6, 6.NS.C7, 6.NS.C8, 7.NS.A1, 7.NS.A2, 7.NS.A3, 8.NS.A1, 8.NS.A2, (8.EE.A2, 8.EE.A3 extended)

STEAM Classification

COMPETENCY

CODE

STANDARDS

Mathematics

A successful student can:

Expressions and Equations

- Create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.

MATH.MS 3.1, 6.EE.A1, 6.EE.
MATH.MS 3.2, A2, 6.EE.A3,
MATH.MS 3.3, 6.EE.B4, 6.EE.
MATH.MS 3.4, B5, 6.EE.B6,
MATH.MS 6.EE.B7, 6.EE.
3.5, MATH.MS B8 7.EE.A1,
3.6, MATH.MS 7.EE.A2, 7.EE.
3.7, MATH.MS A3, 7.EE.B4
3.8, MATH.MS 8.EE.A1, 8.EE.
3.9, MATH.MS B4, 8.EE.B5,
3.10, MATH. 8.EE.B6, 8.EE.
MS 3.11, B7, 6.NS.B4
MATH.MS 3.12

Functions

- Use functions to interpret and analyze a variety of contexts.

MATH.MS 4.1, 8.F.A1, 8.F.A2,
MATH.MS 4.2, 8.F.B4 (8.F.A3
MATH.MS 4.3 and 8.F.B5
extended)

Geometry

- Prove, understand and model geometric concepts using appropriate tools and theorems to solve problems and apply logical reasoning.

MATH.MS 5.1, 6.G.A1, 6.G.A2,
MATH.MS 5.2, 6.G.A3, 6.G.A4,
MATH.MS 5.3, 7.G.B4, 7.G.B5,
MATH.MS 5.4, 7.G.B6, 8.G.A1,
MATH.MS 5.5, 8.G.A2, 8.G.A3,
MATH.MS 5.6 8.G.A4, 8.G.A5,
8.GA6, (7.G.A2,
7.G.A3, 8.G.B7,
8.G.B8, 8.G.B9,
8.G.C10,
8.G.C11,
8.G.C12
extended)

Statistics

- Use a variety of data analysis and statistics strategies to analyze, develop and evaluate inferences based on data.

MATH.MS 6.1, 6.SP.A1, 6.SP.
MATH.MS 6.2, A2, 6.SP.A3,
MATH.MS 6.3 6.SP.B4, 6.SP.
B5, 7.SP.A1,
7.SP.A2, 8.SP.
A1, 8.SP.A2,
8.SP.A3, (7.SP.
B3, 7.SP.B4
extended)

STEAM Classification

Science

COMPETENCY

CODE

STANDARDS

Engineering Design

A successful student can:

- Understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.

SCI.MS 6.1,
SCI.MS 6.2,
SCI.MS 6.3,
SCI.MS 6.4

MS-ETS1-1,
MS-ETS1-2,
MS-ETS1-3,
MS-ETS1-4

Physical Science

- Understand the structure, properties and interactions of matter at the molecular scale.

SCI. MS 1.1,
SCI.MS 1.2

MS-PS1-1,
MS-PS1-3, MS-
PS1-4

- Understand chemical reactions at the molecular scale.

SCI.MS 2.1,
SCI.MS 2.2

MS-PS1-2,
MS-PS1-5, MS-
PS1-6

- Understand the relationships among forces and motion and interactions between objects and within systems of objects.

SCI.MS 3.1,
SCI.MS 3.2,
SCI.MS 3.3

MS-PS2-1,
MS-PS2-2,
MS-PS2-3,
MS-PS2-4, MS-
PS2-5

- Understand how energy is defined, transferred, transformed and conserved by objects and within systems.

SCI.MS 4.1,
SCI.MS 4.2,
SCI.MS 4.3

MS-PS3-1,
MS-PS3-2,
MS-PS3-3,
MS-PS3-4, MS-
PS3-5

- Understand characteristic properties of waves and electromagnetic radiation and how they behave and transmit information.

SCI.MS 5.1,
SCI.MS 5.2

MS-PS4-1,
MS-PS4-2, MS-
PS4-3

STEAM Classification	COMPETENCY	CODE	STANDARDS	STEAM COMPETENCIES
Science Life Science	<p>A successful student can:</p> <ul style="list-style-type: none"> • Understand the relationship between an organisms’ structures, their organization and its life functions, including information processing. • Understand how organisms use matter and energy and how it flows through an ecosystem. • Understand how organisms interact within an environment to obtain matter and energy. • Understand how organisms within an ecosystem use matter and energy to grow, develop and reproduce. • Understand why the relationship between the environment and genetic variation within a species affects survival and reproduction over time. 	<p>SCI.MS 7.1, SCI.MS 7.2, SCI.MS 7.3</p> <p>SCI.MS 8.1, SCI.MS 8.2</p> <p>SCI.MS 9.1</p> <p>SCI.MS 10.1, SCI.MS 10.2</p> <p>SCI.MS 11.1, SCI.MS 11.2</p>	<p>MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-8</p> <p>MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-3, MS-LS2-4</p> <p>MS-LS2-2, MS-LS2-5</p> <p>MS-LS1-4, MS-LS1-5, MS-LS3-1, MS-LS3-2, MS-LS4-5</p> <p>MS-LS4-1, MS-LS4-2, MS-LS4-3, MS-LS4-4, MS-LS4-6</p>	

STEAM Classification

Science

Earth and Space Science

COMPETENCY

A successful student can:

- Understand the properties and predictable patterns of objects and phenomena in the universe and our solar system.
- Understand how Earth’s conditions and processes and life on Earth have changed over time.
- Understand how Earth materials and the major systems of Earth interact over time.
- Understand the factors and processes that regulate climate and weather on Earth.
- Understand how natural hazards can be predicted and how human activities affect Earth systems.

CODE

SCI.MS 12.1

SCI.MS 13.1,
SCI.MS 13.2

SCI.MS 14.1,
SCI.MS 14.2

SCI.MS 15.1,
SCI.MS 15.2,
SCI.MS 15.3

SCI. MS 16.1,
SCI. MS 16.2,
SCI. MS 16.3,
SCI. MS 16.4,
SCI. MS 16.5,
SCI. MS 16.6,
SCI. MS 16.7,
SCI. MS 16.8,
SCI. MS 16.9,

STANDARDS

MS-ESS1-1,
MS-ESS1-2,
MS-ESS1-3

MS-ESS1-4,
MS-ESS2-2,
MS-ESS2-3

MS-ESS2-1,
MS-ESS2-4,
MS-ESS3-1

MS-ESS2-5,
MS-ESS2-6,
MS-ESS3-5

MS-ESS3-2,
MS-ESS3-3,
MS-ESS3-4

STEAM Classification	COMPETENCY	CODE	STANDARDS
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SECD

Character Development:

Core Principles

A successful student can:

- Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities
 - Create clear and consistent expectations of good character in all settings.
 - Analyze the characteristics of caring relationships, hurtful relationships, and identify trusting adults.
 - Practice active listening.
 - Utilize multiple-media and technologies ethically, respectfully, evaluate its effectiveness and assesses its impact.
 - Differentiate behavior as bullying or not and can model positive peer interactions that are void of bullying behaviors.
 - Analyze how a bystander can be part of the problem or part of the solution by becoming an “upstander.”
 - Apply empathic concern and tries to understand the perspective or point of view of others.
-
- Manage safe and unsafe situations.
 - Monitor how responsible decision making affects progress towards achieving goals.
 - Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent.
 - Recognize how, when and who to ask for help.
 - Monitor factors that will inhibit or advance effective time management.
 - Analyze their daily schedule of school work and activities for effectiveness and efficiency.
 - Construct and model classroom expectations and routines.
 - Compare and contrast behaviors that do or do not support positive classroom management.
 - Identify specific feelings about a problem and apply appropriate self-regulation skills.
 - Identify, state and demonstrate problem-solving processes.
 - Understand resiliency and how to make adjustments and amendments to the plan.

Responsible Decision-Making and Problem-Solving

STEAM Classification	COMPETENCY	CODE	STANDARDS
SECD			
Personal Development:	A successful student can:		
Self-Awareness	<ul style="list-style-type: none"> • Critically reflect on common emotions and effective behavioral responses • Recognize common stressors and the degree of emotion experienced (for example, in face-to-face or electronic communication). • Analyze personality traits, personal strengths, weaknesses, interests and abilities. • Identify resources for problem-solving (additional print and electronic resources or specific subject problem-solving models) • Recognize how behavioral choices impact success • Identify self-enhancement, self-preservation and self-help strategies. 		
Self-Management	<ul style="list-style-type: none"> • Identify multiple techniques to manage stress and maintain confidence • Recognize the impact of personal care. • Practice effective communication (for example, listening, reflecting and responding). • Recognize logical fallacies, bias, hypocrisy, contradiction, distortion and rationalization. • Demonstrate and describe personal responsibilities to self, others and the environment (for example, friends, family, school, community, state, country, culture and the world). • Analyze the personal impact of helping others. • Analyze experiences that shape their perspective and demonstrate empathy in a variety of settings and situations. • Utilize external supports and describe common and creative strategies for overcoming or mitigating obstacles. • Analyze the factors that lead to the achievement of school and personal goals, including the effect personal habits and meaningful practice have on that achievement. 		

STEAM Classification	COMPETENCY	CODE	STANDARDS
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SECD

Social Development:

Social Awareness

A successful student can:

- Identify a range of emotions in others based on verbal and non-verbal cues in different situations.
- Demonstrate respect and empathy for other people’s perspectives.
- Practice strategies for accepting and respecting similarities and differences, including “perspective-taking” as a strategy.
- Demonstrate a growth mindset and a willingness to integrate diverse points of view.

Interpersonal Skills

- Monitor how facial expressions, body language and tone impact interactions and can determine when and how to respond to the needs of others, demonstrating empathy, respect and compassion.
- Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation or abusive behavior.
- Understand how safe and risky behaviors affect relationships, one’s health and well-being, and understands effective responses.
- Identify the role and needs of self and others when managing and resolving conflict in a constructive manner.
- Respond in a healthy manner to peer-pressure against self and others.
- Evaluate how self-regulation and relationships impact your life.
- Identify the impact of social media in relationships.
- Identify the role and needs of self and others when managing and resolving conflict in a constructive manner.
- Practice active listening and respectful communication skills.
- Reflect on previous experiences to gain conflict management skills.

Specials

Specials Classification

COMPETENCY

CODE

STANDARDS

Agriculture

(Agriculture, Foods and Natural Resources - AFNR)

A successful student can:

- A successful student can analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food and Natural Resources (AFNR) Career Cluster.
- A successful student can evaluate the nature and scope of the AFNR Career Cluster and the role of AFNR in society and the economy.
- A successful student can examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- A successful student can demonstrate stewardship of natural resources in AFNR activities.
- A successful student can describe career opportunities and means to achieve those opportunities in each of the AFNR Career Pathways.
- A successful student can analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

Architecture and Construction

A successful student can:

- A successful student can use vocabulary, symbols and formulas common to architecture and construction.
- A successful student can use architecture and construction skills to create and manage a project.
- A successful student can comply with regulations and applicable codes to establish and manage a legal and safe workplace.
- A successful student can evaluate the nature and scope of the Architecture and Construction Career Cluster and the role of architecture and construction in society and the economy.
- A successful student can describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.
- A successful student can read, interpret and use technical drawings, documents and specifications to plan a project.
- A successful student can describe career opportunities and means to achieve those opportunities in each of the Architecture and Construction Career Pathways.

Specials Classification	COMPETENCY	CODE	STANDARDS
<p>Business Career Field: Business Management, Administration and Entrepreneurship</p>	<p>A successful student can:</p> <ul style="list-style-type: none"> • A successful student can explore opportunities in the various business careers. • A successful student can construct a solution to managing customer relations. 		
<p>Finance</p>	<ul style="list-style-type: none"> • A successful student can estimate mathematical concepts, skills and strategies to manage personal financial resources. 		
<p>Marketing</p>	<ul style="list-style-type: none"> • A successful student can research and explain the importance of branding to achieve desired outcomes. • A successful student can assess processes to determine customer needs and wants. 		
<p>Dance</p>	<p>A successful student can:</p> <ul style="list-style-type: none"> • Communicate learning through creative movement by applying dance skills and language to Explore, Plan and Revise learning through dance by: <ul style="list-style-type: none"> • Exploring, planning and revising ideas. • Refining and completing ideas. • Demonstrate the ability to apply skills and understanding of how dance communicates through Expression, Embodiment and Presentation of their artistic ideas and work for presentation by: <ul style="list-style-type: none"> • Analyzing, interpreting, and selecting dance works for presentation. • Realizing, developing and refining dance works for presentation. • Respond to dance by Analyzing, Interpreting and Critiquing how artworks convey meaning by: <ul style="list-style-type: none"> • Perceiving and analyzing dance. Interpreting intent and meaning of dance. • Applying criteria to artistic work. • Connect, personal meaning and external context to dance by Synthesizing and Relating to works of dance through and during the learning process by: <ul style="list-style-type: none"> • Synthesizing and relating knowledge and personal experience to dance. • Applying societal, cultural and historical contexts to dance ideas and artistic work. 		

Specials Classification	COMPETENCY	CODE	STANDARDS
Engineering	<p>A successful student can:</p> <ul style="list-style-type: none"> • Use STEM concepts and processes to solve problems involving design and/or production. • Display and communicate STEM information. • Apply processes and concepts for the use of technological tools in STEM. • Apply the elements of the design process. • Apply the knowledge learned in STEM to solve problems. • Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner. 		
Family and Consumer Sciences (FCS)	<p>A successful student can:</p>		
Wellness	<ul style="list-style-type: none"> • Practice sound communication and conflict resolution with peers and in family settings. • Analyze food sourcing (e.g. Farm to fork, producer vs purchaser) and basic food preparation with safety and sanitation practices with accuracy. • Demonstrate understanding of lifelong wellness through personal decision-making across the wellness triangle and identify strategies for promoting wellness in others. 		
Sustainability	<ul style="list-style-type: none"> • Demonstrate willingness to practice social responsibility related to goods and services, including care of clothing, household possessions, money management, shared ownership with family members and community property. 		
Global Connectiveness	<ul style="list-style-type: none"> • Investigate interconnectivity of the world through study of cultures, and lifestyles of people and families (e.G. The food chain, housing access clothing and household goods manufacturing). • Demonstrate positive people skills with peers, family members and community citizens to create a better society through personal actions (i.E. Leadership, cooperation, decision-making, goal-setting, problem-solving, creativity, management and critical thinking). 		
Technology	<ul style="list-style-type: none"> • Analyze how technology can help and hurt humans across the lifespan. • Illustrate the role of technology and use of equipment in ks fcs field careers. 		

Specials Classification	COMPETENCY	CODE	STANDARDS
Health	A successful student can:		
Health Competencies	<ul style="list-style-type: none"> • Comprehend concepts related to health promotion and disease prevention to enhance health. • Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Demonstrate the ability to access valid information, products, and services to enhance health. • Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Demonstrate the ability to use decision-making skills to enhance health. • Demonstrate the ability to use goal-setting skills to enhance health. • Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Demonstrate the ability to advocate for personal, family, and community health. 	<p>PE.MS 6.1</p> <p>PE.MS 7.1</p> <p>PE MS 8.1</p> <p>PE MS 9.1</p> <p>PE MS 10.1</p> <p>PE MS 11.1</p> <p>PE MS 12.1</p> <p>PE MS 13.1</p>	
Information Technology	A successful student can:		
Graphic Design and Digital Communications	<ul style="list-style-type: none"> • Explore present and future uses of graphic design by looking at the present market and predicting trends (i.e. magazines, logos, hang tags, store signage, product and packaging design). • critique photographic works (including content, composition, and the ability to convey a message or tell a story in a single image). 		
Computer Science	<ul style="list-style-type: none"> • Develop and implement a process to evaluate existing computing devices and recommend improvements to design based on analysis of how other users interact with the device. • Design algorithms in natural language, flow and control diagrams, comment within code and/or pseudocode to solve complex problems. 		

Specials Classification

COMPETENCY

CODE

STANDARDS

Media Arts

A successful student 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 by:
 - Generating, conceptualizing and organizing media arts ideas.
 - Refining and completing media ideas.
 - Reflecting upon the process, refining and continuing artistic ideas.
- Demonstrate the ability to apply the skills and understanding of how the media arts communicate through their Integration, Practice and Presentation of their artistic ideas and work by:
 - Analyzing, interpreting, and selecting artistic works for presentation.
 - Realizing, developing and refining artistic works for presentation.
- Respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning by:
 - Perceiving and analyzing the media.
 - Interpreting intent and meaning of media artworks.
 - Applying criteria to evaluating media artworks.
- 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.
 - Applying societal, cultural and historical contexts to artistic ideas and artistic work.

Music

A successful student can:

- Create and communicate by applying the skills and language of music to **Imagine, Plan and Make** musical ideas and work by: MUS MS 1.1
 - Generating, developing, and organizing musical ideas.
- Create by applying the skills and language of music to **Evaluate, Refine and Present** musical ideas and work by: MUS MS 2.1
 - Reflecting upon and refining musical ideas and work.
 - Presenting original musical ideas and work.
- Demonstrate the ability to apply skills and effectively communicate musical ideas and work through **Selection, Analysis and Interpretation** by: MUS MS 3.1
 - Selecting musical works based on interest, knowledge, technical skill and context.
 - Analyzing the structure and context of musical works.
 - Developing personal interpretations of musical works.
- Demonstrate the ability to apply skills and effectively communicate through the process of **Rehearsing, Evaluating, Refining and Performing** musical works by: MUS MS 4.1
 - Evaluating and refining personal and ensemble performances.
 - Performing expressively and accurately with appropriate interpretation.

Specials Classification	COMPETENCY	CODE	STANDARDS
	<ul style="list-style-type: none"> Respond to music by Selecting, Analyzing, Interpreting and Evaluating how music conveys meaning by: <ul style="list-style-type: none"> Selecting musical works for a variety of purposes. Perceiving and analyzing musical works. Interpreting intent and meaning of musical works. Applying criteria to evaluating musical works. Connect personal meaning and external context to music through and during the music learning process by: <ul style="list-style-type: none"> Synthesizing and relating knowledge and personal experience to musical ideas and work. Applying societal, cultural and historical contexts to musical ideas and work. 	MUS MS 5.1	
Physical Education (PE)	A successful student can:		
Rhythms	<ul style="list-style-type: none"> Demonstrate a variety of rhythmic movements while following a pattern with or without a leader and create a routine independently, with a partner or small group. 	PE.MS 1.1	S1. M1
Games and Sports	<ul style="list-style-type: none"> Throw an object, demonstrating a mature motor pattern to a moving target during drills and lead-up games and catch an object, demonstrating a mature motor pattern during drills and lead-up games. Strike an object, demonstrating a mature motor pattern toward a target while under control during drills or lead-up games and volley an object, demonstrating a mature motor pattern during drills or lead-up games, as well as attempt the two-hand overhand pass (set). Dribble with hands, demonstrating a mature motor pattern, while changing speeds and directions during drills or lead-up games. Dribble with feet, demonstrating a mature motor pattern, while changing speeds and directions during drills or lead-up games. 	PE.MS 2.1 PE.MS 2.2 PE.MS.2.3 PE.MS.2.4	S1.M2 and M18, S1. M21 S1, M12, M13, M14, M15, M19 and M21, S1. M16 and M17 S1. M8 S1. M9

Specials Classification

COMPETENCY

CODE

STANDARDS

Applies Knowledge

- Create or reduce space during drills or lead-up games through approach or retreat.
- Vary speed, direction and positioning in order to anticipate the relationship between the object and target during drills or lead-up games.
- Select an offensive or defensive tactic during drills or lead-up games.

- PE.MS.3.1 S2. M1, M2, M3, M4, M5 and M7
- PE.MS.3.2 S2.M8 and M9
- PE.MS.3.3 S2. M10, M12 and M13

Knowledge and Skills

- Identify the health-related components of fitness and name an activity that improves each one.
- Create SMART goals and develop a personal fitness program.
- Describe the relationship between poor nutrition and health risk factors.
- Recognize situations that produce stress and perform stress-reducing activities.

- PE.MS.4.1 S3.M1
- PE.MS.4.2 [S3.M15 and M16](#)
- PE.MS.4.3 S3, M17
- PE.MS.4.4 S3, M18

Responsibility and Value of Physical Activity

- Show respect to equipment, facilities, self, and others; accept feedback appropriately; provide encouragement to classmates of varying skill levels and participate cooperatively; respond appropriately to conflict; understand the rules and etiquette for physical activities and games; come to class prepared; and participate safely and appropriately.
- Explain the importance of benefits gained through lifelong participation in physical activity.

- PE.MS.5.1 S4, M1, M2, M3, M4, M5, M6 and M7
- PE.MS.5.2 S5. M2 and M4

Visual Arts

Visual Arts Competencies

- A successful student can:
- Create and communicate by applying the skills and language of a specific visual arts form to Investigate, Plan and Make artistic ideas and work by:
 - Generating, conceptualizing, and organizing artistic ideas.
 - Refining and completing artistic ideas.
 - 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.
 - Demonstrate the ability to apply the skills and understanding of how the visual arts communicate through their Selection, Analyzation and Sharing of their artistic ideas and work for presentation by:
 - Analyzing, interpreting, and selecting artistic works for presentation.
 - Realizing, developing and refining artistic works for presentation.
 - Respond to the visual arts by Perceiving, Analyzing and Interpreting how artworks convey meaning by:
 - Perceiving and analyzing artistic work. Interpreting intent and meaning of artistic work.
 - Applying criteria to artistic work.

Specials Classification

COMPETENCY

CODE

STANDARDS

- Connect personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting works of art through and during the art-making process by:
 - Synthesizing and relating knowledge and personal experience to artistic ideas and artistic work.
 - Applying societal, cultural and historical contexts to artistic ideas and artistic work.

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.

The Special Education Guidance Document is located on the Special Education section of the KSDE website:

- [Special Education Guidance Document¹](#)
- [KSDE Special Education webpage, COVID-19 Updates²](#)

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)).

1 <https://www.ksde.org/Portals/0/ECSETS/Announcements/COVID-SpEd-FAQ.pdf>

2 <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education>

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 Table 1.

Table 1: Common Accommodations and Categories

COMMON ACCOMMODATIONS	CATEGORIES
<p>Provide Access to Grade-Level Content</p>	<ul style="list-style-type: none"> • Human reader • Text to speech/digital text (eg. Kansas Infnitext) • 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
<p>Adjust Level of Material</p>	<ul style="list-style-type: none"> • Reduce complexity to student's ability level (text, vocabulary, sentence structure, questions, simplify directions, etc.
<p>Provide Tools for Organization of Information</p>	<ul style="list-style-type: none"> • Organize information presented, such as provide a detailed model to follow during multiple-step procedures (e.g. task schedule, process, prewriting, graphic organizer, etc. • Provide digital and non-digital tools to facilitate student organization • Use graph paper, paper with vertical lines or raised-line paper for alignment of problems

COMMON ACCOMMODATIONS

CATEGORIES

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 homogenous small groups or in some cases, individualized instruction, as intensity of need increases.

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- Kansas State Department of Education. (2019). . Essential Elements by Linkage Level Data. <https://www.ksde.org/Portals/0/SES/DLM/KSDE-EE-LinkageLevels3-10.pdf>
- Kansas State Department of Education. (2015). Kansas multi-system of support and alignment. <https://www.ksdetasn.org/mtss>
- Kansas State Department of Education. (2020). Navigating Change: Kansas Guide to Learning and School Safety Operations. <https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations>

- National Center on Intensive Interventions. (2017). Intervention plan (for small groups or individual students), American Institute of Research. https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.pdf
- National Center on Intensive Interventions. (2017). Taxonomy of intervention intensity: Academics, American Institute of Research. <https://intensiveintervention.org/taxonomy-intervention-intensity>
- Dynamic Learning Maps Alternative Assessment Consortium. (2020). Dynamic learning maps alternative assessment, The University of Kansas. <https://dynamiclearningmaps.org/>

Library Media

School Librarian

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

References

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

Standards available upon request.

**Library Media
Classification**

COMPETENCY

CODE

Information Value

A successful student can:

- Identify, critically evaluate, and utilize resources from a wide range of formats that provide access to diverse perspectives, multiple viewpoints, and creative expressions in response to an information need.
- Use information to create meaningful connections or conclusions that facilitate problem-solving and decision-making.

G8.1.1
G8.1.2
G8.1.3
G8.1.4
G8.1.5
G8.1.6
G8.1.7
G8.4.1

**Information as
Exploration**

A successful student can develop and satisfy personal curiosity by reading widely and deeply for recreational and informational needs across multiple formats and genres.

G8.2.1
G8.2.2
G8.2.3

**Information Research as
Inquiry**

A successful student can:

- Develop essential questions, perform advanced search techniques to seek diverse perspectives to resolve queries, and analyze and synthesize information to create new meanings.
- Display curiosity, perseverance, and initiative to draw conclusions, make informed decisions, and construct and apply new knowledge and solutions that are personally relevant using inquiry and design processes.

G8.3.1
G8.3.2
G8.3.3
G8.3.4
G8.3.5
G8.3.6
G8.3.7
G 8.3.8

**Library Media
Classification**

COMPETENCY

CODE

Information Authority

A successful student can:

- Evaluate sources for points-of-view, bias, value and intent, identify inaccurate or misleading information, and compare and contrast multiple sources to verify accuracy.
- Apply best practices regarding intellectual property and plagiarism.

G8.4.2
G8.4.3
G8.4.4
G8.4.5
G8.4.6
G8.5.8
G8.6.1
G8.6.2
G8.6.3
G8.6.4

Information Format

A successful student can:

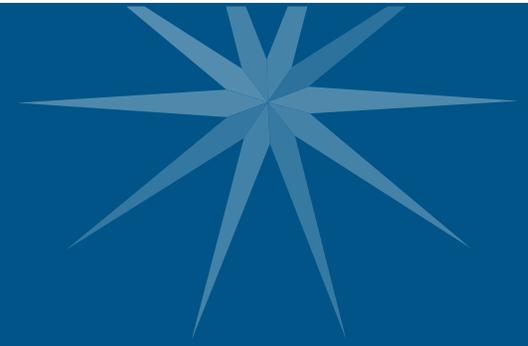
- Demonstrate the ability to find, organize, and communicate information using the most appropriate formats and tools for the message and audience.
- Practice safe, legal, ethical, and responsible use of websites and social media.

G8.5.1
G8.5.2
G8.5.3
G8.5.4
G8.5.5
G8.5.6
G8.5.8

**Information as
Conversation**

A successful student can articulate awareness of First Amendment rights, responsibilities, and intellectual freedom while encouraging and recognizing multiple perspectives both from their learning community as well as in information resources.

G8.6.1
G8.6.2
G8.6.5
G8.6.6
G8.6.7



Grade Band 6-8

Assessment

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

Performance-Based Assessment and the Use of Rubrics

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

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

Levels Explanation

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

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

This is the target

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FCS	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 interpret an author's purpose and intent in complex text.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can summarize a text.	I can retell a text without adding personal opinions or judgments.	I can collapse key details into categories that produce big ideas to focus the summary.	<ul style="list-style-type: none"> My summary covers the beginning, middle, and end big ideas of a text. My summary does not contain specific details. I can summarize a text without adding personal opinions or judgments. 	I can combine multiple pieces of text into a focused summary about a topic.	W6.9, W7.9, W8.9
The student can explain how the theme in narrative text is represented through literary elements.	I can retell a text without adding personal opinions or judgments.	<ul style="list-style-type: none"> I can identify a theme presented in a text. I can identify details that help convey a stated theme. 	<ul style="list-style-type: none"> I can summarize how the stated theme develops over the course of the text. I can summarize the relationship between the theme and literary elements (e.g., characters, setting, plot). 	Critique author's effectiveness of message using literary elements - intentionality in purpose	RL6.2, RL7.2, RL8.2
The student can compare two pieces of text and will analyze how each text's structure contributes to its meaning and style	<ul style="list-style-type: none"> I can identify the structure within a text. I can identify how a specific part (e.g., sentence, chapter, scene, stanza) fits within the overall structure 	<ul style="list-style-type: none"> I can identify the parts of stories, dramas, or poems when writing or speaking about a text. I can explain the overall structure of two different texts. I can identify how a specific part (e.g., sentence, chapter, scene, stanza) impacts the development of theme, setting, plot. 	<ul style="list-style-type: none"> I can compare and contrast how the overall structure of two or more different texts contributes to differing developments of theme. I can identify how a specific part (e.g., sentence, chapter, scene, stanza) builds on earlier parts of the text. I can explain how structure contributes to the text's meaning or style. 	<ul style="list-style-type: none"> I can analyze the overall structure of two or more different texts. I can defend how those structures contribute to each text's meaning or style. 	RL6.5, RL 7.5, RL8.5

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can analyze how variations in the characters' and reader's perspective create effects (e.g., humor, suspense).	I can identify the perspective of a narrator or speaker in a text.	I can identify how characters' perspectives change over the course of a text. I understand how the author's use of point-of-view may create reader bias on specific characters/ actions.	I can analyze how the author uses perspective to create irony for effect.	I can evaluate how the author developed the text through the perspectives of multiple characters and created irony for effect.	RL6.6, RL7.6, RL8.6
The student can read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity.	With teacher scaffolds, I can elect, read, and interpret increasingly complex literary texts at grade level (vocabulary, background knowledge, verbal reasoning, and/or structure).	With peer support, I can elect, read, and interpret increasingly complex literary texts at grade level (vocabulary, background knowledge, verbal reasoning, and/or structure)	I can elect, read, and interpret increasingly complex literary texts at grade level independently.	I can elect, read, and interpret increasingly complex literary texts above grade level.	RL6.13, RL7.13, RL8.13
The student can use knowledge of text structures or text features to enhance comprehension.	I can explain how the text structure and text features organize a text and contribute to the whole.	I can identify the structure and features used within a specific paragraph and the role of specific sentences in developing an idea or key concept.	I can interpret the impact of structure and text features on meaning.	I can analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	RL6.5, RL 7.5, RL8.5
The student can analyze how the author acknowledges and responds to opposing viewpoints and/or evidence to achieve his/ her purpose.	I can identify the author's purpose or position used in a text and find explicit details that support it.	I can identify instances where the author distinguishes his /her purpose or position from that of others in the text by using explicit and implicit details.	I can explain how the author achieves his/her purpose or position by locating where the author acknowledges and/or responds to opposing evidence or viewpoints with explicit and implicit details.	I can analyze the author's purpose or position in a text and evaluate his/her effectiveness in acknowledging and responding to opposing evidence or viewpoints by the use of explicit and implicit details.	RI6.6, RI7.6, RI8.6

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can analyze the same event or topic depicted by different authors	I can compare one author's presentation of an event or topic with that of another author's presentation of an event or topic identify where they differ on facts.	I can distinguish how author's emphasize different factual evidence to advance a different interpretation.	I can differentiate when authors produce different interpretations of the same event or topic to advance a purpose or position.	I can analyze conflicting information on the same event or topic and identify where the texts disagree on matters of fact or interpretation.	RI6.9, RI7.9, RI8.9
The student can read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity.	With teacher scaffolds, I can elect, read, and interpret increasingly complex informational texts at grade level (vocabulary, background knowledge, verbal reasoning, and/or structure).	With peer support, I can elect, read, and interpret increasingly complex informationals texts at grade level (vocabulary, background knowledge, verbal reasoning, and/or structure).	I can elect, read, and interpret increasingly complex informational texts at grade level independently.	I can elect, read, and interpret increasingly complex informational texts above grade level.	RI6.13, RI7.13, RI8.13
English Learner (EL)					
	A successful Level 1 EL student can use or manipulate pictures, single-word, or simple phrases from pictures or text to demonstrate understanding.	A successful Level 2 EL student can read simple paragraphs and stories to produce writing that contains simple sentence patterns and includes simple conventions with scaffolding as needed.	A successful Level 3 EL student can use reading strategies to comprehend a variety of texts (story, drama, poems, etc.) and produce writing that develops a topic appropriate for the task that includes basic conventions and vocabulary.	A successful Level 4 EL student can analyze texts and produce grade appropriate writing using academic words, phrases, and conventions.	

The successful student can adapt speech and writing to enhance or refine a message.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas.	I can ask clarifying questions to a speaker within a collegial discussion.	In a discussion, I can affirm a speaker's contribution and then contribute additional evidence and observations.	In a discussion, I can disagree using appropriate language and offer a contradictory claim with supporting evidence. Moreover, I can ask questions that allows the speaker to elaborate their position.	In a discussion, I can enter and exit the discussion using appropriate language and supporting evidence. I can also pose questions that engage others in new claims related to the topic.	SL.6.1c, SL.7.1c, SL.8.1c, SL6.3, SL7.3, SL8.3
I can adapt speech and writing to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I can identify formal settings that require formal English.	I can adapt my use of informal English within formal settings.	I can evaluate my audience and choose the appropriate form of English (formal or informal) to best convey my message.	I can vary word choice, sentence construction, and pronoun usage to enhance delivery of my message in various contexts and with different tasks.	SL.6.6, SL7.6, SL7.7
The student can produce clear and coherent writing in which the development, organization, and style are appropriate.	I can develop a topic with interesting facts, anecdotes and examples that respond to my audience's needs. .	I can develop a topic that responds to my audience's needs and provides organization to assist the reader.	I can write in a style that develops and organizes information that responds to audience needs. Transitional language to guide the reader is used.	I can write in a unique style that connects, elaborates, and/or refines ideas to produce clear, coherent writing. Transitional language guides the reader, but it also assists the reader in making connections and clarifying information.	W6.4, W7.4, W8.4
The student can write for a ranges of discipline-specific tasks, purposes and audiences with varying time frames.	I can adjust my writing to consider my audience	I can adjust my writing to achieve my purpose for targeted audiences.	I can use discipline-specific content to enhance my message and achieve my purpose for various audiences.	Within short or extended time frames, I can maintain consistency using discipline-specific content to enhance my message and achieve my purpose for various audiences.	ELA.W6.12, ELA.W7.12, ELA.W8.12

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can communicate ideas concisely	I can identify repetitive language.	I can identify and revise wordy or repetitive language	I can produce a clear, concise message by revising wordy and repetitive language and/or combining sentences.	I can construct concise sentences using clauses and phrases to reduce repetitiveness and wordiness.	ELA.W.6.10a, ELA.W.7.10a, ELA.SL.7.7a
The student can maintain consistency in tone.	I can establish a tone, but it varies in appropriateness	I can establish an appropriate tone	I can establish and maintain a formal tone that fits my purpose.	I can vary my tone to reflect my intent for different purposes and audiences.	W.6.10g, RL 6.4, RL 7.4, RL 8.4, RI 6.4, RI 7.4, RI 8.4
The student can enhance meaning through the effective use of sentence structure and transitions to signal relationships amongst ideas.	I can use appropriate coordinating conjunctions to signal the relationship between independent clauses.	I can use subordinating conjunctions in complex sentences to signal temporal and relational transitions.	I can combine sentences to enhance the relationship between ideas and include transitions that support logical connections amongst text to address the needs of the audience.	I can use transitional adverbs in various sentence structures to show the relationships between my sentences and paragraphs.	W.7.10c, SL.6.7a, .SL.7.7, W 6.1c, W.7.1c, W.8.1c
EL					
	A successful Level 1 EL student can use speech, gestures, or manipulate pictures, single-word, or simple phrases from pictures or text to demonstrate and communicate understanding.	A successful Level 2 EL student can attempt to demonstrate understanding of text or task to produce writing or speech that has simple sentence patterns and includes simple conventions with scaffolding as needed.	A successful Level 3 EL student can produce clear and coherent writing or speech that develops a topic appropriate for the task that includes basic conventions and vocabulary.(EL.R. 7.4)	A successful Level 4 EL student can produce clear and cohesive writing or speech for a targeted audience or purpose. (EL R.8.4)	

A successful student can interpret, acquire and use words precisely.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can express a message and adapt to variety of contexts maintaining formal English.	I can express a clear message with words that convey an idea.	I can express a clear message using descriptive words and mostly formal language.	I can adapt and express clear, concise ideas using formal English and precise words in a variety of contexts.	I can express clear, concise ideas in formal English and adapt in the moment the words to fit a variety of contexts and audiences.	SL6.6, SL7.6, SL8.6, SL6.8, SL7.8, SL8.8
The student can use language that expresses ideas precisely and concisely.	I can express ideas that are sometimes difficult to follow due to wordiness or redundancy.	I can select and use descriptive words to convey ideas with some wordiness and redundancy.	I express ideas with concise words by recognizing and eliminating wordiness and redundancy.	I express clear, concise ideas with carefully selected precise words.	W6.10a, W7.10a
The student can determine the meaning of words and phrases as used in text.	I can determine the meanings of words and phrases using context.	I can determine the meanings of words and phrases using definitions (denotative), meaningful parts of words, and associations (connotative) along with context.	I can determine the meanings of words using my knowledge of language (figurative, connotative, denotative, multiple meanings, Greek and Latin affixes and roots).	I can determine the meanings of words and use words concisely and precisely taking advantage of the nuances in their meaning in different contexts to strengthen my ideas.	RL6.4, RL7.4, RL8.4, RL7.11b, RL8.11b, RL7.11c, RL8.11c, RI7.11a, RI7.11b, RI7.12a, RI7.12b, RI7.12c
The student can verify the meanings of words and acquire them for later use.	I can determine the meanings of words and phrases from text using definitions.	I can determine the meanings of words and phrases by monitoring my understanding and using definitions/context clues.	I can determine the meaning of words or phrases as I read by monitoring and verifying their meaning and use them various settings.	I can determine the meaning of words or phrases through a variety of monitoring strategies and apply them for effect in various settings.	RL7.11d, RL8.11d, RI7.11d
EL					
	A successful Level 1 EL student can use speech, gestures, or manipulate pictures, single-word, or simple phrases from pictures or text to demonstrate and communicate understanding.	A successful level 2 EL student can attempt to demonstrate understanding of words and language to comprehend text.	A successful Level 3 EL student can use strategies to comprehend and demonstrate understanding of author's word choice and use of figurative language using basic conventions and vocabulary.	A successful Level 4 EL student can use knowledge of language and its conventions when reading to aid comprehension of texts to analyze complex ideas and demonstrate understanding of author's word choice, tone, and use of figurative language.	

A successful student can produce a well-developed argument.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can analyze, reflect, and research to prepare claims or evidence.	I can research and find information that support an argument.	I can research and combine information from several sources to develop an argument with limited evidence to support the claim(s).	I can research and analyze information to formulate and prepare a well-supported argument using evidence-based claims.	I can research and analyze information to formulate a credible, evidence-based argument and claims to defend against potential counterarguments or misinformation.	RI6.8, RI7.8
The student can pose and answer questions with relevant evidence, observation and ideas.	I can answer questions using evidence.	I can pose and answer questions using evidence, ideas, and observations.	I can pose and address questions using relevant evidence, observations and ideas.	I can pose and address questions using precise relevant evidence and elaborate on observations and ideas.	SL6.1d, SL7.1d, SL8.1d, SL6.8, SL7.8, SL8.8
The student can effectively present an argument (audience/task).	I can write and present an argument.	I can identify and revise wordy or repetitive language.	I can write and present in a focused manner an argument and claims using relevant evidence, sound reasoning and well-chosen details.	I can write and present in a focused manner an argument and claims using relevant evidence, sound reasoning and well-chosen details specific to audience and task.	W6.1, W7.1, W8.1, SL8.4, SL6.8, SL7.8, SL8.8
The student can identify opposing claims to my argument and defend claims using a counterargument.	I can write and present an argument.	I can identify and revise wordy or repetitive language.	I can write and present in a focused manner an argument and claims using relevant evidence, sound reasoning and well-chosen details specific to audience and task.	I can write and present in a focused manner an argument and claims using relevant evidence, sound reasoning and well-chosen details specific to audience and task.	SL6.1b, SL6.1c, SL7.1c, SL8.1c
The student can evaluate the effectiveness of the argument.	I can identify opposing claims and paraphrase or demonstrating understanding of these challenges.	I can identify opposing claims and justify my own position and if warranted modify my own view.	I can respond to questions and identify opposing arguments/claims and counter with relevant evidence to defend my view.	I can identify and anticipate counterarguments to prepare a defense or rebuttal that is responsive to other's questions and comments to defend and elaborate on my view.	SL7.3

A successful student can analyze sources for credibility and relevance.

ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can conduct research to answer a question.	I can conduct short research to answer a question using multiple sources.	I can conduct research to answer a question using multiple sources and generate additional questions to help focus my research.	I can conduct short/long research to answer a question (including self-generated questions) drawing on multiple sources and generate related questions to further focus the research.	I can conduct short/long research from a self-generated question and as the research unfolds refine my question and inquiry through additional focused questions and examination of multiple sources.	W6.7, W7.7, W8.7, RL6.1, RL7.1, RL8.1, RI6.2, RI7.2, RI7.3
The student can locate evidence that supports my research from multiple sources and types (print and digital) of sources.	I can locate information from multiple print and digital sources that relate to a given topic.	I can locate relevant information from multiple print and digital sources that relate to a given topic.	I can locate relevant information from multiple print and digital sources and quote or paraphrase key information.	I can locate supporting information from multiple print and digital sources and quote or paraphrase key information from credible sources to answer my research question(s).	W6.7, W7.7, W8.7, RL6.1, RL7.1, RL8.1, RI6.2, RI7.2, RI7.3
The student can determine the credibility and relevance of sources.	I can gather information from multiple sources on a given topic.	I can gather relevant information from multiple sources on a given topic.	I can gather relevant information from multiple sources and assess the credibility of each source.	I can develop criteria to determine the relevance and credibility of sources and select and defend this evidence based on these criteria.	RL6.1, RL7.1, RL8.1, RI6.3, RI8.3, RI6.4, RI8.4
The student can analyze and reflect on the effectiveness of my evidence in supporting my position.	I can determine the effectiveness of my evidence by identifying if there was evidence from multiple sources to answer my question.	I can determine the effectiveness of my evidence by identifying if there was evidence from multiple sources to answer my question.	I can evaluate the effectiveness of my evidence by reflecting on the quality of the sources relevance evidence found to answer my question.	I can evaluate the effectiveness of my evidence by analyzing the quality of sources and relevance of evidence to my question and reflect on the potential need for additional information to fully address my question.	W6.1, W7.1, W8.1, W6.9, W7.9, W8.9, RI6.8, RI7.8, RI8.8
EL					
	A successful Level 1 EL student can point to a picture and/or single word in response to a direct text-dependent question. (R.7.1)	A successful Level 2 EL student can locate or give a detail from a simple text in response to a direct text-dependent question. (R.7.1)	A successful Level 3 EL student can cite one piece of relevant evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (R.7.1/8.1)	A successful Level 4 EL student can cite several pieces of evidence, both explicit and implicit, to support analysis and help to determine its relevance and effectiveness of the text. (R.8.1)	

HGSS

A successful student will recognize and draw conclusions about significant historical, economic, and political choices and the resulting consequences.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can demonstrate understanding of historical events by categorizing the causes and impact.	I can identify the short and long term consequences of a choice.	I can explain why choices have both short and long term impact	I can compare the short and long term impacts of different choices related to the same topic or event and explain their causes.	I can analyze the impact of choices and apply that knowledge in new situations.	1,4

A successful student will recognize and draw conclusions about the rights and responsibilities of people.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can describe and discuss the rights and responsibilities of individuals and groups in shaping public policy	I can list examples of individuals and groups that have shaped public policy.	I can describe the reasons why individuals and groups have helped shape public policy.	I can evaluate the effectiveness of different attempts by individuals and groups to shape public policy.	I can design and organize solutions intended to affect changes in local, state, or national public policy.	2
The student can discuss how perspectives shape the world we live in	I can accept or believe something because I understand it.	I can describe why others hold opposing perspectives because I know how to think about things in different ways.	I can apply my understanding of opposing perspectives in both historical and contemporary settings.	I can accept and hold opposing perspectives on issues because I know how to think in different ways.	2

A successful student will recognize and draw conclusions about the ways societies are shaped through identities, beliefs, and practices of individuals and groups.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can describe and discuss the power and impact of citizens, political parties, media, and interest groups of creating public policy.	I can explain that public policy is created by a variety of means.	I can produce examples of impact made by some stakeholders on public policy.	I can produce examples and cite evidence of impact made by a wide variety of stakeholders on public policy and how they influence society.	I can collaborate with other stakeholders to help create and shape public policy to improve my life and the lives around me.	2
The student can describe aspects of personal identity and respect differences in the identities of others.	I can describe the identity of myself and others.	I can describe the identity of myself and others without judgement.	I can analyze and explain the impact of my identity and of others on the development of societies.	I can recognize and correct misconceptions that others may have about my identity and the identity of others.	3

A successful student will recognize and draw conclusions about societal continuity and change over time.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking, and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can demonstrate historical knowledge about a time period or era by highlighting the significance and/or recounting an appropriate narrative.	I can recall facts , terms, and concepts about an historic time period or era.	I can compare and contrast issues from a historic time period or era with those of present time.	I can compare and contrast historic issues with contemporary issues using a variety of perspectives.	I can use my understanding of past and present issues to predict their possible future impact on society.	3
The student can discuss specific instances of continuity and change over time within economics, geography, government, and history.	I can list examples of continuity and change over time.	I can list and summarize reasons for continuity and change over time.	I can investigate continuity and change over time using the perspectives of different individuals and groups.	I can analyze and synthesize multiple perspectives of continuity and change and develop predictions on how they may apply to contemporary issues.	4

A successful student will recognize and draw conclusions about historical, economic, and geographic relationships impacting individuals and communities.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask geographic questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can use technology and other representations to explain relationships between people, places, and ideas.	I can effectively communicate information using a single format.	I can effectively communicate information in two or more formats	I can use a wide variety of mediums to create effective communication that conveys information and emotion to a specific audience.	I can design an effective communication strategy that conveys information, concepts, and emotion to a variety of audiences in multiple formats.	5
The student can analyze and interpret geographic information.	I can identify geographic relationships.	I can organize relationships into patterns that make sense to me.	I can make inferences about the important differences and similarities of relationships that occur across time periods.	I can develop evidence-based solutions to contemporary issues using a variety of geography related tools.	6

EXTENDED: A successful student will investigate examples of choices, asking questions, and making claims about consequences on contemporary issues. -

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can discuss how choices affect the well-being of individuals, businesses, and society.	I can recognize and list short-term consequences of choices that impact myself.	I can recognize and list short-term consequences of choices that impact others.	I can infer the short and long term impact of people's choices by examining those choices from different perspectives.	I can develop, describe, and support a plan outlining effective choices based on possible positive outcomes.	1

EXTENDED: A successful student will investigate the rights and responsibilities of individuals, making claims and using evidence to make connections to contemporary issues.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can use fact-based criteria and evidence to assess differing viewpoints.	I can identify multiple opinions on a specific issue.	I can compare and contrast multiple opinions on a specific issue.	I can use fact based evidence to take a position on a specific issue while evaluating multiple opinions.	I can take a fact based position on a specific issue while evaluating multiple opinions, communicating that position to policy makers.	3
The student can demonstrate the connection to personal interest, civic virtue, and democratic principles in their own life.	I can describe the importance of civic virtue in individuals.	I can identify and summarize examples of individuals demonstrating civic virtues in historic settings.	I can analyze similarities and differences of past demonstrations of civic virtue with my own personal examples.	I can apply intentional democratic principles to take action in my school and in out-of-school civic contexts in order to benefit myself and others.	2

EXTENDED: A successful student will investigate the way societies are shaped and make claims supported with evidence and argument.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can identify the relevance of particular sources to a particular inquiry.	I can locate sources that help answer questions.	I can locate and identify sources that answer questions.	I can locate and identify sources that best answer questions and lead to understanding.	I can locate and identify multiple diverse sources that best answer questions and lead to understanding.	1,2,3,4,5
The student can investigate other people's histories and lived experiences, respectfully ask questions, and listen nonjudgmentally.	I can locate sources that describe individual experiences.	I can locate and use credible sources demonstrating the impact of individual past experience on the development of society.	I can use evidence to draw my own conclusions about the impact of multiple people's past experiences on the development of society.	I can use evidence of people's past experiences to predict the possible impact on future societal events.	3

EXTENDED: A successful student will apply understanding of continuity and change to investigate contemporary issues using evidence and argument.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can examine examples of continuity and change with diverse partners and content, building on the ideas of others, and expressing their own clearly.	I can list detailed examples of continuity and change.	I can summarize a variety of opinions of why and how things change and remain the same over time.	I can uncover multiple sources of evidence documenting continuity and change in order to support a personal opinion on a contemporary issue.	I can examine examples of fact-based perspectives of continuity and change to predict future events and plan realistic responses.	4

EXTENDED: A successful student will investigate and connect historical, economic, and geographic relationships to contemporary issues using evidence and argument.

HGSS					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask economic questions, make claims, and support them with corroborated, relevant evidence and argument.	I can pose and respond to basic informational type questions.	I can pose and respond to multi-part questions with an explanation of my thinking.	I can make evidence-based inferences connecting past relationships and contemporary events.	I can pose sophisticated questions on abstract concepts and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can discuss how perspectives shape the world we live in	I can describe different historical perspectives.	I can explain how different historical perspectives shaped a specific historical period.	I can compare and contrast my understanding of how past events were influenced by different perspectives to current points of view.	I can apply my understanding of multiple perspectives to predict future relationships.	3
The student can explain how economic decisions affect the well-being of individuals, businesses, and society.	I can list major economic decisions made in history.	I can provide examples of how past economic decisions impacted individuals, businesses, and society.	I can analyze past economic impacts and compare them to contemporary events.	I can provide alternative solutions to current economic problems, using fact-based evidence to support my thinking.	1

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 6th -7th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 8.

HGSS		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can echo read a content-related sentence or paragraph with support and guidance.	A successful level 2 EL student can read simple and decodable content-related text while relying on picture clues for accuracy and understanding with some prompting and guidance.	A successful level 3 EL student can read near grade level content-related 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 minimal support.	A successful level 4 EL student can read on-level content-specific text with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self-correction.	EL RF.4	
A successful level 1 EL student can point to a picture and/or single word in response to a direct text-dependent question with guidance and support.	A successful level 2 EL student can locate or give a detail from a simple text in response to a direct text-dependent question with guidance and support.	A successful level 3 EL student can identify details in response to an explicit text-dependent question with minimal guidance and support.	A successful level 4 EL student can identify details in response to explicit or implicit text-dependent questions.	EL R.1	

HGSS		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can point to a picture or illustration depicting the reasoning with prompting and support.	A successful level 2 EL can identify a reason using a simple word or phrase with prompting and support.	A successful level 3 EL student can identify and begin to explain two or more reasons using simple sentences with minimal support.	A successful level 4 EL student can explain the reasoning of responses and distinguish between relevant and irrelevant information.	EL R. 8	
A successful level 1 EL student can read a few key content-specific words and/or phrases with prompting and support.	A successful level 2 EL can use content-specific vocabulary words from simple text to better comprehend with prompting and support.	A successful level 3 student can use knowledge about content-specific words and language to comprehend basic text with minimal support.	A successful level 4 EL can apply knowledge about content-specific language and how it functions to better comprehend text.	EL R.7.10 and 8.10	
A successful level 1 EL student can point to a picture and/or content-specific word in a simple text with prompting and support.	A successful level 2 EL student can read simple sentences and/or paragraphs within a modified text and begin to utilize text features to aid in comprehension with prompting and support.	A successful level 3 EL student can apply reading strategies and understanding of text features in near grade-level text with minimal support and guidance.	A successful level 4 EL can read and comprehend high quality informational text.	EL R.13	
A successful level 1 EL student can produce writing that includes a lot of copied text, much of it with errors.	A successful level 2 EL student can produce writing that shows the usage of simple words and/or sentence frames, limited mechanics, and capitalization with prompting and support.	A successful level 3 EL student can produce writing that includes use of mostly correct capitalization, punctuation, and mostly correct spelling with minimal support.	A successful level 4 EL student can demonstrate correct use of capitalization and punctuation. Demonstrate correct spelling with only limited evident errors.	EL W.11	
A successful level 1 EL student can copy, write and/or draw key words or phrases to express thoughts with prompting and support. Invented spelling may be evident.	A successful level 2 EL student can write key words within sentence frames relying on pictures and background knowledge for a specific task with prompting and support.	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 with minimal support.	A successful level 4 EL student can write well-organized, cohesive paragraphs appropriate for a range of discipline-specific tasks, purposes, and audiences.	EL W.12	

HGSS		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one/two word responses or a simple sentence with limited comprehension when asked explicit questions with prompting and support. Follow rules for discussions.	A successful level 3 EL student can participate in collaborative discussion, coming prepared and ready to express ideas. Follow the rules of discussion, acknowledging others' information with minimal support.	A successful level 4 EL student can fully participate and/or engage in collaborative discussions, expressing ideas clearly, building on others' ideas. Come to discussions prepared, explicitly drawing on the information. Follow the rules of discussion, acknowledging other's information.	SL .1	
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement (yes/no) and/or information from diverse media.	A successful level 2 EL student can produce simple sentences based on facts learned when engaging with information from diverse media with prompting and support.	A successful level 3 EL student can explain how the ideas and details clarify a topic of study.	A successful level 4 EL student can summarize information presented in diverse media formats and explain connection between information and a discipline-specific task.	EL SL.2	
A successful level 1 EL student can provide a basic written, drawn, or spoken explanation about the information given with prompting and support.	A successful level 2 EL student can identify the reasoning with prompting and support.	A successful level 3 EL student can produce simple sentences using one piece of evidence to support reasoning with minimal support.	A successful level 4 EL student can produce complete sentences using multiple pieces of evidence to evaluate and support reasoning.	EL SL.3	

HGSS		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can draw or point to pictures to sequence ideas logically and/or present facts and details to support main ideas with support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one/two words or phrases to present information about a familiar topic, text, and/or opinion by sequencing ideas logically. Provide facts and details to support main ideas with support.	A successful level 3 EL student can present using simple sentences on information that is focused with some reasoning, organization, description, facts, details, and is delivered with appropriate eye contact and adequate volume	A successful level 4 EL student can present clear and logical information supported by facts, details, examples and is presented with appropriate eye contact, adequate volume, and clear pronunciation.	EL SL.6.4, 7.4, 8.4	
A successful level 1 EL student can copy, write and/or draw key words or phrases to express thoughts with prompting and support. Invented spelling may be evident.	A successful level 2 EL student can write key words within sentence frames relying on pictures and background knowledge for a specific task with prompting and support.	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 with minimal support.	A successful level 4 EL student can write well-organized, cohesive paragraphs appropriate for a range of discipline-specific tasks, purposes, and audiences.	EL W.12	
A successful level 1 EL can nod for "yes" or "no", draw, and/or point to pictures of common items found within a school and/or home environment. Repeat key discipline-specific terms with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire key content specific vocabulary to add to a personal vocabulary bank with prompting and support.	A successful level 3 EL student can acquire and produce grade-appropriate academic and domain-specific words and phrases with minimal prompting and support.	A successful level 4 EL student can acquire and apply grade-appropriate general academic and domain-specific words and phrases accurately.	EL SL. 8	

Mathematics

A successful student can understand and analyze proportional relationships and use them to make sense of and solve problems.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can express and use ratios and rates in real-world and mathematical problems.	I can use ratio language to describe a part-to-part and part-to-whole relationship.	I can create tables of equivalent ratios relating quantities.	I can use ratio and rate reasoning to solve real-world and mathematical problems.	I can use ratio reasoning to convert units of measure.	6.RP.1, 6.RP.3a, 6.RP.3c
	I can use given ratio tables to solve ratio problems.	I can find missing values in tables whose x values do not increase by one.		I can manipulate and transform units of measure appropriately when multiplying and dividing quantities.	
The student can solve real-world problems involving percentages.	I can find missing values in tables whose x value increases by one.	I can find the percentage of a quantity.	I can solve real-world problems by finding the percentage of a quantity and by finding the whole when given a part and the percent.	I can solve real-world and mathematical multi-step problems involving percentages in a context based on my interests.	6.RP.3b
	I can write percents using visual models (ex. percent bars, number lines, or 10x10 grids).	I can find the whole when given a part and the percent.			
The student can use the probability of a chance event to determine the likelihood of the event occurring.	I can write percents as a rate per 100. (ex. 34% is 34/100)	I can use the probability of a chance event to describe the likelihood of something happening.	I can use the probability of chance compound events to describe the likelihood of something happening.	I can find compound probability of events and interpret its real-world meaning in a context based on my interests.	7.SP.C5, 7.SP.C6, 7.SP.C7, 7.SP.C8
	I can write ratios/rates as percents. (ex 1 to 4 is 25%)				

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can express and use unit rates in real-world and mathematical problems.	<ul style="list-style-type: none"> I can express a unit rate with a numerator or denominator of 1. I can compute unit rates associated with whole numbers. 	<ul style="list-style-type: none"> I can locate the unit rate on a graph. I can explain the unit rate using points (0,0) and (1,r). I can determine a proportional relationship, recognizing that every pair of numbers in a table or graph has the same unit rate. 	<ul style="list-style-type: none"> I can compute unit rates associated with ratios of fractions. I can compute unit rates in a real-world contexts based on my interests. I can explain what the point (x,y) on a graph of a proportional relationship means in the terms of the situation. 	<ul style="list-style-type: none"> I can solve real-world problems involving proportional relationships represented verbally, graphically, numerically in tables, or algebraically, and identify connections between representations. 	6.RP.3, 7.RP.2a, 7.RP.2c, 7.RP.3
The student can solve problems involving proportional relationships.	<ul style="list-style-type: none"> I can determine whether two quantities are in a proportional relationship using a table and graph. 	<ul style="list-style-type: none"> I can create a table, using a graph to determine/ prove that the values are proportional. I can create a graph and use a table to determine/ prove that the values are proportional. 	<ul style="list-style-type: none"> I can represent proportional relationships using equations. I can use proportional relationships to solve multistep ratio and percent problems. 	<ul style="list-style-type: none"> I can use proportional relationships to solve multi-step ratio and percent problems in a real-world context based on my interests. 	6.RP.3, 7.RP.2a, 7.RP.2c, 7.RP.3
Extended: The student can use proportional reasoning to solve problems involving scale drawings.	<ul style="list-style-type: none"> I can describe the relationship between a geometric figure and its scale drawing using ratio reasoning. 	<ul style="list-style-type: none"> I can describe the relationship between a geometric figure and its scale drawing using scale factor for length. 	<ul style="list-style-type: none"> I can compute actual lengths and areas from a scale drawing. I can reproduce a scale drawing using a different scale. 	<ul style="list-style-type: none"> I can describe the relationship between a geometric figure and its scale drawing using scale factor for area. I can create a scale drawing in real-world contexts based on my interests. 	7.G.1

A successful student can apply number sense and mathematical operations within number systems to solve problems.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can solve problems involving division of fractions and interpret the meaning of the quotient as related to the context of the problem.	<ul style="list-style-type: none"> I can connect division of fractions to a visual model. I can divide fractions between 0 and 1 including: <ul style="list-style-type: none"> a fraction by a whole number, a fraction by a unit fraction with the same denominator. 	<ul style="list-style-type: none"> I can divide by fractions between 0 and 1 including: <ul style="list-style-type: none"> a whole number by a fraction, a mixed number by a whole number and a fraction. 	<ul style="list-style-type: none"> I can solve a division problem involving fractions and draw a model to show my solution in a real-world context. 	<ul style="list-style-type: none"> I can demonstrate division of fractions in real-world contexts. 	6.NS.1, 7.NS.3
The student can fluently (effectively, accurately, and flexibly) divide whole numbers in context.	<ul style="list-style-type: none"> I can recognize division as repeated subtraction using whole numbers without remainders. I can divide multi-digit numbers without remainders using a concrete or pictorial representation. 	<ul style="list-style-type: none"> I can divide multi-digit whole numbers using multiple methods. (i.e. partial quotients, area model, standard algorithm, traditional algorithm.) I can express the remainder of a quotient as a whole number. 	<ul style="list-style-type: none"> I can fluently (effectively, accurately, and flexibly) divide multi-digit numbers using an efficient algorithm. I can write a remainder of the quotient expressed as a decimal. I can divide whole numbers in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can write a remainder of the quotient expressed as a fraction. I can demonstrate division of whole numbers in real-world contexts based on my interests. 	6.NS.2, 7.NS.3

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can fluently (effectively, accurately, and flexibly) add and subtract rational numbers expressed as decimals in context.	<ul style="list-style-type: none"> I can estimate the sum and difference of decimals. I can calculate the sum or difference of decimals with the same place value using an efficient algorithm. 	I can calculate the sum or difference of decimals with different place using an efficient algorithm.	<ul style="list-style-type: none"> I can calculate the sum or difference of decimals with varying place value and whole numbers using an efficient algorithm. I can add and subtract decimals in real-world contexts. I can write the solution in terms of the context. 	I can demonstrate addition and subtraction of decimals and whole numbers in real-world contexts based on my interests.	6.NS.3, 7.NS.3
The student can fluently (effectively, accurately, and flexibly) multiply and divide rational numbers expressed as decimals in context.	I can estimate the product and quotient for decimals greater than 1.	<ul style="list-style-type: none"> I can estimate the product and quotient for decimals between 0 and 1. I can find the product and quotient of decimals using pictures or visual representations. 	<ul style="list-style-type: none"> I can calculate the product and quotient of decimals using an efficient algorithm. I can multiply and divide decimals in real-world contexts. I can write the solution in terms of the context. 	I can demonstrate multiplication and division of decimals in real-world contexts based on my interests.	6.NS.3, 7.NS.3
The student can extend understanding of the real number system to integers and absolute values.	<ul style="list-style-type: none"> I can locate integers as a point on the number line. I can identify opposites on a number line or coordinate system. I can use negatives to describe quantities having opposite directions or values. 	<ul style="list-style-type: none"> I can understand that the distance from a whole number to zero is the same distance as its opposite to zero on a number line. I can locate integer coordinate pairs as a location on a coordinate plane. 	<ul style="list-style-type: none"> I can use integers to represent quantities in real-world contexts. I can explain the meaning of zero in real-world contexts. I can use absolute value to represent and compare numbers. 	<ul style="list-style-type: none"> I can write a remainder of the quotient expressed as a fraction. I can demonstrate division of whole numbers in real-world contexts based on my interests. 	6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8, 7.NS.1

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can add and subtract rational numbers expressed as integers in context.	<ul style="list-style-type: none"> I can model addition and subtraction of same-sign integers using a visual representation. I can model zero pairs using a visual representation. 	<ul style="list-style-type: none"> I can model addition and subtraction of different-sign integers using a visual representation. I can use integers to find a distance between two points. 	<ul style="list-style-type: none"> I can develop and use an algorithm to calculate the sum and difference of integers. I can add and subtract integers in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can demonstrate addition and subtraction of integers in real-world contexts based on my interests. 	7.NS.1, 7.NS.3
The student can fluently (effectively, accurately, and flexibly) multiply and divide rational numbers expressed as decimals in context.	<ul style="list-style-type: none"> I can estimate the product and quotient for decimals greater than 1. 	<ul style="list-style-type: none"> I can estimate the product and quotient for decimals between 0 and 1. I can find the product and quotient of decimals using pictures or visual representations. 	<ul style="list-style-type: none"> I can calculate the product and quotient of decimals using an efficient algorithm. I can multiply and divide decimals in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can demonstrate multiplication and division of decimals in real-world contexts based on my interests. 	6.NS.3, 7.NS.3
The student can extend understanding of the real number system to integers and absolute values.	<ul style="list-style-type: none"> I can locate integers as a point on the number line. I can identify opposites on a number line or coordinate system. I can use negatives to describe quantities having opposite directions or values. 	<ul style="list-style-type: none"> I can understand that the distance from a whole number to zero is the same distance as its opposite to zero on a number line. I can locate integer coordinate pairs as a location on a coordinate plane. 	<ul style="list-style-type: none"> I can use integers to represent quantities in real-world contexts. I can explain the meaning of zero in real-world contexts. I can use absolute value to represent and compare numbers. 	<ul style="list-style-type: none"> I can write a remainder of the quotient expressed as a fraction. I can demonstrate division of whole numbers in real-world contexts based on my interests. 	6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8, 7.NS.1

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can add and subtract rational numbers expressed as integers in context.	<ul style="list-style-type: none"> I can model addition and subtraction of same-sign integers using a visual representation. I can model zero pairs using a visual representation. 	<ul style="list-style-type: none"> I can model addition and subtraction of different-sign integers using a visual representation. I can use integers to find a distance between two points. 	<ul style="list-style-type: none"> I can develop and use an algorithm to calculate the sum and difference of integers. I can add and subtract integers in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can demonstrate addition and subtraction of integers in real-world contexts based on my interests. 	7.NS.1, 7.NS.3
The student can multiply and divide rational numbers expressed as integers in context.	<ul style="list-style-type: none"> I can represent multiplication and division of integers using a visual model. I can connect repeated addition of a negative number to multiplication. I can connect repeated subtraction of a negative number to division. 	<ul style="list-style-type: none"> I can estimate the product and quotient for decimals between 0 and 1. I can find the product and quotient of decimals using pictures or visual representations. 	<ul style="list-style-type: none"> I can develop and use an algorithm to calculate the product and quotient of integers. I can multiply and divide integers in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can demonstrate multiplication and division of integers in real-world contexts based on my interests. 	7.NS.1, 7.NS.3
The student can identify and use irrational numbers in context.	<ul style="list-style-type: none"> I can identify irrational numbers. 	<ul style="list-style-type: none"> I can use rational numbers to approximate irrational numbers on the number line. 	<ul style="list-style-type: none"> I can use approximations of irrational numbers in real-world situations. 	<ul style="list-style-type: none"> I can use perfect squares to estimate a square root. 	8.NS.1, 8.NS.2
Extended: The student can use scientific notation to express very small and very large numbers.	<ul style="list-style-type: none"> I can convert between standard form and scientific notation with a single-digit whole number times a whole-number power of 10. 	<ul style="list-style-type: none"> I can convert between standard form and scientific notation with a single-digit whole number times an integer power of 10. 	<ul style="list-style-type: none"> I can convert between standard form and scientific notation with a decimal times an integer power of 10. 	<ul style="list-style-type: none"> I can estimate quantities in scientific notation to express how many times larger or smaller one quantity is compared to another. I can use scientific notation given a context. 	8.EE.2, 8.EE.3

A successful student can create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can write and evaluate numerical and algebraic expressions using rational numbers.	<ul style="list-style-type: none"> I can write numerical expressions with one or two operations. I can evaluate numerical expressions without exponents. 	<ul style="list-style-type: none"> I can write algebraic expressions with one or two operations. I can evaluate algebraic expressions without exponents. I can write and evaluate numerical expressions with whole number exponents. 	<ul style="list-style-type: none"> I can write and evaluate numerical expressions with whole number exponents and parentheses. I can write and evaluate algebraic expressions with whole number exponents and parentheses. 	I can write and evaluate numerical and algebraic expressions in real-world problems.	6.EE.1, 6.EE.2a, 6.EE.2c
The student can add and subtract algebraic expressions.	I can add and subtract linear expressions with whole number coefficients.	I can add and subtract linear expressions with integer coefficients.	I can add and subtract linear expressions with rational coefficients.	I can apply the properties of operations to algebraic expressions in real-world contexts based on my interests.	7.EE.1
The student can find the greatest common factor and least common multiple for two whole numbers.	<ul style="list-style-type: none"> I can find all factors of a number less than or equal to 100. I can find a given number of multiples for a number less than or equal to 12. 	<ul style="list-style-type: none"> I can find common factors of two numbers less than or equal to 100. I can find multiples of two numbers less than or equal to 12. 	<ul style="list-style-type: none"> I can find the greatest common factor of two numbers less than or equal to 100. I can find the least common multiple of two whole numbers less than or equal to 12. 	I can express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor.	6.NS.4
The student can use the distributive property to factor and expand algebraic expressions.	<ul style="list-style-type: none"> I can use the distributive property to expand linear expressions with whole number coefficients. I can recognize equivalences between expanded and factored forms. 	<ul style="list-style-type: none"> I can use the distributive property to expand linear expressions with integer coefficients. I can apply the distributive property to factor linear expressions with whole number coefficients. 	<ul style="list-style-type: none"> I can use the distributive property to expand linear expressions with rational coefficients. I can apply the distributive property to factor linear expressions with integer coefficients. 	I can apply the distributive property to solve real-world problems.	7.EE.1

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can identify and generate equivalent expressions by applying the properties of operations.	I can identify parts of an expression using mathematical terms.	I can identify equivalent expressions. I can identify and use variables when writing algebraic expressions.	I can generate equivalent expressions. I can rewrite expressions to show how quantities are related in a problem solving context.	I can justify why two expressions are equivalent.	6.EE.2b, 6.EE.3, 6.EE.5, 7.EE.2
The student can evaluate multi-step expressions to solve mathematical problems.	I can evaluate multi-step numerical expressions with integers, common fractions (with denominators of 2 through 10, 25, 50, or 100), or decimals (to the hundredths place).	I can evaluate multi-step algebraic expressions with integers, common fractions (with denominators of 2 through 10, 25, 50, or 100), or decimals (to the hundredths place).	I can evaluate and solve multi-step mathematical problems with any rational numbers.	I can evaluate and solve multi-step real-world problems with any rational numbers.	7.EE.A.3
The student can write one-variable equations and inequalities for mathematical and real-world problems and determine solutions through substitution and solving.	I can distinguish between equations and inequalities with integer coefficients. I can use substitution to determine whether a given number makes an equation true.	I can use substitution to determine whether a given number makes an inequality true. I can solve one-variable equations.	I can identify and use variables when writing one-variable equations and inequalities. I can graph solutions to one-variable inequalities on a number line.	I can interpret the solution sets to one-variable inequalities.	6.EE.4, 6.EE.6, 6.EE.7, 7.EE.4b
The student can use the distributive property to factor and expand algebraic expressions.	I can use the distributive property to expand linear expressions with whole number coefficients. I can recognize equivalences between expanded and factored forms.	I can use the distributive property to expand linear expressions with integer coefficients. I can apply the distributive property to factor linear expressions with whole number coefficients.	I can use the distributive property to expand linear expressions with rational coefficients. I can apply the distributive property to factor linear expressions with integer coefficients.	I can apply the distributive property to solve real-world problems.	7.EE.4, 8.EE.7

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can represent and solve equations in real-world and mathematical problems.	<p>I can solve equations in the form $px + q = r$ (where p, q, and r are integers).</p> <p>I can solve one- and two-step linear equations in one variable with integer coefficients and with the same variable appearing on one side of the equal sign.</p>	<p>I can represent and solve equations in the form of $px + q = r$ and $p(x + q) = r$ (where p, q, and r are rational numbers) in problem situations.</p> <p>I can solve multi-step linear equations in one variable with rational coefficients and with the variable appearing on one side of the equal sign (includes situations with one solution, infinitely many solutions, or no solution).</p>	<p>I can solve and produce examples of multi-step linear equations in one variable with rational coefficients and with variables appearing on both sides of the equal sign (includes situations with one solution, infinitely many solutions, or no solutions) in real-world contexts.</p> <p>I can fluently (effectively, accurately, and flexibly) solve equations in the form of $px + q = r$ and $p(x + q) = r$ (where p, q, and r are rational numbers).</p>	<p>I can solve and produce examples of linear equations in one variable and with the variable appearing on both sides of the equal sign in real-world contexts based on my interests.</p>	7.EE.4, 8.EE.7
The student can represent and solve inequalities in real-world and mathematical problems.	<p>I can solve one- and two-step linear inequalities in one variable with integer coefficients and with the same variable appearing on one side of the inequality sign.</p>	<p>I can represent and solve one-step linear inequalities in problem situations.</p> <p>I can solve multi-step linear inequalities in one variable with integer coefficients and with variable appearing on one side of the inequality sign.</p>	<p>I can represent and solve inequalities in the form $px + q > r$ and $px + q < r$ (where p, q, and r are rational numbers) in problem situations.</p> <p>I can solve multi-step linear inequalities in one variable with rational coefficients and with the variable appearing on one side of the inequality sign in real-world contexts.</p>	<p>I can use graphs, tables, or context to analyze two-step equations that represent relationships between dependent and independent variables.</p>	7.EE.A.3

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can represent and analyze quantitative relationships between dependent and independent variables.	<ul style="list-style-type: none"> I can identify a table of values that represent a relationship between two variables of the forms $y = kx$ and $y = x +/ - c$ with rational numbers. I can plot points corresponding to equations on a coordinate plane. 	<ul style="list-style-type: none"> I can use variables to represent and analyze two quantities that change in relationship to each other of the forms $y = kx$ and $y = x +/ - c$ with rational numbers. I can use graphs and tables to represent two quantities that change in relationship to each other. 	<ul style="list-style-type: none"> I can use graphs, tables, or context to analyze the relationship between dependent and independent variables and relate them to a linear equation. 	<ul style="list-style-type: none"> I can use graphs, tables, or context to analyze two-step equations that represent relationships between dependent and independent variables. 	6.EE.8
The student can understand the connections between proportional relationships, lines, and linear equations.	<ul style="list-style-type: none"> I can graph a proportional relationship on a coordinate plane. I can identify the slope and y-intercept given a graph. 	<ul style="list-style-type: none"> I can compare two different proportional relationships represented in the same way. I can use any two coordinate points to calculate the slope of a line. I can generate the equation $y = mx$ or $y = mx + b$ of a line given a graph. 	<ul style="list-style-type: none"> I can compare two different proportional relationships represented in different ways. I can identify the relationship between proportional and non-proportional linear relationships as a result of a vertical translation. I can determine the slope and y-intercept of a line. I can generate the equation $y = mx$ or $y = mx + b$ of a line represented in a variety of ways. 	<ul style="list-style-type: none"> I can use similar triangles to explain why the slope is the same between any two distinct points on a non-vertical line in a coordinate plane. I can describe the relationship between proportional and nonproportional relationships. I can use proportional relationships to identify other points on the line. 	8.EE.4, 8.EE.5, 8.EE.6
The student can solve equations involving square and cube roots.	<ul style="list-style-type: none"> I can solve equations of the form $x^2 = p$ by giving the solution with a square root symbol or calculating the square root of a whole number perfect square (solutions between 0 and 5). 	<ul style="list-style-type: none"> I can solve equations of the form $x^2 = p$ by calculating the square root of a whole number perfect square (solutions between 0 and 15). 	<ul style="list-style-type: none"> I can solve equations of the form $x^2 = p$ and $x^3 = p$ by calculating the square root or cube root of a whole number perfect square or cube in a formula and in real-world context. 	<ul style="list-style-type: none"> I can solve equations of the form $x^2 = p$ and $x^3 = p$ by calculating the square root or cube root of a whole number perfect square or cube in a formula and in real-world context. 	8.EE.1

A successful student can use functions to interpret and analyze a variety of contexts.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can define and evaluate a function.	I can identify whether an input-output pair satisfies a function.	I can produce input-output pairs for a given function.	I can define a function as a rule that assigns exactly one output to each input.	I can evaluate a function to solve mathematical and real-world problems.	8.F.1
The student can recognize and compare linear functions.	I can identify whether a relationship (algebraic or numerical in tables) is a function.	I can recognize the same linear function represented in different ways. I can compare properties of two linear functions represented in the same way. I can identify whether a function is linear from its graph.	I can compare properties of two linear functions represented in a variety of ways. *I can recognize that linear equations of the form $y = mx + b$ is a function.	I can apply properties of functions to determine if a function is linear or not linear.	8.F.2, 8.F.3
The student can use functions to model and describe relationships between quantities.	I can construct a graph or table to model a linear relationship between two quantities. I can find the rate of change of a linear relationship displayed in a graph or table.	I can create a function to represent a linear relationship between two quantities (from a graph, verbal description, or coordinate values).	I can determine the rate of change and initial value of a linear function (from a graph, verbal description, or coordinate values).	I can interpret the rate of change and initial value of a linear function in terms of the situation it models and its graph or table of values.	8.F.4, 8.F.5

A successful student can prove, understand, and model geometric concepts using appropriate tools and theorems to solve problems and apply logical reasoning.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can solve real-world and mathematical problems involving area of 2-D polygons.	I can draw polygons in a coordinate plane when given coordinates for the vertices.	I can develop and use a formula to find the area of all triangles.	I can use the area of triangles and quadrilaterals to solve real-world problems.	I can apply the area (and perimeter) of triangles and quadrilaterals to solve real-world problems including 2-D composite shapes.	6.G.1, 6.G.3, 7.G.6
	I can use two coordinates to determine the length of the side.	I can use composition and decomposition of triangles and quadrilaterals to develop a formula and use it to find the area of special quadrilaterals (including parallelograms, kites and trapezoids)			
	I can find the area of a polygon created on the coordinate plane.				
	I can decompose a quadrilateral into two triangles.				
A student can solve real-world and mathematical problems involving circumference and area of circles.	I can explain the relationship between radius and diameter.	I can express the ratio of circumference to diameter as π .	I can apply my knowledge of circumference of circles to develop and use the formula for the area of circles.	I can find the perimeter and areas of two dimensional composite figures with circles and semicircles to solve real-world problems.	7.G.4, 7.G.6, 8.G.10
	I can define circumference.		I can apply the formula to find the area of a circle in real-world contexts.	I can find the perimeter and areas of two dimensional composite figures with circles and semicircles to solve real-world problems based on my interests.	
A student can solve real-world and mathematical problems involving volume of prisms and cylinders.	I can develop a general rule for finding the volume of a prism.	I can explain the relationship between the volume formula for prisms and cylinders.	I can find the volume of prisms and cylinders to solve real-world problems.	I can find the volume of prisms and cylinders to solve real-world problems based on my interests.	6.G.2, 7.G.5, 7.G.6
	I can find the volume of a prism that has fraction measurements.	I can find the volume of prisms and cylinders.			

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Extended: A student can solve real-world and mathematical problems involving volume of pyramids and cones.	I can develop a general rule for finding the volume of a pyramid.	I can explain the relationship between the volume formula for pyramids and cones.	I can find the volume of pyramids and cones to solve real-world problems.	I can find the volume of pyramids and cones to solve real-world problems based on my interests.	8.G.10, 8.G.11, 8.G.12
	I can find the volume of a pyramid that has fraction measurements.	I can find the volume of pyramids and cones.			
A student can solve real-world and mathematical problems involving surface area of prisms and cylinders.	I can create nets of rectangles and triangles to represent prisms.	I can explain the relationship between the surface area for prisms and cylinders.	I can find the surface area of prisms and cylinders to solve real-world problems.	I can find the surface area of prisms and cylinders to solve real-world problems based on my interests.	6.G.4, 7.G.5, 7.G.6
	I can develop a general rule for finding the surface area of prisms.	I can find the surface area of prisms and cylinders.			
Extended: A student can solve real-world and mathematical problems involving surface area of pyramids and cones.	I can create nets of rectangles and triangles to represent pyramids.	I can explain the relationship between the surface area for pyramids and cones.	I can find the surface area of pyramids and cones to solve real-world problems.	I can find the surface area of pyramids and cones to solve real-world problems based on my interests.	6.G.4, 8.G.10, 8.G.11, 8.G.12
	I can develop a general rule for finding the surface area of pyramids.	I can find the surface area of pyramids and cones.			

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can apply concepts of angle measurements and angle relationships.	I can measure angles in degrees using a protractor.	I can draw angles of a specified measure using a protractor and a straight edge.	I can write and solve an equation to find unknown angles and/or calculate missing angle measurements when parallel lines are cut by a transversal on a diagram.	I can write and solve an equation to find unknown angles and/or calculate missing angle measurements when parallel lines are cut by a transversal on a diagram in a real-world problem based on my interests.	8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5
	I can calculate the measure of a larger angle composed of non-overlapping parts.	I can calculate the angle measure by decomposing a larger angle into non-overlapping smaller angles			
	I can classify supplementary, complementary, vertical, adjacent, and corresponding angles, including parallel lines cut by a transversal.	<p>I can find an unknown angle in a visual representation by using the relationship between types of angles</p> <p>I can explain the relationship between supplementary, complementary, vertical, adjacent, and corresponding angles, including parallel lines cut by a transversal.</p>	I can apply facts about angle relationships to a multi-step problem in order to find the measure of an unknown angle.	I can apply facts about angle relationships to a multi-step problem in order to find the measure of an unknown angle within a real-world context.	
The student can apply properties of triangles to solve problems.	I can model examples and non-examples of triangles with given specific measures of angles or sides using manipulatives, a ruler and protractor and/or technology.	<p>I can describe when the given measures of angles or sides determine:</p> <ul style="list-style-type: none"> • A unique triangle. • More than one triangle. • No triangle. 	I can justify whether three side lengths or three angle measures form a triangle using a sketch and reasoning.	I can solve real-world problems involving triangle side lengths and angle measurement.	8.G.5, 8.G.6
	I can develop the understanding that the sum of the interior angles in a triangle are 180 degrees.	I can describe the relationship between the measures of interior and exterior angles of a triangle.	I can make inferences about the relationship between the measures of interior and exterior angles of a triangle to find the measure of missing angles.		

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Extended: A student can develop and apply the Pythagorean theorem to solve real-world problems.	I can identify the hypotenuse and legs of a right triangle.	I can determine whether a triangle is a right triangle given side lengths.	I can develop a formula based on the Pythagorean Theorem to describe this relationship found in right triangles. I can use the formula I developed to find the measure of a missing leg or the hypotenuse of a right triangle.	I can apply the Pythagorean theorem to solve real-world problems based on my interests.	8.G.7, 8.G.8, 8.G.9
	I can draw right triangles given measures of the legs and hypotenuse.	I can model an informal proof of the Pythagorean Theorem and its converse.	I can calculate the distance between two points that represent vertices of a right triangle in a two-dimensional coordinate system.	I can calculate the distance between any two points in a two-dimensional coordinate system.	

A successful student can use a variety of data analysis and statistics strategies to analyze, develop and evaluate inferences based on data.

Mathematics					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can apply concepts of statistical measures of center and variability to summarize and describe one-variable data distributions.	I can calculate measure of centers or measures of variability for a given data set.	I can use measure of centers or measures of variability to summarize and describe one-variable distributions in a context.	I can independently collect, display, and analyze a set of one-variable data in relation to their context.	I can describe, interpret, and note any striking deviations from the overall pattern with reference to the context in which the data are gathered based on my own statistical question.	6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5
The student can use random sampling to draw inferences about a population.	I can recognize when a sample population is representative of a population.	I can use given statistics to gain information about a population through a sample population.	I can justify if a random sample is representative of a population. I can generate data from a random sample to draw inferences about a population.	I can generate data from a random sample to draw inferences about two populations based on my own statistical question.	7.SP.1, 7.SP.2, 7.SP.3, 7.SP.4
The student can interpret patterns of association in two-variable data.	I can construct scatter plots for given two-variable data sets.	I can interpret scatter plots for two-variable data, describing patterns. (Patterns could include clustering, outliers, positive or negative association, linear association, or nonlinear association).	I can use a straight line to model linear association relationships between two quantitative variables, informally judging closeness of the data points to the line.	I can generate a statistical question and use statistics to answer my question. I can use a model from a linear association to solve problems. I can interpret the slope and intercept of a linear model given a context.	8.SP.1, 8.SP.2, 8.SP.3, 8.F.3, 8.F.5

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 6th -7th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 8.

Mathematics		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can echo read a numerical math sentence or paragraph with support and guidance.	A successful level 2 EL student can read simple and decodable numerical math 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 numerical word problems with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with minimal support.	A successful level 4 EL student can read on-level numerical word problems with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self-correction.	EL RF.4	
A successful level 1 EL student can point to a picture and/or single word in response to a direct text-dependent question with guidance and support.	A successful level 2 EL student can locate or give a detail from a simple text in response to a direct text-dependent question with guidance and support.	A successful level 3 EL student can identify details in response to an explicit text-dependent question with minimal guidance and support.	A successful level 4 EL student can identify details in response to explicit or implicit text-dependent questions.	EL R.1	

Mathematics		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can point to a picture or illustration depicting the reasoning with prompting and support.	A successful level 2 EL can identify a reason using a simple word or phrase with prompting and support.	A successful level 3 EL student can identify and begin to explain two or more reasons using simple sentences with minimal support.	A successful level 4 EL student can explain the reasoning of responses and distinguish between relevant and irrelevant information.	EL R. 8	
A successful level 1 EL student can read a few key math words and/or phrases with prompting and support	A successful level 2 EL can use math vocabulary words from text to better comprehend the math related text with prompting and support.	A successful level 3 student can use knowledge about math words and language to comprehend basic text with minimal support.	A successful level 4 EL can apply knowledge about math language and how it functions to better comprehend text.	EL R.8.10	
A successful level 1 EL student can sort common objects into categories with some prompting and support. Attempt to identify real-life connections between math words and their uses with prompting and support.	A successful level 2 EL student can begin to recognize similar attributes and sort common objects into categories with prompting and support. Identify real-life connections between math words and their uses.	A successful level 3 EL student can begin to recognize and explain relationships between math vocabulary and real-life applications with minimal support.	A successful level 4 EL can explain relationships between math vocabulary and real-life applications.	EL R 6.12	
A successful level 1 EL student can produce writing that includes a lot of copied text, much of it with errors.	A successful level 2 EL student can produce writing that shows the usage of simple words, limited mechanics, and capitalization with prompting and support.	A successful level 3 EL student can produce writing that includes mostly correct use of capitalization, punctuation, and mostly correct spelling with minimal support.	A successful level 4 EL student can demonstrate correct use of capitalization and punctuation. Demonstrate correct spelling with only limited evident errors.	EL W.11	
A successful level 1 EL student can copy, write and/or draw key words or phrases to express thoughts with prompting and support. Invented spelling may be evident.	A successful level 2 EL student can write key words within sentence frames relying on pictures and background knowledge for a specific task with prompting and support.	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 with minimal support.	A successful level 4 EL student can write well-organized, cohesive paragraphs appropriate for a range of discipline-specific tasks, purposes, and audiences.	EL W.12	

Mathematics		EL			STANDARDS
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one/two word responses or a simple sentence with limited comprehension when asked explicit questions with prompting and support. Follow rules for discussions.	A successful level 3 EL student can participate in collaborative discussion, coming prepared and ready to express ideas. Follow the rules of discussion, acknowledging others' information with minimal support.	A successful level 4 EL student can fully participate and/or engage in collaborative discussions, expressing ideas clearly, building on others' ideas. Come to discussions prepared, explicitly drawing on the information. Follow the rules of discussion, acknowledging others' information.	SL .1	
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement (yes/no) and/or information from diverse media.	A successful level 2 EL student can produce simple sentences based on facts learned when engaging with information from diverse media with prompting and support.	A successful level 3 EL student can explain how the ideas and details clarify a topic of study.	A successful level 4 EL student can summarize information presented in diverse media formats and explain connection between information and a discipline-specific task.	EL SL.2	
A successful level 1 EL student can provide a basic written, drawn, or spoken explanation about the information given with prompting and support.	A successful level 2 EL student can identify the reasoning with prompting and support.	A successful level 3 EL student can produce simple sentences using one piece of evidence to support reasoning with minimal support.	A successful level 4 EL student can produce complete sentences using multiple pieces of evidence to evaluate and support reasoning.	EL SL.3	

Mathematics		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL can nod for "yes" or "no", draw, and/or point to pictures of common items found within a school and/or home environment. Repeat key discipline-specific terms with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire key content-specific vocabulary to add to personal vocabulary bank with prompting and support.	A successful level 3 EL student can acquire and produce grade-appropriate academic and domain-specific words and phrases with minimal prompting and support.	A successful level 4 EL student can acquire and apply grade-appropriate general academic and domain-specific words and phrases accurately.	EL SL. 8	
A successful level 1 EL student can copy, write and/or draw key words or phrases to express thoughts with prompting and support. Invented spelling may be evident.	A successful level 2 EL student can write key words within sentence frames relying on pictures and background knowledge for a specific task with prompting and support.	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 with minimal support.	A successful level 4 EL student can write well-organized, cohesive paragraphs appropriate for a range of discipline-specific tasks, purposes, and audiences.	EL W.12	

Science

A successful student can understand the structure, properties, and interactions of matter at the molecular scale.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Develop models to describe the atomic composition of simple molecules and extended structures.	I can identify parts of an atom.	I can identify atomic and molecular structures.	I can use models to describe atomic and molecular structures.	I can use models to relate chemical properties to atomic and molecular structures	MS PS1-1
Extended: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	I can identify properties of substances.	I can organize information about the properties of substances.	I can relate collected information about the properties of designed materials to their properties.	I can collect and synthesize information about the properties of designed materials to evaluate potential impacts,	MS PS1-3
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	I can describe the relative motion of a solid, liquid, or gas at the particle level.	I can describe how substances change at the particle level with the temperature of the system changes.	I can use a model to describe how substances change at the particle level with the temperature of the system changes.	I can develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance at the particle level when thermal energy is added or removed.	MS PS1-4

A successful student can understand chemical reactions at the molecular scale.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Develop models to describe the atomic composition of simple molecules and extended structures.	I can identify parts of an atom.	I can identify atomic and molecular structures.	I can analyze data to identify a chemical reaction occurred.	I can support an argument with evidence that a chemical reaction occurred.	MS PS1-2
Extended: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	I can identify properties of substances.	I can organize information about the properties of substances.	I can use a model to describe how mass is conserved in a chemical reaction at the atomic level.	I can develop and use models to explain how mass is conserved in chemical reactions at the atomic level.	MS PS1-6, MS PS 3-3
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	I can describe the relative motion of a solid, liquid, or gas at the particle level.	I can describe how substances change at the particle level with the temperature of the system changes.	I can design a device that uses changes in thermal energy.	I can design and optimize a device that uses changes in thermal energy.	MS PS1-4
Develop models to describe the atomic composition of simple molecules and extended structures.	I can identify parts of an atom.	I can identify if a chemical reaction occurred.	I can analyze data to identify a chemical reaction occurred.	I can support an argument with evidence that a chemical reaction occurred.	MS PS1-2
Extended: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	I can identify properties of substances.	I can describe how mass is conserved in a chemical reaction.	I can use a model to describe how mass is conserved in a chemical reaction at the atomic level.	I can develop and use models to explain how mass is conserved in chemical reactions at the atomic level.	MS PS1-5
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	I can describe the relative motion of a solid, liquid, or gas at the particle level.	I can describe how modifying factors (type of material, quantity, etc.) to change the amount of thermal energy transferred.	I can design a device that uses changes in thermal energy.	I can design and optimize a device that uses changes in thermal energy.	MS PS1-6, MS PS 3-3

A successful student understands the relationships among forces and motion and interactions between objects and within systems of objects.

Science						
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	I can describe the forces exerted two objects collide.	I can describe how modifying factors (mass, speed) effect the forces exerted when two objects collide.	I can design a device that involves the motion of two colliding objects.	I can design and optimize a device that involves the motion of two colliding objects.	MS PS2-1	
Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	I can define unbalanced forces and describe how it affects motion.	I can observe and record the changes in motion of unbalanced forces.	I can investigate the changes in motion of unbalanced forces.	I can investigate and analyze data from the changes in motion of unbalanced forces.	MS PS2-2	
Extended: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	I can identify the relationship between mass and gravity.	I can recognize that gravity is an attractive force between objects of various masses,	I can use evidence to argue for the gravitational interaction between objects of various masses.	I can evaluate evidence to argue for the gravitational interaction between objects of various masses.	MS PS 2-4	
Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	I can describe the effects of electric or magnetic fields on objects.	I can describe the effects of electric and magnetic fields on objects.	I can collect evidence for the effects of electric and magnetic fields on objects.	I collect evidence to explain the effects of electric and magnetic fields on objects.	MS PS2-3, MS-PS2-5	

A successful student can understand how energy is defined, transferred, transformed, and conserved by objects and within systems.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	I can describe the relationship of kinetic energy to the mass and speed of objects.	I can explain the relationship of kinetic energy to the mass and speed of objects.	I can interpret data to describe the relationship of kinetic energy to the mass and speed of objects.	I can generate, collect, and interpret data to explain the relationship of kinetic energy to the mass and speed of objects.	MS-PS3-1
Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	I can identify potential energy in different systems.	I can describe the relationship between the distance between two objects and its potential energy.	I can develop a model to describe the interactions of objects in a system based upon potential energy.	I can develop models to explain the interactions of objects in a system based upon different forms of potential energy.	MS-PS3-2
Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	I can describe the relationship between temperature and kinetic energy.	I can describe how the type of matter and mass effect the temperature change or amount of energy transferred.	I can investigate a change in temperature or amount of energy transferred based on the type of matter or mass.	I can investigate and analyze a change in temperature and amount of energy transferred based on the type of matter or mass.	MS-PS3-4 MS-PS3-5
Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.					

A successful student can understand characteristic properties of waves and electromagnetic radiation and how they behave and transmit information.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	I can identify various wave properties.	I can identify various wave properties and behavior.	I can use mathematical representations to describe wave properties and behavior.	I can use mathematical representations and models to describe wave properties and behavior.	MS-PS4-1
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	I can describe wave interactions (reflection, absorption, transmitted).	I can observe how waves interact with different media.	I can develop models to describe wave interactions with different media.	I can collect data and develop models that describe wave interactions with different media.	MS-PS4-2
Extended: Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	I can describe the digital or analog signals.	I can describe the reliability of digital and analog signals.	I can support a claim for the reliability of digital over analog signals.	I can use evidence to support an argument for the reliability of digital over analog signals.	MS-PS4-3

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	I can identify components of a design.	I can describe potential impacts of a design.	I can describe the potential impacts of a design in order to define criteria and constraints.	I can evaluate the potential impacts of a design in order to prioritize criteria and constraints.	MS-ETS1-1
Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	I can identify competing designs to solve a specific problem.	I can compare competing designs to solve a specific problem.	I can evaluate competing designs to solve a specific problem using criteria and constraints.	I can support an argument for the best design to solve a specific problem using criteria and constraints.	MS-ETS1-2
Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	I can use my observations to compare design solutions.	I can use test data to compare design solutions.	I can analyze test data to compare design solutions.	I can analyze test data to support an argument for an optimal design.	MS-ETS1-3
Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	I can identify possible improvements to a design.	I can explain how to improve a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	I can analyze and synthesize data in order to develop a model that optimizes a design through repeated testing.	MS-ETS1-4

A successful student can understand the relationship between an organisms' structures, their organization, and its life functions, including information processing.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	I can recognize that living things are made of cells.	I can distinguish between living and nonliving based on living things are made of cells.	I can use data from investigations as evidence that living things are made of cells.	I can use models and data from investigations as evidence that living things are made of cells.	MS-LS1-1
Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.	I can identify parts of cells.	I can describe how cells or parts of cells work together.	I can develop models to describe how cells or parts of cells work together.	I can develop models to support an argument for how cells or parts of cells work together.	MS-LS1-2
<p>Priority: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>Extended: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>	I can identify interacting groups of cells.	I can describe how interacting groups of cells work together.	I can support an argument for how interacting groups of cells perform life functions.	I can support an argument with evidence of how interacting groups of cells perform life functions.	MS-LS1-3; MS-LS1-8

A successful student can understand how organisms use matter and energy and how it flows through an ecosystem.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	I can explain how photosynthesis moves matter and energy from one organism to another.	I can explain how photosynthesis moves matter and energy through organisms in cycles.	I can use evidence to explain how photosynthesis moves matter and energy through organisms in cycles.	I can collect and use evidence to explain how photosynthesis moves matter and energy through organisms in cycles.	MS-LS1-6
Extended: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	I can explain why energy is needed in organisms.	I can explain how energy is used in organisms via cellular respiration.	I can develop a model of chemical reactions involving food molecules (sugar) to explain how energy is used in organisms.	I can collect data to develop a model of chemical reactions involving food molecules (sugar) to explain how energy is used in organisms.	MS-LS1-7
Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	I can identify living and nonliving components in an ecosystem an organism needs for survival.	I can describe how organisms within an ecosystem depend upon living and nonliving components.	I can develop a model that describes how organisms within an ecosystem depend upon the cycling of living and nonliving components.	I can collect data to develop models that explain how organisms within an ecosystem depend upon the cycling of living and nonliving components.	MS-LS2-1 MS-LS2-3 MS-LS2-4

A successful student can understand how organisms interact within an environment to obtain matter and energy.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	I can identify different interactions of organisms.	I can identify different interactions of organisms in ecosystems.	I can explain interaction patterns among organisms in ecosystems.	I can make generalized hypotheses about interaction patterns among organisms in ecosystems.	MS-LS2-2
Extended: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	I can identify some effects of human interactions on ecosystems.	I can describe the effects of human actions upon biodiversity.	I can evaluate solutions that minimize the effects of human actions upon biodiversity.	I can evaluate and refine solutions that minimize the effects of human actions upon biodiversity or upon ecosystem services.	MS-LS2-5

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Extended: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	I can identify various animal behaviors or plant structures that affect reproduction.	I can describe why animal behaviors or plant structures affect reproduction.	I can use evidence to support the claim that animal behaviors or plant structures affect reproduction.	I can gather and use evidence to support the claim that animal behaviors or plant structures affect reproduction.	MS-LS1-4
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	I can define asexual and sexual reproduction.	I can identify differences in offspring based on reproduction type.	I can use a model to describe why genetic variation occurs or does not occur based on reproduction type.	I can develop and use a model to describe why genetic variation occurs or does not occur based on reproduction type.	MS-LS3-2

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Priority: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>	<p>I can identify that genetic and environmental factors affect organisms.</p>	<p>I can explain how genetic and environmental factors affect organisms.</p>	<p>I can use evidence to explain how genetic and environmental factors affect organisms.</p>	<p>I can use models and evidence to explain how genetic and environmental factors affect organisms.</p>	<p>MS-LS1-5, MS-LS3-1</p>
<p>Extended: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</p>					
<p>Extended: Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>	<p>I can identify information about how humans influence inheritance of traits in organisms.</p>	<p>I can gather information about how humans influence the inheritance of traits in organisms.</p>	<p>I can gather and synthesize information about how humans influence the inheritance of traits in organisms.</p>	<p>I can gather, synthesize, and communicate information about how humans influence the inheritance of traits in organisms.</p>	<p>MS-LS4-5</p>

A successful student can understand why the relationship between the environment and genetic variation within a species affects survival and reproduction over time.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	I can identify patterns of relatedness of organisms and fossils based on anatomy.	I can explain patterns of relatedness of organisms and fossils based on anatomy.	I can analyze data to explain patterns of relatedness of organisms and fossils based on anatomy.	I can investigate and analyze data to explain patterns of relatedness of organisms and fossils based on anatomy.	MS-LS4-1
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.					

Science

LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Extended: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	I can recognize that specific traits will lead to increases or decreases in survival or reproduction chances.	I can predict that specific traits will lead to increases or decreases in survival or reproduction chances.	I can use evidence to explain why specific traits will lead to increases or decreases in survival or reproduction chances.	I can use evidence and models to explain why specific traits will lead to increases or decreases in survival or reproduction chances.	MS-LS4-4
Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	I can identify changes in traits within populations over time.	I can predict changes in traits within populations over time.	I can use mathematical relationships to explain changes in traits within populations over time.	I can analyze data and use mathematical relationships to explain changes in traits within populations over time.	MS-LS4-6

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	I can identify components of a design.	I can describe potential impacts of a design.	I can describe the potential impacts of a design in order to define criteria and constraints.	I can evaluate the potential impacts of a design in order to prioritize criteria and constraints.	MS-ETS-1
Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	I can identify competing designs to solve a specific problem.	I can compare competing designs to solve a specific problem.	I can evaluate competing designs to solve a specific problem using criteria and constraints.	I can support an argument for the best design to solve a specific problem using criteria and constraints.	MS-ETS1-2
Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	I can use my observations to compare design solutions.	I can use test data to compare design solutions.	I can analyze test data to compare design solutions.	I can analyze test data to support an argument for an optimal design.	MS-ETS1-3
Priority: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	I can identify possible improvements to a design.	I can explain how to improve a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	I can analyze and synthesize data in order to develop a model that optimizes a design through repeated testing.	MS-ETS1-4

A successful student can understand the properties and predictable patterns of objects and phenomena in the universe and our Solar System.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Priority: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	I can define axis, rotation, and revolution as they pertain to the positioning of the Earth, Sun, and Moon.	I can identify patterns involving the Sun and the Moon based upon their relative positions.	I can use a model to explain patterns involving the Sun and the Moon based upon their relative positions.	I can use a model to explain patterns and make predictions involving the Sun and the Moon based upon their relative positions.	MS-ESS1-1
Extended: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	I can define gravity and identify how it affects motion of objects on Earth.	I can recognize how gravity affects motion within the Solar System and within galaxies.	I can model how gravity explains motion within the Solar System and within galaxies.	I can gather information to develop a model of how gravity explains motion within the Solar System and within galaxies.	MS-ESS1-2
Extended: Analyze and interpret data to determine scale properties of objects in the solar system.	I can list the objects that make up our solar system.	I can identify properties of objects in the Solar System.	I can analyze data to determine the properties of objects in the Solar System.	I can analyze data to explain the differences in the properties of objects in the Solar System.	MS-ESS1-3

A successful student can understand how Earth’s conditions and processes and life on Earth have changed over time.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Extended: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	I can identify the natural processes that record Earth's history.	I can use rock formations and fossils to describe Earth's history.	I can use rock formations and fossil evidence to explain Earth's history.	I can synthesize information from rock formations and fossil evidence to explain Earth's history.	MS-ESS1-4
Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	I can recognize the role that geologic processes have in changing Earth's surface.	I can identify geological processes that create geological features.	I can explain how geological processes of different time and spatial scales create geological features.	I can gather evidence to explain how geological processes of varying time and spatial scales create geological features.	MS-ESS2-2
Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	I can identify how Earth's layers interact to cause plate tectonics.	I can use rock formations and fossils to describe evidence of past tectonic plate motions.	I can analyze and interpret rock formations and fossils evidence as data to provide evidence of past tectonic-plate motions.	I can analyze and interpret data to develop models that provide evidence of past tectonic-plate motions.	MS-ESS2-3

A successful student can understand how Earth materials and the major systems of Earth interact over time.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	I can identify the process by which Earth cycles its materials.	I can describe the role of energy in the cycling of Earth's materials.	I can model and describe the role of energy in the cycling of Earth's materials.	I can model and use evidence to explain the role of energy in the cycling of Earth's materials.	MS-ESS2-1
Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	I can identify the process and steps by which Earth cycles its water.	I can describe the roles of energy and gravity in the water cycle.	I can develop a model to describe the roles of energy and gravity in the water cycle.	I can develop and use a model to explain the roles of energy and gravity in the water cycle.	MS-ESS3-1
Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	I can observe Earth's uneven distribution of natural resources.	I can describe how Earth's processes are related to the uneven distribution of natural resources.	I can use evidence from Earth's processes to explain the uneven distribution of natural resources.	I can evaluate evidence from Earth's uneven processes to explain the distribution of natural resources.	MS-ESS2-3

A successful student can understand the factors and processes that regulate climate and weather on Earth.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	I can identify the patterns in weather conditions impacted by air masses (temperature, air pressure, humidity, wind speed).	I can relate the interaction of air masses to changes in weather.	I can gather evidence of the interaction of air masses to explain changes in weather.	I can gather and evaluate evidence of the interaction of air masses to explain changes in weather.	MS-ESS2-5
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	I can describe how climate differs from weather and list some factors that drive differences in climate.	I can describe how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	I can use a model to describe how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	I can use evidence to develop a model that explains how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	MS-ESS2-6
Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	I can describe trends in Earth's heating and cooling patterns.	I can identify both human activities and/or natural processes that impact earth's global temperature.	I can observe patterns in data that connect the changes in natural processes and/or human activities related to greenhouse gas production.	I can ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	MS-ESS3-5

A successful student can understand how natural hazards can be predicted and how human activities affect Earth systems.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	I can identify the patterns in weather conditions impacted by air masses (temperature, air pressure, humidity, wind speed).	I can relate the interaction of air masses to changes in weather.	I can gather evidence of the interaction of air masses to explain changes in weather.	I can evaluate strategies to minimize dangers from natural hazards through forecasting and technology.	MS-ESS3-2
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	I can describe how climate differs from weather and list some factors that drive differences in climate.	I can describe how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	I can use a model to describe how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	I can design and refine a method to monitor or minimize human impacts on the environment.	MS-ESS3-3
Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	I can describe trends in Earth's heating and cooling patterns.	I can identify both human activities and/or natural processes that impact earth's global temperature.	I can observe patterns in data that connect the changes in natural processes and/or human activities related to greenhouse gas production.	I can gather and use evidence to argue that population growth increases the use of natural resources and causes environmental changes.	MS-ESS3-4
Extended: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	I can identify natural hazards that Earth experiences.	I can describe characteristics of natural hazards.	I can identify data patterns about natural hazards.	I can evaluate strategies to minimize dangers from natural hazards through forecasting and technology.	MS-ESS3-2

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	I can describe human impacts on the environment.	I can describe human impacts on the environment and list potential methods to minimize the impact.	I can design a method to monitor or minimize human impacts on the environment.	I can design and refine a method to monitor or minimize human impacts on the environment.	MS-ESS3-3
Extended: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	I can describe how an increase in the use of natural resources impacts the environment.	I can describe how population growth increases the use of natural resources and causes environmental changes.	I can use evidence to argue that population growth increases the use of natural resources and causes environmental changes.	I can gather and use evidence to argue that population growth increases the use of natural resources and causes environmental changes.	MS-ESS3-4

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in Earth and space science.

Science					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	I can identify components of a design.	I can describe potential impacts of a design.	I can describe the potential impacts of a design in order to define criteria and constraints.	I can evaluate the potential impacts of a design in order to prioritize criteria and constraints.	MS-ETS-1
Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	I can identify competing designs to solve a specific problem.	I can compare competing designs to solve a specific problem.	I can evaluate competing designs to solve a specific problem using criteria and constraints.	I can support an argument for the best design to solve a specific problem using criteria and constraints.	MS-ETS1-2
Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	I can use my observations to compare design solutions.	I can use test data to compare design solutions.	I can analyze test data to compare design solutions.	I can analyze test data to support an argument for an optimal design.	MS-ETS1-3
Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	I can identify possible improvements to a design.	I can explain how to improve a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	I can analyze and synthesize data in order to develop a model that optimizes a design through repeated testing.	MS-ETS1-4

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 6th -7th grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 8.

Science	EL				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can echo read a content-related sentence or paragraph with support and guidance.	A successful level 2 EL student can read simple and decodable content-related text while relying on picture clues for accuracy and understanding with some prompting and guidance.	A successful level 3 EL student can read near grade level content-related 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 minimal support.	A successful level 4 EL student can read on-level content-specific text with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self-correction.	EL RF.4	
A successful level 1 EL student can point to a picture and/or single word in response to a direct text-dependent question with guidance and support.	A successful level 2 EL student can locate or give a detail from a simple text in response to a direct text-dependent question with guidance and support.	A successful level 3 EL student can identify details in response to an explicit text-dependent question with minimal guidance and support.	A successful level 4 EL student can identify details in response to explicit or implicit text-dependent questions.	EL R.1	
A successful level 1 EL student can point to a picture or illustration depicting the reasoning with prompting and support.	A successful level 2 EL can identify a reason using a simple word or phrase with prompting and support	A successful level 3 EL student can identify and begin to explain two or more reasons using simple sentences with minimal support.	A successful level 4 EL student can explain the reasoning of responses and distinguish between relevant and irrelevant information.	EL R. 8	

Science		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can point to a picture and/or content-specific word in a simple text with prompting and support.	A successful level 2 EL student can read simple sentences and/or paragraphs within a modified text and begin to utilize text features to aid in comprehension with prompting and support.	A successful level 3 EL student can apply reading strategies and understanding of text features in near grade-level text with minimal support and guidance.	A successful level 4 EL can read and comprehend high quality informational text.	EL R.13	
A successful level 1 EL student can read a few key content-specific words and/or phrases with prompting and support.	A successful level 2 EL can use content-specific vocabulary words from simple text to better comprehend with prompting and support.	A successful level 3 student can use knowledge about content-specific words and language to comprehend basic text with minimal support.	A successful level 4 EL can apply knowledge about content-specific language and how it functions to better comprehend text.	EL R.7.10 and 8.10	
A successful level 1 EL student can produce writing that includes a lot of copied text, much of it with errors.	A successful level 2 EL student can produce writing that shows the usage of simple words and/or sentence frames, limited mechanics, and capitalization with prompting and support.	A successful level 3 EL student can produce writing that includes use of mostly correct capitalization, punctuation, and mostly correct spelling with minimal support.	A successful level 4 EL student can demonstrate correct use of capitalization and punctuation. Demonstrate correct spelling with only limited evident errors.	EL W.11	
A successful level 1 EL student can copy, write and/or draw key words or phrases to express thoughts with prompting and support. Invented spelling may be evident.	A successful level 2 EL student can write key words within sentence frames relying on pictures and background knowledge for a specific task with prompting and support.	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 with minimal support.	A successful level 4 EL student can write well-organized, cohesive paragraphs appropriate for a range of discipline-specific tasks, purposes, and audiences.	EL W.12	
A successful level 1 EL student can nod for "yes" and "no", draw, and point to identify information with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one/two word responses or a simple sentence with limited comprehension when asked explicit questions with prompting and support. Follow rules for discussions.	A successful level 3 EL student can participate in collaborative discussion, coming prepared and ready to express ideas. Follow the rules of discussion, acknowledging others' information with minimal support	A successful level 4 EL student can fully participate and/or engage in collaborative discussions, expressing ideas clearly, building on others' ideas. Come to discussions prepared, explicitly drawing on the information. Follow the rules of discussion, acknowledging other's information.	SL.1	

Science		EL			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
A successful level 1 EL student can offer single-word responses that indicate agreement or disagreement (yes/no) and/or information from diverse media.	A successful level 2 EL student can produce simple sentences based on facts learned when engaging with information from diverse media with prompting and support.	A successful level 3 EL student can explain how the ideas and details clarify a topic of study.	A successful level 4 EL student can summarize information presented in diverse media formats and explain connection between information and a discipline-specific task.	EL SL.2	
A successful level 1 EL student can provide a basic written, drawn, or spoken explanation about the information given with prompting	A successful level 2 EL student can identify the reasoning with prompting and support.	A successful level 3 EL student can produce simple sentences using one piece of evidence to support reasoning with minimal support.	A successful level 4 EL student can produce complete sentences using multiple pieces of evidence to evaluate and support reasoning.	EL SL.3	
A successful level 1 EL can nod for "yes" or "no", draw, and/or point to pictures of common items found within a school and/or home environment. Repeat key discipline-specific terms with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire key content specific vocabulary to add to personal vocabulary bank with prompting and support.	A successful level 3 EL student can acquire and produce grade-appropriate academic and domain-specific words and phrases with minimal prompting and support.	A successful level 4 EL student can acquire and apply grade-appropriate general academic and domain-specific words and phrases accurately.	EL SL. 8	
A successful level 1 EL student can copy, write and/or draw key words or phrases to express thoughts with prompting and support. Invented spelling may be evident.	A successful level 2 EL student can write key words within sentence frames relying on pictures and background knowledge for a specific task with prompting and support.	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 with minimal support.	A successful level 4 EL student can write well-organized, cohesive paragraphs appropriate for a range of discipline-specific tasks, purposes, and audiences.	EL W.12	

Humanities

A successful student will recognize and draw conclusions about significant historical, economic, and political choices and the resulting consequences.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can demonstrate understanding of historical events by categorizing the causes and impact.	I can identify the short and long term consequences of a choice.	I can explain why choices have both short and long term impact	I can compare the short and long term impacts of different choices related to the same topic or event and explain their causes.	I can analyze the impact of choices and apply that knowledge in new situations.	

A successful student will recognize and draw conclusions about the rights and responsibilities of people.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can describe and discuss the rights and responsibilities of individuals and groups in shaping public policy	I can list examples of individuals and groups that have shaped public policy.	I can describe the reasons why individuals and groups have helped shape public policy.	I can evaluate the effectiveness of different attempts by individuals and groups to shape public policy.	I can design and organize solutions intended to affect changes in local, state, or national public policy.	2
The student can discuss how perspectives shape the world we live in.	I can accept or believe something because I understand it.	I can describe why others hold opposing perspectives because I know how to think about things in different ways.	I can apply my understanding of opposing perspectives in both historical and contemporary settings	I can accept and hold opposing perspectives on issues because I know how to think in different ways.	2

A successful student will recognize and draw conclusions about the ways societies are shaped through identities, beliefs, and practices of individuals and groups.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can describe and discuss the power and impact of citizens, political parties, media, and interest groups of creating public policy.	I can explain that public policy is created by a variety of means.	I can produce examples of impact made by some stakeholders on public policy.	I can produce examples and cite evidence of impact made by a wide variety of stakeholders on public policy and how they influence society.	I can collaborate with other stakeholders to help create and shape public policy to improve my life and the lives around me.	2
The student can describe aspects of personal identity and respect differences in the identities of others.	I can describe the identity of myself and others.	I can describe the identity of myself and others without judgement.	I can analyze and explain the impact of my identity and of others on the development of societies.	I can recognize and correct misconceptions that others may have about my identity and the identity of others.	3

A successful student will recognize and draw conclusions about societal continuity and change over time.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking, and social studies practices to carry out research and inquiry.	I can organize research resources provided to me	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can demonstrate historical knowledge about a time period or era by highlighting the significance and/or recounting an appropriate narrative.	I can recall facts, terms, and concepts about an historic time period or era.	I can compare and contrast issues from a historic time period or era with those of present time.	I can compare and contrast historic issues with contemporary issues using a variety of perspectives.	I can use my understanding of past and present issues to predict their possible future impact on society.	3
The student can discuss specific instances of continuity and change over time within economics, geography, government, and history.	I can list examples of continuity and change over time.	I can list and summarize reasons for continuity and change over time.	I can investigate continuity and change over time using the perspectives of different individuals and groups.	I can analyze and synthesize multiple perspectives of continuity and change and develop predictions on how they may apply to contemporary issues.	4

A successful student will recognize and draw conclusions about historical, economic, and geographic relationships impacting individuals and communities.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask geographic questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can use technology and other representations to explain relationships between people, places, and ideas.	I can effectively communicate information using a single format.	I can effectively communicate information in two or more formats	I can use a wide variety of mediums to create effective communication that conveys information and emotion to a specific audience.	I can design an effective communication strategy that conveys information, concepts, and emotion to a variety of audiences in multiple formats.	5
The student can analyze and interpret geographic information.	I can identify geographic relationships.	I can organize relationships into patterns that make sense to me.	I can make inferences about the important differences and similarities of relationships that occur across time periods.	I can develop evidence-based solutions to contemporary issues using a variety of geography related tools.	6

EXTENDED: A successful student will investigate examples of choices, asking questions, and making claims about consequences on contemporary issues.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can discuss how choices affect the well-being of individuals, businesses, and society.	I can recognize and list short-term consequences of choices that impact myself.	I can recognize and list short-term consequences of choices that impact others.	I can infer the short and long term impact of people's' choices by examining those choices from different perspectives.	I can develop, describe, and support a plan outlining effective choices based on possible positive outcomes.	1

EXTENDED: A successful student will investigate the rights and responsibilities of individuals, making claims and using evidence to make connections to contemporary issues.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1, 2, 3, 4, 5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1, 2, 3, 4, 5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1, 2, 3, 4, 5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1, 2, 3, 4, 5
The student can use fact-based criteria and evidence to assess differing viewpoints.	I can identify multiple opinions on a specific issue.	I can compare and contrast multiple opinions on a specific issue.	I can use fact based evidence to take a position on a specific issue while evaluating multiple opinions.	I can take a fact based position on a specific issue while evaluating multiple opinions, communicating that position to policy makers.	3
The student can demonstrate the connection to personal interest, civic virtue, and democratic principles in their own life.	I can describe the importance of civic virtue in individuals.	I can identify and summarize examples of individuals demonstrating civic virtues in historic settings.	I can analyze similarities and differences of past demonstrations of civic virtue with my own personal examples.	I can apply intentional democratic principles to take action in my school and in out-of-school civic contexts in order to benefit myself and others.	2

EXTENDED: A successful student will investigate the way societies are shaped and make claims supported with evidence and argument.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can identify the relevance of particular sources to a particular inquiry.	I can locate sources that help answer questions.	I can locate and identify sources that answer questions.	I can locate and identify sources that best answer questions and lead to understanding.	I can locate and identify multiple diverse sources that best answer questions and lead to understanding.	1,2,3,4,5
The student can investigate other people's histories and lived experiences, respectfully ask questions, and listen nonjudgmentally.	I can locate sources that describe individual experiences.	I can locate and use credible sources demonstrating the impact of individual past experience on the development of society.	I can use evidence to draw my own conclusions about the impact of multiple people's' past experiences on the development of society.	I can use evidence of people's' past experiences to predict the possible impact on future societal events.	3

EXTENDED: A successful student will apply understanding of continuity and change to investigate contemporary issues using evidence and argument. -

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1,2,3,4,5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1,2,3,4,5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1,2,3,4,5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1,2,3,4,5
The student can examine examples of continuity and change with diverse partners and content, building on the ideas of others, and expressing their own clearly.	I can list detailed examples of continuity and change.	I can summarize a variety of opinions of why and how things change and remain the same over time.	I can uncover multiple sources of evidence documenting continuity and change in order to support a personal opinion on a contemporary issue.	I can examine examples of fact-based perspectives of continuity and change to predict future events and plan realistic responses.	4

EXTENDED: A successful student will apply understanding of continuity and change to investigate contemporary issues using evidence and argument.

Humanities					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
The student can demonstrate content knowledge in economics, geography, government, and history.	I can recall facts to prove what I know.	I can demonstrate how facts support specific concepts to prove what I know.	I can demonstrate what I know by interpreting information in different ways to build meaning.	I can apply what I know to new and different situations and topics.	1, 2, 3, 4, 5
The student can source, contextualize, corroborate, and analyze discipline specific text including primary and secondary sources.	I can organize evidence provided for me that supplies needed information to build meaning.	I can independently evaluate evidence that supplies needed information to build meaning.	I can independently evaluate multiple pieces of evidence from different disciplines to build meaning.	I can apply information gathered from multiple pieces of evidence to solve problems both past and present.	1, 2, 3, 4, 5
The student can use critical thinking and social studies practices to carry out research and inquiry.	I can organize research resources provided to me.	I can describe how my research was completed.	I can produce evidence and artifacts of my research, with the ability to plan similar inquiries.	I can plan future inquiries, understanding that each inquiry may require different research strategies.	1, 2, 3, 4, 5
The student can ask significant questions, make claims, and support them with corroborated, relevant evidence and argument.	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 respond to questions about a topic and address them with accurate evidence-based explanations of my thinking.	I can pose sophisticated questions on abstract concepts/big ideas and apply evidence-based answers to real world situations.	1, 2, 3, 4, 5
The student can examine examples of continuity and change with diverse partners and content, building on the ideas of others, and expressing their own clearly.	I can list detailed examples of continuity and change.	I can summarize a variety of opinions of why and how things change and remain the same over time.	I can uncover multiple sources of evidence documenting continuity and change in order to support a personal opinion on a contemporary issue.	I can examine examples of fact-based perspectives of continuity and change to predict future events and plan realistic responses.	4

STEAM

A successful student can understand and analyze proportional relationships and use them to make sense of and solve problems.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can express and use ratios and rates in real-world and mathematical problems.</p>	<ul style="list-style-type: none"> I can use ratio language to describe a part-to-part and part-to-whole relationship. I can use given ratio tables to solve ratio problems. I can find missing values in tables whose x value increases by one. 	<ul style="list-style-type: none"> I can create tables of equivalent ratios relating quantities. I can find missing values in tables whose x values do not increase by one. 	<ul style="list-style-type: none"> I can use ratio and rate reasoning to solve real-world and mathematical problems. 	<ul style="list-style-type: none"> I can use ratio reasoning to convert units of measure. I can manipulate and transform units of measure appropriately when multiplying and dividing quantities. 	<ul style="list-style-type: none"> 6.RP.A1, 6.RP.A2, 6.RP.A3, 7.RP.A1, 7.RP.A2, 7.RP.A3, 7.SP.C5, (7.G.A1, 7.SP.C6, 7.SP.C7, 7.SP.C8 extended)
<p>The student can solve real-world problems involving percentages.</p>	<ul style="list-style-type: none"> I can write percents using visual models (ex. percent bars, number lines, or 10x10 grids). I can write percents as a rate per 100. (ex. 34% is 34/100) I can write ratios/rates as percents. (ex 1 to 4 is 25%) 	<ul style="list-style-type: none"> I can find the percentage of a quantity. I can find the whole when given a part and the percent. 	<ul style="list-style-type: none"> I can solve real-world problems by finding the percentage of a quantity and by finding the whole when given a part and the percent. 	<ul style="list-style-type: none"> I can solve real-world and mathematical multi-step problems involving percentages in a context based on my interests. 	
<p>The student can use the probability of a chance event to determine the likelihood of the event occurring.</p>	<ul style="list-style-type: none"> I can express the probability of a chance event as a ratio, fraction, or percent. 	<ul style="list-style-type: none"> I can use the probability of a chance event to describe the likelihood of something happening. I can explain my result in terms of the event. 	<ul style="list-style-type: none"> I can use the probability of chance compound events to describe the likelihood of something happening. *I can explain my result in terms of the compound event. 	<ul style="list-style-type: none"> I can find compound probability of events and interpret its real-world meaning in a context based on my interests. 	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can express and use unit rates in real-world and mathematical problems.</p>	<p>I can express a unit rate with a numerator or denominator of 1.</p> <p>I can compute unit rates associated with whole numbers.</p>	<p>I can locate the unit rate on a graph.</p> <p>I can explain the unit rate using points (0,0) and (1,r).</p> <p>I can determine a proportional relationship, recognizing that every pair of numbers in a table or graph has the same unit rate.</p>	<p>I can compute unit rates associated with ratios of fractions.</p> <p>I can compute unit rates in a real-world contexts based on my interests.</p> <p>I can explain what the point (x,y) on a graph of a proportional relationship means in the terms of the situation.</p>	<p>I can solve real-world problems involving proportional relationships represented verbally, graphically, numerically in tables, or algebraically, and identify connections between representations.</p>	
<p>The student can solve problems involving proportional relationships.</p>	<p>I can determine whether two quantities are in a proportional relationship using a table and graph.</p>	<p>I can create a table, using a graph to determine/prove that the values are proportional.</p> <p>I can create a graph and use a table to determine/prove that the values are proportional.</p>	<p>I can represent proportional relationships using equations.</p> <p>I can use proportional relationships to solve multistep ratio and percent problems.</p>	<p>I can use proportional relationships to solve multi-step ratio and percent problems in a real-world context based on my interests.</p>	
<p>Extend: The student can use proportional reasoning to solve problems involving scale drawings.</p>	<p>I can describe the relationship between a geometric figure and its scale drawing using ratio reasoning.</p>	<p>I can describe the relationship between a geometric figure and its scale drawing using scale factor for length.</p>	<p>I can compute actual lengths and areas from a scale drawing.</p> <p>I can reproduce a scale drawing using a different scale.</p>	<p>I can describe the relationship between a geometric figure and its scale drawing using scale factor for area.</p> <p>I can create a scale drawing in real-world contexts based on my interests.</p>	

A successful student can apply number sense and mathematical operations within number systems to solve problems.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>I can solve problems involving division of fractions and interpret the meaning of the quotient as related to the context of the problem.</p>	<p>I can connect division of fractions to a visual model.</p> <p>I can divide fractions between 0 and 1 including:</p> <ul style="list-style-type: none"> a fraction by a whole number, a fraction by a unit fraction with the same denominator. 	<p>I can divide by fractions between 0 and 1 including:</p> <ul style="list-style-type: none"> a whole number by a fraction, a mixed number by a whole number and a fraction. 	<p>I can solve a division problem involving fractions and draw a model to show my solution in a real-world context.</p>	<p>I can demonstrate division of fractions in real-world contexts.</p>	<p>6.NS.A1, 6.NS.B2, 6.NS.B3, 6.NS.C5, 6.NS.C6, 6.NS.C7, 6.NS.C8, 7.NS.A1, 7.NS.A2, 7.NS.A3, 8.NS.A1, 8.NS.A2, (8.EE.A2, 8.EE.A3 extended)</p>
<p>The student can fluently (effectively, accurately, and flexibly) divide whole numbers in context.</p>	<p>I can recognize division as repeated subtraction using whole numbers without remainders.</p> <p>I can divide multi-digit numbers without remainders using a concrete or pictorial representation.</p>	<p>I can divide multi-digit whole numbers using multiple methods. (i.e. partial quotients, area model, standard algorithm, traditional algorithm.)</p> <p>I can express the remainder of a quotient as a whole number.</p>	<p>I can fluently (effectively, accurately, and flexibly) divide multi-digit numbers using an efficient algorithm.</p> <p>I can write a remainder of the quotient expressed as a decimal.</p> <p>I can divide whole numbers in real-world contexts.</p> <p>I can write the solution in terms of the context.</p>	<p>I can write a remainder of the quotient expressed as a fraction.</p> <p>I can demonstrate division of whole numbers in real-world contexts based on my interests.</p>	
<p>The student can fluently (effectively, accurately, and flexibly) multiply and divide rational numbers expressed as decimals in context.</p>	<p>I can estimate the product and quotient for decimals greater than 1.</p>	<p>I can estimate the product and quotient for decimals between 0 and 1.</p> <p>I can find the product and quotient of decimals using pictures or visual representations.</p>	<p>I can calculate the product and quotient of decimals using an efficient algorithm.</p> <p>I can multiply and divide decimals in real-world contexts.</p> <p>I can write the solution in terms of the context.</p>	<p>I can demonstrate addition and subtraction of decimals and whole numbers in real-world contexts based on my interests.</p>	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can extend understanding of the real number system to integers and absolute values.</p>	<ul style="list-style-type: none"> I can locate integers as a point on the number line. I can identify opposites on a number line or coordinate system. I can use negatives to describe quantities having opposite directions or values. 	<ul style="list-style-type: none"> I can understand that the distance from a whole number to zero is the same distance as its opposite to zero on a number line. I can locate integer coordinate pairs as a location on a coordinate plane. 	<ul style="list-style-type: none"> I can use integers to represent quantities in real-world contexts. I can explain the meaning of zero in real-world contexts. I can use absolute value to represent and compare numbers. 	<ul style="list-style-type: none"> I can solve problems involving integers in real-world contexts based on my interests. I can explain the meaning of zero in real-world contexts based on my interests. 	
<p>The student can add and subtract rational numbers expressed as integers in context.</p>	<ul style="list-style-type: none"> I can model addition and subtraction of same-sign integers using a visual representation. I can model zero pairs using a visual representation. 	<ul style="list-style-type: none"> I can model addition and subtraction of different-sign integers using a visual representation. I can use integers to find a distance between two points. 	<ul style="list-style-type: none"> I can develop and use an algorithm to calculate the sum and difference of integers. I can add and subtract integers in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can demonstrate addition and subtraction of integers in real-world contexts based on my interests. 	
<p>The student can multiply and divide rational numbers expressed as integers in context.</p>	<ul style="list-style-type: none"> I can represent multiplication and division of integers using a visual model. I can connect repeated addition of a negative number to multiplication. I can connect repeated subtraction of a negative number to division. 	<ul style="list-style-type: none"> I can use models to calculate the product or quotient of integers. 	<ul style="list-style-type: none"> I can develop and use an algorithm to calculate the product and quotient of integers. I can multiply and divide integers in real-world contexts. I can write the solution in terms of the context. 	<ul style="list-style-type: none"> I can demonstrate multiplication and division of integers in real-world contexts based on my interests. 	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can identify and use irrational numbers in context.</p>	I can identify irrational numbers.	I can use rational numbers to approximate irrational numbers on the number line.	I can use approximations of irrational numbers in real-world situations.	Extension: I can use perfect squares to estimate a square root.	
<p>Extended:</p> <p>The student can use scientific notation to express very small and very large numbers.</p>	I can convert between standard form and scientific notation with a single-digit whole number times a whole number power of 10.	I can convert between standard form and scientific notation with a single-digit whole number times an integer power of 10.	I can convert between standard form and scientific notation with a decimal times an integer power of 10.	<p>I can estimate quantities in scientific notation to express how many times larger or smaller one quantity is compared to another.</p> <p>I can use scientific notation given a context.</p>	

A successful student can create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can write and evaluate numerical and algebraic expressions using rational numbers.</p>	<ul style="list-style-type: none"> I can write numerical expressions with one or two operations. I can evaluate numerical expressions without exponents. 	<ul style="list-style-type: none"> I can write algebraic expressions with one or two operations. I can evaluate algebraic expressions without exponents. I can write and evaluate numerical expressions with whole number exponents. 	<ul style="list-style-type: none"> I can write and evaluate numerical expressions with whole number exponents and parentheses. I can write and evaluate algebraic expressions with whole number exponents and parentheses. 	<ul style="list-style-type: none"> I can write and evaluate numerical and algebraic expressions in real-world problems. 	<ul style="list-style-type: none"> 6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 7.EE.1, 7.EE.2, 7.EE.3, 7.EE.4, 8.EE.1, 8.EE.4, 8.EE.5, 8.EE.6, 8.EE.7, 6.NS.4
<p>The student can add and subtract algebraic expressions.</p>	<ul style="list-style-type: none"> I can add and subtract linear expressions with whole number coefficients. 	<ul style="list-style-type: none"> I can add and subtract linear expressions with integer coefficients. 	<ul style="list-style-type: none"> I can add and subtract linear expressions with rational coefficients. 	<ul style="list-style-type: none"> I can apply the properties of operations to algebraic expressions in real-world contexts based on my interests. 	
<p>The student can find the greatest common factor and least common multiple for two whole numbers.</p>	<ul style="list-style-type: none"> I can find all factors of a number less than or equal to 100. I can find a given number of multiples for a number less than or equal to 12. 	<ul style="list-style-type: none"> I can find common factors of two numbers less than or equal to 100. I can find multiples of two numbers less than or equal to 12. 	<ul style="list-style-type: none"> I can find the greatest common factor of two numbers less than or equal to 100. I can find the least common multiple of two whole numbers less than or equal to 12. 	<ul style="list-style-type: none"> I can express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor. 	
<p>The student can use the distributive property to factor and expand algebraic expressions.</p>	<ul style="list-style-type: none"> I can use the distributive property to expand linear expressions with integer number coefficients. I can recognize equivalences between expanded and factored forms. 	<ul style="list-style-type: none"> I can use the distributive property to expand linear expressions with integer coefficients. I can apply the distributive property to factor linear expressions with whole number coefficients. 	<ul style="list-style-type: none"> I can use the distributive property to expand linear expressions with rational coefficients. I can apply the distributive property to factor linear expressions with integer coefficients. 	<ul style="list-style-type: none"> I can apply the distributive property to solve real-world problems. 	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can identify and generate equivalent expressions by applying the properties of operations.</p>	<p>I can identify parts of an expression using mathematical terms.</p>	<p>I can identify equivalent expressions.</p> <p>I can identify and use variables when writing algebraic expressions.</p>	<p>I can generate equivalent expressions.</p> <p>I can rewrite expressions to show how quantities are related in a problem solving context.</p>	<p>I can justify why two expressions are equivalent.</p>	
<p>The student can evaluate multi-step expressions to solve mathematical problems.</p>	<p>I can evaluate multi-step numerical expressions with integers, common fractions (with denominators of 2 through 10, 25, 50, or 100), or decimals (to the hundredths place).</p>	<p>I can evaluate multi-step algebraic expressions with integers, common fractions (with denominators of 2 through 10, 25, 50, or 100), or decimals (to the hundredths place).</p>	<p>*I can evaluate and solve multi-step mathematical problems with any rational numbers.</p>	<p>I can evaluate and solve multi-step real-world problems with any rational numbers.</p>	
<p>The student can write one-variable equations and inequalities for mathematical and real-world problems and determine solutions through substitution and solving.</p>	<p>I can distinguish between equations and inequalities with integer coefficients.</p> <p>I can use substitution to determine whether a given number makes an equation true.</p>	<p>I can use substitution to determine whether a given number makes an inequality true.</p> <p>I can solve one-variable equations.</p>	<p>I can identify and use variables when writing one-variable equations and inequalities.</p> <p>I can graph solutions to one-variable inequalities on a number line.</p>	<p>I can interpret the solution sets to one-variable inequalities.</p>	
<p>The student can represent and solve equations in real-world and mathematical problems.</p>	<p>I can solve equations in the form $px + q = r$ (where p, q, and r are integers).</p> <p>I can solve one- and two-step linear equations in one variable with integer coefficients and with the same variable appearing on one side of the equal sign.</p>	<p>I can represent and solve equations in the form of $px + q = r$ and $p(x + q) = r$ (where p, q, and r are rational numbers) in problem situations.</p> <p>I can solve multi-step linear equations in one variable with rational coefficients and with the variable appearing on one side of the equal sign (includes situations with one solution, infinitely many solutions, or no solution).</p>	<p>I can solve and produce examples of multi-step linear equations in one variable with rational coefficients and with variables appearing on both sides of the equal sign (includes situations with one solution, infinitely many solutions, or no solutions) in real-world contexts.</p> <p>I can fluently (effectively, accurately, and flexibly) solve equations in the form of $px + q = r$ and $p(x + q) = r$ (where p, q, and r are rational numbers).</p>	<p>I can solve and produce examples of linear equations in one variable and with the variable appearing on both sides of the equal sign in real-world contexts based on my interests.</p>	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can represent and solve inequalities in real-world and mathematical problems.</p>	<p>I can solve one- and two-step linear inequalities in one variable with integer coefficients and with the same variable appearing on one side of the inequality sign.</p>	<p>I can represent and solve one-step linear inequalities in problem situations.</p> <p>I can solve multi-step linear inequalities in one variable with integer coefficients and with variable appearing on one side of the inequality sign.</p>	<p>I can represent and solve inequalities in the form $px + q > r$ and $px + q < r$ (where p, q, and r are rational numbers) in problem situations.</p> <p>I can solve multi-step linear inequalities in one variable with rational coefficients and with the variable appearing on one side of the inequality sign in real-world contexts.</p>	<p>I can solve and produce examples of linear inequalities in one variable and with the variable appearing on both sides of the inequality signs in real-world contexts based on my interests..</p>	
<p>The student can represent and analyze quantitative relationships between dependent and independent variables.</p>	<p>I can identify a table of values that represent a relationship between two variables of the forms $y = kx$ and $y = x +/- c$ with rational numbers.</p> <p>I can plot points corresponding to equations on a coordinate plane.</p>	<p>I can use variables to represent and analyze two quantities that change in relationship to each other of the forms $y = kx$ and $y = x +/- c$ with rational numbers.</p> <p>I can use graphs and tables to represent two quantities that change in relationship to each other.</p>	<p>I can use graphs, tables, or context to analyze the relationship between dependent and independent variables and relate them to a linear equation.</p>	<p>I can use graphs, tables, or context to analyze two-step equations that represent relationships between dependent and independent variables.</p>	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can understand the connections between proportional relationships, lines, and linear equations.</p>	<ul style="list-style-type: none"> I can graph a proportional relationship on a coordinate plane. I can identify the slope and y-intercept given a graph. 	<ul style="list-style-type: none"> I can compare two different proportional relationships represented in the same way. I can use any two coordinate points to calculate the slope of a line. I can generate the equation $y = mx$ or $y = mx + b$ of a line given a graph. 	<ul style="list-style-type: none"> I can compare two different proportional relationships represented in different ways. I can identify the relationship between proportional and non-proportional linear relationships as a result of a vertical translation. I can determine the slope and y-intercept of a line. I can generate the equation $y = mx$ or $y = mx + b$ of a line represented in a variety of ways. 	<ul style="list-style-type: none"> I can use similar triangles to explain why the slope is the same between any two distinct points on a non-vertical line in a coordinate plane. I can describe the relationship between proportional and nonproportional relationships. I can use proportional relationships to identify other points on the line. 	
<p>The student can represent and solve equations in real-world and mathematical problems.</p>	<ul style="list-style-type: none"> I can solve equations in the form $px + q = r$ (where p, q, and r are integers). I can solve one- and two-step linear equations in one variable with integer coefficients and with the same variable appearing on one side of the equal sign. 	<ul style="list-style-type: none"> I can represent and solve equations in the form of $px + q = r$ and $p(x + q) = r$ (where p, q, and r are rational numbers) in problem situations. I can solve multi-step linear equations in one variable with rational coefficients and with the variable appearing on one side of the equal sign (includes situations with one solution, infinitely many solutions, or no solution). 	<ul style="list-style-type: none"> I can solve and produce examples of multi-step linear equations in one variable with rational coefficients and with variables appearing on both sides of the equal sign (includes situations with one solution, infinitely many solutions, or no solutions) in real-world contexts. I can fluently (effectively, accurately, and flexibly) solve equations in the form of $px + q = r$ and $p(x + q) = r$ (where p, q, and r are rational numbers). 	<ul style="list-style-type: none"> I can solve and produce examples of linear equations in one variable and with the variable appearing on both sides of the equal sign in real-world contexts based on my interests. 	

A successful student can use functions to interpret and analyze a variety of contexts.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can define and evaluate a function.</p>	<p>I can identify whether an input-output pair satisfies a function.</p>	<p>I can produce input-output pairs for a given function.</p>	<p>I can define a function as a rule that assigns exactly one output to each input.</p>	<p>I can evaluate a function to solve mathematical and real-world problems.</p>	<p>8.F.A1, 8.F.A2, 8.F.B4 (8.F.A3 & 8.F.B5 extended)</p>
<p>The student can recognize and compare linear functions.</p>	<p>I can identify whether a relationship (algebraic or numerical in tables) is a function.</p>	<p>I can recognize the same linear function represented in different ways.</p> <p>I can compare properties of two linear functions represented in the same way.</p> <p>I can identify whether a function is linear from its graph.</p>	<p>I can compare properties of two linear functions represented in a variety of ways.</p> <p>I can recognize that linear equations of the form $y = mx + b$ is a function.</p>	<p>I can apply properties of functions to determine if a function is linear or not linear.</p>	
<p>The student can use functions to model and describe relationships between quantities.</p>	<p>I can construct a graph or table to model a linear relationship between two quantities.</p> <p>I can find the rate of change of a linear relationship displayed in a graph or table.</p>	<p>I can create a function to represent a linear relationship between two quantities (from a graph, verbal description, or coordinate values).</p>	<p>I can determine the rate of change and initial value of a linear function (from a graph, verbal description, or coordinate values).</p>	<p>I can interpret the rate of change and initial value of a linear function in terms of the situation it models and its graph or table of values.</p>	

A successful student can prove, understand, and model geometric concepts using appropriate tools and theorems to solve problems and apply logical reasoning.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can solve real-world and mathematical problems involving area of 2-D polygons.</p>	<ul style="list-style-type: none"> I can draw polygons in a coordinate plane when given coordinates for the vertices. I can use two coordinates to determine the length of the side. I can find the area of a polygon created on the coordinate plane. I can decompose a quadrilateral into two triangles. 	<ul style="list-style-type: none"> I can develop and use a formula to find the area of all triangles. I can use composition and decomposition of triangles and quadrilaterals to develop a formula and use it to find the area of special quadrilaterals (including parallelograms, kites & trapezoids) 	<ul style="list-style-type: none"> I can use the area of triangles and quadrilaterals to solve real-world problems. 	<ul style="list-style-type: none"> I can apply the area (and perimeter) of triangles and quadrilaterals to solve real-world problems including 2-D composite shapes. 	<ul style="list-style-type: none"> 6.G.A1, 6.G.A2, 6.G.A3, 6.G.A4, 7.G.B4, 7.G.B5, 7.G.B6, 8.G.A1, 8.G.A2, 8.G.A3, 8.G.A4, 8.G.A5, 8.G.A6, (7.G.A2, 7.G.A3, 8.G.B7, 8.G.B8, 8.G.B9, 8.G.C10, 8.G.C11, 8.G.C12 extended)
<p>A student can solve real-world and mathematical problems involving circumference and area of circles.</p>	<ul style="list-style-type: none"> I can explain the relationship between radius and diameter. I can define circumference. 	<ul style="list-style-type: none"> I can express the ratio of circumference to diameter as π. 	<ul style="list-style-type: none"> I can apply my knowledge of circumference of circles to develop and use the formula for the area of circles. I can apply the formula to find the area of a circle in real-world contexts. 	<ul style="list-style-type: none"> I can find the perimeter and areas of two dimensional composite figures with circles and semicircles to solve real-world problems. I can find the perimeter and areas of two dimensional composite figures with circles and semicircles to solve real-world problems based on my interests. 	
<p>A student can solve real-world and mathematical problems involving volume of prisms and cylinders.</p>	<ul style="list-style-type: none"> I can develop a general rule for finding the volume of a prism. I can find the volume of a prism that has fraction measurements. 	<ul style="list-style-type: none"> I can explain the relationship between the volume formula for prisms and cylinders. I can find the volume of prisms and cylinders. 	<ul style="list-style-type: none"> I can find the volume of prisms and cylinders to solve real-world problems. 	<ul style="list-style-type: none"> I can find the volume of prisms and cylinders to solve real-world problems based on my interests. 	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>Extended: A student can solve real-world and mathematical problems involving volume of pyramids and cones.</p>	<ul style="list-style-type: none"> I can develop a general rule for finding the volume of a pyramid. I can find the volume of a pyramid that has fraction measurements. 	<ul style="list-style-type: none"> I can explain the relationship between the volume formula for pyramids and cones. I can find the volume of pyramids and cones. 	<ul style="list-style-type: none"> I can find the volume of pyramids and cones to solve real-world problems. 	<ul style="list-style-type: none"> I can find the volume of pyramids and cones to solve real-world problems based on my interests. 	
<p>A student can solve real-world and mathematical problems involving surface area of prisms and cylinders.</p>	<ul style="list-style-type: none"> I can create nets of rectangles and triangles to represent prisms. I can develop a general rule for finding the surface area of prisms. 	<ul style="list-style-type: none"> I can explain the relationship between the surface area for prisms and cylinders. I can find the surface area of prisms and cylinders. 	<ul style="list-style-type: none"> I can find the surface area of prisms and cylinders to solve real-world problems. 	<ul style="list-style-type: none"> I can find the surface area of prisms and cylinders to solve real-world problems based on my interests. 	
<p>The student can apply concepts of angle measurements and angle relationships.</p>	<ul style="list-style-type: none"> I can measure angles in degrees using a protractor. I can calculate the measure of a larger angle composed of non-overlapping parts. I can classify supplementary, complementary, vertical, adjacent, and corresponding angles, including parallel lines cut by a transversal. 	<ul style="list-style-type: none"> I can draw angles of a specified measure using a protractor and a straight edge. I can calculate the angle measure by decomposing a larger angle into non-overlapping smaller angles. I can find an unknown angle in a visual representation by using the relationship between types of angles I can explain the relationship between supplementary, complementary, vertical, adjacent, and corresponding angles, including parallel lines cut by a transversal. 	<ul style="list-style-type: none"> I can write and solve an equation to find unknown angles and/or calculate missing angle measurements when parallel lines are cut by a transversal on a diagram. I can apply facts about angle relationships to a multi-step problem in order to find the measure of an unknown angle. 	<ul style="list-style-type: none"> I can write and solve an equation to find unknown angles and/or calculate missing angle measurements when parallel lines are cut by a transversal on a diagram in a real-world problem based on my interests. I can apply facts about angle relationships to a multi-step problem in order to find the measure of an unknown angle within a real-world context. 	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can apply properties of triangles to solve problems.</p>	<ul style="list-style-type: none"> I can model examples and non-examples of triangles with given specific measures of angles or sides using manipulatives, a ruler and protractor and/or technology. I can develop the understanding that the sum of the interior angles in a triangle are 180 degrees. 	<ul style="list-style-type: none"> I can describe when the given measures of angles or sides determine: <ul style="list-style-type: none"> a unique triangle more than one triangle no triangle. I can describe the relationship between the measures of interior and exterior angles of a triangle. 	<ul style="list-style-type: none"> I can justify whether three side lengths or three angle measures form a triangle using a sketch and reasoning. I can make inferences about the relationship between the measures of interior and exterior angles of a triangle to find the measure of missing angles. 	<ul style="list-style-type: none"> I can solve real-world problems involving triangle side lengths and angle measurement. 	
<p>Extended:</p> <p>A student can develop and apply the Pythagorean theorem to solve real-world problems.</p>	<ul style="list-style-type: none"> I can identify the hypotenuse and legs of a right triangle. I can draw right triangles given measures of the legs and hypotenuse. 	<ul style="list-style-type: none"> I can determine whether a triangle is a right triangle given side lengths. I can model an informal proof of the Pythagorean Theorem and its converse. 	<ul style="list-style-type: none"> I can develop a formula based on the Pythagorean Theorem to describe this relationship found in right triangles. I can use the formula I developed to find the measure of a missing leg or the hypotenuse of a right triangle. I can calculate the distance between two points that represent vertices of a right triangle in a two-dimensional coordinate system. 	<ul style="list-style-type: none"> I can apply the Pythagorean theorem to solve real-world problems based on my interests. I can calculate the distance between any two points in a two-dimensional coordinate system. 	

A successful student can use a variety of data analysis and statistics strategies to analyze, develop and evaluate inferences based on data.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>Mathematics</p> <p>The student can apply concepts of statistical measures of center and variability to summarize and describe one-variable data distributions.</p>	<p>I can calculate measure of centers or measures of variability for a given data set.</p>	<p>I can use measure of centers or measures of variability to summarize and describe one-variable distributions in a context.</p>	<p>I can independently collect, display, and analyze a set of one-variable data in relation to their context.</p>	<p>I can describe, interpret, and note any striking deviations from the overall pattern with reference to the context in which the data are gathered based on my own statistical question.</p>	<p>6.SP.A1, 6.SP.A2, 6.SP.A3, 6.SP.B4, 6.SP.B5, 7.SP.A1, 7.SP.A2, 8.SP.A1, 8.SP.A2, 8.SP.A3, (7.SP.B3, 7.SP.B4 extended)</p>
<p>The student can use random sampling to draw inferences about a population.</p>	<p>I can recognize when a sample population is representative of a population.</p>	<p>I can use given statistics to gain information about a population through a sample population.</p>	<p>I can justify if a random sample is representative of a population.</p> <p>I can generate data from a random sample to draw inferences about a population.</p>	<p>I can generate data from a random sample to draw inferences about two populations based on my own statistical question.</p>	
<p>The student can interpret patterns of association in two-variable data.</p>	<p>I can construct scatter plots for given two-variable data sets.</p>	<p>I can interpret scatter plots for two-variable data, describing patterns. (Patterns could include clustering, outliers, positive or negative association, linear association, or nonlinear association).</p>	<p>I can use a straight line to model linear association relationships between two quantitative variables, informally judging closeness of the data points to the line.</p>	<p>I can generate a statistical question and use statistics to answer my question.</p> <p>I can use a model from a linear association to solve problems.</p> <p>I can interpret the slope and intercept of a linear model given a context.</p>	

A successful student can understand the structure, properties, and interactions of matter at the molecular scale.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Mathematics MS PS1-1 Essential	I can identify parts of an atom.	I can identify atomic and molecular structures.	I can use models to describe atomic and molecular structures.	I can use models to relate chemical properties to atomic and molecular structures	MS-PS1-1, MS-PS1-3, MS-PS1-4
MS PS1-3 Extend	I can identify properties of substances.	I can organize information about the properties of substances.	I can relate collected information about the properties of designed materials to their properties.	I can collect and synthesize information about the properties of designed materials to evaluate potential impacts,	
MS PS1-4 Essential	I can describe the relative motion of a solid, liquid, or gas at the particle level.	I can describe how substances change at the particle level with the temperature of the system changes.	I can use a model to describe how substances change at the particle level with the temperature of the system changes.	I can develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance at the particle level when thermal energy is added or removed.	

STEAM PERFORMANCE-BASED ASSESSMENT

A successful student can understand chemical reactions at the molecular scale.

STEAM						
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
Science MS PS1-2 Essential	I can list indicators of a chemical reaction.	I can identify if a chemical reaction occurred.	I can analyze data to identify a chemical reaction occurred.	I can support an argument with evidence that a chemical reaction occurred.	MS-PS1-2, MS-PS1-5, MS-PS1-6, MS PS 3-3	
MS PS1-5 Essential	I can state the Law of Conservation of Mass.	I can describe how mass is conserved in a chemical reaction.	I can use a model to describe how mass is conserved in a chemical reaction at the atomic level.	I can develop and use models to explain how mass is conserved in chemical reactions at the atomic level.		
MS PS1-6 MS PS 3-3 Extend	I can describe how thermal energy can be transferred from one substance to another.	I can describe how modifying factors (type of material, quantity, etc.) to change the amount of thermal energy transferred.	I can design a device that uses changes in thermal energy.	I can design and optimize a device that uses changes in thermal energy.		

A successful student understands the relationships among forces and motion and interactions between objects and within systems of objects.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS PS2-1 Essential	I can describe the forces exerted two objects collide.	I can describe how modifying factors (mass, speed) effect the forces exerted when two objects collide.	I can design a device that involves the motion of two colliding objects.	I can design and optimize a device that involves the motion of two colliding objects.	MS-PS2-1, MS-PS2-2, MS-PS2-3, MS-PS2-4, MS-PS2-5
MS PS2-2 Essential	I can define unbalanced forces and describe how it affects motion.	I can observe and record the changes in motion of unbalanced forces.	I can investigate the changes in motion of unbalanced forces.	I can investigate and analyze data from the changes in motion of unbalanced forces,	
MS PS 2-4 Extend	I can identify the relationship between mass and gravity.	I can recognize that gravity is an attractive force between objects of various masses,	I can use evidence to argue for the gravitational interaction between objects of various masses.	I can evaluate evidence to argue for the gravitational interaction between objects of various masses.	
MS PS2-3 MS-PS2-5 Essential	I can describe the effects of electric or magnetic fields on objects.	I can describe the effects of electric and magnetic fields on objects.	I can collect evidence for the effects of electric and magnetic fields on objects.	I collect evidence to explain the effects of electric and magnetic fields on objects.	

A successful student can understand how energy is defined, transferred, transformed, and conserved by objects and within systems.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-PS2-1 Essential	I can describe the relationship of kinetic energy to the mass and speed of objects.	I can explain the relationship of kinetic energy to the mass and speed of objects.	I can interpret data to describe the relationship of kinetic energy to the mass and speed of objects.	I can generate, collect, and interpret data to explain the relationship of kinetic energy to the mass and speed of objects.	MS-PS3-1, MS-PS3-2, MS-PS3-4, MS-PS3-5
MS-PS3-2 Essential	I can identify potential energy in different systems.	I can describe the relationship between the distance between two objects and its potential energy.	I can develop a model to describe the interactions of objects in a system based upon potential energy.	I can develop models to explain the interactions of objects in a system based upon different forms of potential energy.	
MS-PS3-4 MS-PS3-5 Essential	I can describe the relationship between temperature and kinetic energy.	I can describe how the type of matter and mass effect the temperature change or amount of energy transferred.	I can investigate a change in temperature or amount of energy transferred based on the type of matter or mass.	I can investigate and analyze a change in temperature and amount of energy transferred based on the type of matter or mass.	

A successful student can understand characteristic properties of waves and electromagnetic radiation and how they behave and transmit information.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-PS4-1 Essential	I can identify various wave properties.	I can identify various wave properties and behavior.	I can use mathematical representations to describe wave properties and behavior.	I can use mathematical representations and models to describe wave properties and behavior.	MS-PS4-1, MS-PS4-2, MS-PS4-3
MS-PS4-2 Essential	I can describe wave interactions (reflection, absorption, transmitted).	I can observe how waves interact with different media.	I can develop models to describe wave interactions with different media.	I can collect data and develop models that describe wave interactions with different media.	
MS-PS4-3 Extend	I can describe the digital or analog signals.	I can describe the reliability of digital and analog signals.	I can support a claim for the reliability of digital over analog signals.	I can use evidence to support an argument for the reliability of digital over analog signals.	

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-ETS1-1 Essential	I can identify components of a design.	I can describe potential impacts of a design.	I can describe the potential impacts of a design in order to define criteria and constraints.	I can evaluate the potential impacts of a design in order to prioritize criteria and constraints.	MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4
MS-ETS1-2 Essential	I can identify competing designs to solve a specific problem.	I can compare competing designs to solve a specific problem.	I can evaluate competing designs to solve a specific problem using criteria and constraints.	I can support an argument for the best design to solve a specific problem using criteria and constraints.	
MS-ETS1-3 Essential	I can use my observations to compare design solutions.	I can use test data to compare design solutions.	I can analyze test data to compare design solutions.	I can analyze test data to support an argument for an optimal design.	
MS-ETS1-4 Essential	I can identify possible improvements to a design.	I can explain how to improve a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	I can , and synthesize data to develop a model to optimize a design through repeated testing.	

A successful student can understand the relationship between an organisms' structures, their organization, and its life functions, including information processing.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-LS1-1 Essential	I can recognize that living things are made of cells.	I can distinguish between living and nonliving based on living things are made of cells.	I can use data from investigations as evidence that living things are made of cells.	I can use models and data from investigations as evidence that living things are made of cells.	MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-8
MS-LS1-2 Essential	I can identify parts of cells.	I can describe how cells or parts of cells work together.	I can develop models to describe how cells or parts of cells work together.	I can develop models to support an argument for how cells or parts of cells work together.	
MS-LS1-3 MS-LS1-8 Essential	I can identify interacting groups of cells.	I can describe how interacting groups of cells work together.	I can support an argument for how interacting groups of cells perform life functions.	I can support an argument with evidence of how interacting groups of cells perform life functions.	

A successful student can understand how organisms use matter and energy and how it flows through an ecosystem.

STEAM						
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
Science MS-LS1-6 Essential	I can explain how photosynthesis moves matter and energy from one organism to another.	I can explain how photosynthesis moves matter and energy through organisms in cycles.	I can use evidence to explain how photosynthesis moves matter and energy through organisms in cycles.	I can collect and use evidence to explain how photosynthesis moves matter and energy through organisms in cycles.	MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-3, MS-LS2-4	
MS-LS1-7 Extend	I can explain why energy is needed in organisms.	I can explain how energy is used in organisms via cellular respiration.	I can develop a model of chemical reactions involving food molecules (sugar) to explain how energy is used in organisms.	I can collect data to develop a model of chemical reactions involving food molecules (sugar) to explain how energy is used in organisms.		
MS-LS2-1 MS-LS2-3 MS-LS2-4 Essential	I can identify living and nonliving components in an ecosystem an organism needs for survival.	I can describe how organisms within an ecosystem depend upon living and nonliving components.	I can develop a model that describes how organisms within an ecosystem depend upon the cycling of living and nonliving components.	I can collect data to develop models that explain how organisms within an ecosystem depend upon the cycling of living and nonliving components.		

A successful student can understand how organisms interact within an environment to obtain matter and energy.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-LS2-2 Essential	I can identify different interactions of organisms.	I can identify different interactions of organisms in ecosystems.	I can explain interaction patterns among organisms in ecosystems.	I can make generalized hypotheses about interaction patterns among organisms in ecosystems.	MS-LS2-2, MS-LS2-5
MS-LS2-5 Extend	I can identify some effects of human interactions on ecosystems.	I can describe the effects of human actions upon biodiversity.	I can evaluate solutions that minimize the effects of human actions upon biodiversity.	I can evaluate and refine solutions that minimize the effects of human actions upon biodiversity or upon ecosystem services.	

A successful student can understand how organisms within an ecosystem use matter and energy to grow, develop, and reproduce.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-LS1-4 Extend	I can identify various animal behaviors or plant structures that affect reproduction.	I can describe why animal behaviors or plant structures affect reproduction.	I can use evidence to support the claim that animal behaviors or plant structures affect reproduction.	I can gather and use evidence to support the claim that animal behaviors or plant structures affect reproduction.	MS-LS1-4, MS-LS1-5, MS-LS3-1, MS-LS3-2, MS-LS4-5
MS-LS3-2 Essential	I can define asexual and sexual reproduction.	I can identify differences in offspring based on reproduction type.	I can use a model to describe why genetic variation occurs or does not occur based on reproduction type.	I can develop and use a model to describe why genetic variation occurs or does not occur based on reproduction type.	
MS-LS1-5 MS-LS3-1 Essential	I can identify that genetic and environmental factors affect organisms.	I can explain how genetic and environmental factors affect organisms.	I can use evidence to explain how genetic and environmental factors affect organisms.	I can use models and evidence to explain how genetic and environmental factors affect organisms.	
MS-LS4-5 Extend	I can identify information about how humans influence inheritance of traits in organisms.	I can gather information about how humans influence the inheritance of traits in organisms.	I can gather and synthesize information about how humans influence the inheritance of traits in organisms.	I can gather, synthesize, and communicate information about how humans influence the inheritance of traits in organisms.	

A successful student can understand why the relationship between the environment and genetic variation within a species affects survival and reproduction over time.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-LS4-1 MS-LS4-2 MS-LS4-3 Essential	I can identify patterns of relatedness of organisms and fossils based on anatomy.	I can explain patterns of relatedness of organisms and fossils based on anatomy.	I can analyze data to explain patterns of relatedness of organisms and fossils based on anatomy.	I can investigate and analyze data to explain patterns of relatedness of organisms and fossils based on anatomy.	MS-LS4-1, MS-LS4-2, MS-LS4-3, MS-LS4-4, MS-LS4-6
MS-LS4-4 Extend	I can recognize that specific traits will lead to increases or decreases in survival or reproduction chances.	I can predict that specific traits will lead to increases or decreases in survival or reproduction chances.	I can use evidence to explain why specific traits will lead to increases or decreases in survival or reproduction chances.	I can use evidence and models to explain why specific traits will lead to increases or decreases in survival or reproduction chances.	
MS-LS4-6 Essential	I can identify changes in traits within populations over time.	I can predict changes in traits within populations over time.	I can predict changes in traits within populations over time.	I can analyze data and use mathematical relationships to explain changes in traits within populations over time.	

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in life science.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-ETS1-1 Essential	I can identify components of a design.	I can describe potential impacts of a design.	I can describe the potential impacts of a design in order to define criteria and constraints.	I can evaluate the potential impacts of a design in order to prioritize criteria and constraints.	MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4
MS-ETS1-2 Essential	I can identify competing designs to solve a specific problem.	I can compare competing designs to solve a specific problem.	I can evaluate competing designs to solve a specific problem using criteria and constraints.	I can support an argument for the best design to solve a specific problem using criteria and constraints.	
MS-ETS1-3 Essential	I can use my observations to compare design solutions.	I can use test data to compare design solutions.	I can analyze test data to compare design solutions.	I can analyze test data to support an argument for an optimal design.	
MS-ETS1-4 Essential	I can identify possible improvements to a design.	I can explain how to improve a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	I can , and synthesize data to develop a model to optimize a design through repeated testing.	

A successful student can understand the properties and predictable patterns of objects and phenomena in the universe and our Solar System.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-ESS1-1 Essential	I can define axis, rotation, and revolution as they pertain to the positioning of the Earth, Sun, and Moon.	I can identify patterns involving the Sun and the Moon based upon their relative positions.	I can use a model to explain patterns involving the Sun and the Moon based upon their relative positions.	I can use a model to explain patterns and make predictions involving the Sun and the Moon based upon their relative positions.	MS-ESS1-1, MS-ESS1-2, MS-ESS1-3
MS-ESS1-2 Extend	I can define gravity and identify how it affects motion of objects on Earth.	I can recognize how gravity affects motion within the Solar System and within galaxies.	I can model how gravity explains motion within the Solar System and within galaxies.	I can gather information to develop a model of how gravity explains motion within the Solar System and within galaxies.	
MS-ESS1-3 Extend	I can list the objects that make up our solar system.	I can identify properties of objects in the Solar System.	I can analyze data to determine the properties of objects in the Solar System.	I can analyze data to explain the differences in the properties of objects in the Solar System.	

A successful student can understand how Earth's conditions and processes and life on Earth have changed over time.

STEAM						
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
Science MS-ESS1-4 Extend	I can identify the natural processes that record Earth's history.	I can use rock formations and fossils to describe Earth's history.	I can use rock formations and fossil evidence to explain Earth's history.	I can synthesize information from rock formations and fossil evidence to explain Earth's history.	MS-ESS1-4, MS-ESS2-2, MS-ESS2-3	
MS-ESS2-2 Essential	I can recognize the role that geologic processes have in changing Earth's surface.	I can identify geological processes that create geological features.	I can explain how geological processes of different time and spatial scales create geological features.	I can gather evidence to explain how geological processes of varying time and spatial scales create geological features.		
MS-ESS2-3 Essential	I can identify how Earth's layers interact to cause plate tectonics.	I can use rock formations and fossils to describe evidence of past tectonic plate motions.	I can analyze and interpret rock formations and fossils evidence as data to provide evidence of past tectonic-plate motions.	I can analyze and interpret data to develop models that provide evidence of past tectonic-plate motions.		

A successful student can understand how Earth’s conditions and processes and life on Earth have changed over time.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-ESS1-4 Extend	I can identify the natural processes that record Earth's history.	I can use rock formations and fossils to describe Earth's history.	I can use rock formations and fossil evidence to explain Earth's history.	I can synthesize information from rock formations and fossil evidence to explain Earth's history.	MS-ESS1-4, MS-ESS2-2, MS-ESS2-3
MS-ESS2-2 Essential	I can recognize the role that geologic processes have in changing Earth's surface.	I can identify geological processes that create geological features.	I can explain how geological processes of different time and spatial scales create geological features.	I can gather evidence to explain how geological processes of varying time and spatial scales create geological features.	
MS-ESS2-3 Essential	I can identify how Earth's layers interact to cause plate tectonics.	I can use rock formations and fossils to describe evidence of past tectonic plate motions.	I can analyze and interpret rock formations and fossils evidence as data to provide evidence of past tectonic-plate motions.	I can analyze and interpret data to develop models that provide evidence of past tectonic-plate motions.	

A successful student can understand the factors and processes that regulate climate and weather on Earth.

STEAM						
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
Science MS ESS2-5 Essential	I can identify the patterns in weather conditions impacted by air masses (temperature, air pressure, humidity, wind speed).	I can relate the interaction of air masses to changes in weather.	I can gather evidence of the interaction of air masses to explain changes in weather.	I can gather and evaluate evidence of the interaction of air masses to explain changes in weather.	MS-ESS2-5, MS-ESS2-6, MS-ESS3-5	
MS ESS2-6 Essential	I can describe how climate differs from weather and list some factors that drive differences in climate.	I can describe how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	I can use a model to describe how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.	I can use evidence to develop a model that explains how heat and Earth's rotation produce differences in atmospheric and oceanic circulation patterns that lead to different climates.		
MS ESS3-5 Essential	I can describe trends in Earth's heating and cooling patterns.	I can identify both human activities and/or natural processes that impact earth's global temperature.	I can observe patterns in data that connect the changes in natural processes and/or human activities related to greenhouse gas production.	I can questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.		

A successful student can understand how natural hazards can be predicted and how human activities affect Earth system.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science MS-ESS3-2 Extend	I can identify natural hazards that Earth experiences.	I can describe characteristics of natural hazards.	I can identify data patterns about natural hazards.	I can evaluate strategies to minimize dangers from natural hazards through forecasting and technology.	MS-ESS3-2, MS-ESS3-3, MS-ESS3-4
MS-ESS3-3 Essential	I can describe human impacts on the environment.	I can describe human impacts on the environment and list potential methods to minimize the impact.	I can design a method to monitor or minimize human impacts on the environment.	I can design and refine a method to monitor or minimize human impacts on the environment.	
MS-ESS3-4 Extend	I can describe how an increase in the use of natural resources impacts the environment.	I can describe how population growth increases the use of natural resources and causes environmental changes.	I can use evidence to argue that population growth increases the use of natural resources and causes environmental changes.	I can gather and use evidence to argue that population growth increases the use of natural resources and causes environmental changes.	

A successful student can understand engineering designs to define problems, develop solutions, and optimize solutions to a problem in Earth and space science.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Science					
MS-ETS1-1 Essential	I can identify components of a design.	I can describe potential impacts of a design.	I can describe the potential impacts of a design in order to define criteria and constraints.	I can evaluate the potential impacts of a design in order to prioritize criteria and constraints.	MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4
MS-ETS1-2 Essential	I can identify competing designs to solve a specific problem.	I can compare competing designs to solve a specific problem.	I can evaluate competing designs to solve a specific problem using criteria and constraints.	I can support an argument for the best design to solve a specific problem using criteria and constraints.	
MS-ETS1-3 Essential	I can use my observations to compare design solutions.	I can use test data to compare design solutions.	I can analyze test data to compare design solutions.	I can analyze test data to support an argument for an optimal design.	
MS-ETS1-4 Essential	I can identify possible improvements to a design.	I can explain how to improve a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	I can develop a model to optimize a design through repeated testing.	

A successful student can analyze sources for credibility and relevance.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA I can conduct research to answer a question.	I can conduct short research to answer a question using multiple sources.	I can conduct research to answer a question using multiple sources and generate additional questions to help focus my research.	I can conduct short/long research to answer a question (including self-generated questions) drawing on multiple sources and generate related questions to further focus the research.	I can conduct short/long research from a self generated question and as the research unfolds refine my question and inquiry through additional focused questions and examination of multiple sources.	W6.1, 7.1, 8.1 W6.7, 7.7, 8.7 W6.9, 7.9, 8.9 W6.8, 7.8, 8.8 RL6.1, 7.1, 8.1 RI6.2, 7.2, 8.2 RI6.3, 8.3 RI6.4, 8.4
I can locate evidence that supports my research from multiple sources and types (print and digital) of sources.	I can locate information from multiple print and digital sources that relate to a given topic.	I can locate relevant information from multiple print and digital sources that relate to a given topic.	I can locate relevant information from multiple print and digital sources and quote or paraphrase key information.	I can locate supporting information from multiple print and digital sources and quote or paraphrase key information from credible sources to answer my research question(s).	
I can determine the credibility and relevance of sources.	I can gather information from multiple sources on a given topic.	I can gather relevant information from multiple sources on a given topic.	I can gather relevant information from multiple sources and assess the credibility of each source.	I can develop criteria to determine the relevance and credibility of sources and select and defend this evidence based on these criteria.	
I can analyze and reflect on the effectiveness of my evidence in supporting my position.	I can determine the effectiveness of my evidence by determining if evidence I found answered my question.	I can determine the effectiveness of my evidence by identifying if there was evidence from multiple sources to answer my question.	I can evaluate the effectiveness of my evidence by reflecting on the quality of the sources relevance evidence found to answer my question.	I can evaluate the effectiveness of my evidence by analyzing the quality of sources and relevance of evidence to my question and reflect on the potential need for additional information to fully address my question.	

A successful student can interpret, acquire and use words precisely.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>I can express a message and adapt to variety of contexts maintaining formal English.</p>	<p>I can express a clear message with words that convey an idea.</p>	<p>I can express a clear message using descriptive words and mostly formal language.</p>	<p>I can adapt and express clear, concise ideas using formal English and precise words in a variety of contexts.</p>	<p>I can express clear, concise ideas in formal English and adapt in the moment the words to fit a variety of contexts and audiences.</p>	<p>PRIORITY SL6.6, 7.6, 8.6; SL6.8, 7.8, 8.8; SL7.7a; W6.10.a, 7.10.a RL6.4, 7.4, 8.4 RL7.11, 8.11 RL7.11.b, 8.11.b RL7.11.c, 8.11.c RL7.11.d, 8.11.d RI7.11.a RI7.11.b RI7.11.d RI7.12.a RI7.12.b RI7.12.c</p>
<p>I can use language that expresses ideas precisely and concisely.</p>	<p>I can express ideas that are sometimes difficult to follow due to wordiness or redundancy.</p>	<p>I can select and use descriptive words to convey ideas with some wordiness and redundancy.</p>	<p>I express ideas with concise words by recognizing and eliminating wordiness and redundancy.</p>	<p>I express clear, concise ideas with carefully selected precise words.</p>	
<p>I can determine the meaning of words and phrases as used in text.</p>	<p>I can determine the meanings of words and phrases using context.</p>	<p>I can determine the meanings of words and phrases using definitions (denotative), meaningful parts of words, and associations (connotative) along with context.</p>	<p>I can determine the meanings of words using my knowledge of language (figurative, connotative, denotative, multiple meanings, Greek and Latin affixes and roots).</p>	<p>I can determine the meanings of words and use words concisely and precisely taking advantage of the nuances in their meaning in different contexts to strengthen my ideas.</p>	
<p>I can verify the meanings of words and acquire them for later use.</p>	<p>I can determine the meanings of words and phrases from text using definitions.</p>	<p>I can determine the meanings of words and phrases by monitoring my understanding and using definitions/context clues.</p>	<p>I can determine the meaning of words or phrases as I read by monitoring and verifying their meaning and use them various settings.</p>	<p>I can determine the meaning of words or phrases through a variety of monitoring strategies and apply them for effect in various settings.</p>	

A successful student can interpret an author’s purpose and intent in complex text.

STEAM						
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
ELA The student can summarize a text.	I can retell a text without adding personal opinions or judgments.	I can collapse key details into categories that produce big ideas to focus the summary.	My summary covers the beginning, middle, and end big ideas of a text. My summary does not contain specific details. I can summarize a text without adding personal opinions or judgments.	I can combine multiple pieces of text into a focused summary about a topic.	PRIORITY RL6.2, 7.2, 8.2 RL6.5,7.5, 8.5 RL6.6, 7.6, 8.6 RL6.13, 7.13, 8.13 RI6.5, 7.5, 8.5 RI6.6, 7.6, 8.6 RI6.9,7.9, 8.9 RI6.13, 7.13, 8.13 W6.9, 7.9, 8.9	
The student can use knowledge of text structures or text features to enhance comprehension.	I can explain how the text structure and text features organize a text and contribute to the whole.	I can identify the structure and features used within a specific paragraph and the role of specific sentences in developing an idea or key concept.	I can interpret the impact of structure and text features on meaning.	I can analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.		
The student can analyze how the author acknowledges and responds to opposing viewpoints and/or evidence to achieve his/her purpose.	I can identify the author's purpose or position used in a text and find explicit details that support it.	I can identify instances where the author distinguishes his /her purpose or position from that of others in the text by using explicit and implicit details.	I can explain how the author achieves his/her purpose or position by locating where the author acknowledges and/or responds to opposing evidence or viewpoints with explicit and implicit details.	I can analyze the author's purpose or position in a text and evaluate his/her effectiveness in acknowledging and responding to opposing evidence or viewpoints by the use of explicit and implicit details.		

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>The student can analyze the same event or topic depicted by different authors</p>	<p>I can compare one author's presentation of an event or topic with that of another author's presentation of an event or topic identify where they differ on facts.</p>	<p>I can distinguish how author's emphasize different factual evidence to advance a different interpretation.</p>	<p>I can differentiate when authors produce different interpretations of the same event or topic to advance a purpose or position.</p>	<p>I can analyze conflicting information on the same event or topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>PRIORITY</p> <p>RL6.2, 7.2, 8.2</p> <p>RL6.5,7.5, 8.5</p> <p>RL6.6, 7.6, 8.6</p> <p>RL6.13, 7.13, 8.13</p> <p>RI6.5, 7.5, 8.5</p> <p>RI6.6, 7.6, 8.6</p> <p>RI6.9,7.9, 8.9</p> <p>RI6.13, 7.13, 8.13</p> <p>W6.9, 7.9, 8.9</p>
<p>The student can read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity.</p>	<p>With teacher scaffolds, I can elect, read, and interpret increasingly complex informational texts at grade level (vocabulary, background knowledge, verbal reasoning, and/or structure).</p>	<p>With peer support, I can elect, read, and interpret increasingly complex informationals texts at grade level (vocabulary, background knowledge, verbal reasoning, and/or structure).</p>	<p>I can elect, read, and interpret increasingly complex informational texts at grade level independently.</p>	<p>I can elect, read, and interpret increasingly complex informational texts above grade level.</p>	

The successful student can adapt speech and writing to enhance or refine a message.

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA The student can pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas.	I can ask clarifying questions to a speaker within a collegial discussion.	In a discussion, I can affirm a speaker's contribution and then contribute additional evidence and observations.	In a discussion, I can disagree using appropriate language and offer a contradictory claim with supporting evidence. Moreover, I can ask questions that allows the speaker to elaborate their position.	In a discussion, I can enter and exit the discussion using appropriate language and supporting evidence. I can also pose questions that engage others in new claims related to the topic.	PRIORITY W6.4, 7.4, 8.4 W6.10.a, 7.10.a W7.10.c W6.10.g W6.12, 7.12, 8.12 SL6.1.c, 7.1.c, 8.1c SL6.6, 7.6, 8.6 SL7.7.a SL 8.1d
The student can produce clear and coherent writing in which the development, organization, and style are appropriate.	I can develop a topic with interesting facts, anecdotes and examples that respond to my audience's needs. .	I can develop a topic that responds to my audience's needs and provides organization to assist the reader.	I can write in a style that develops and organizes information that responds to audience needs. Transitional language to guide the reader is used.	I can write in a unique style that connects, elaborates, and/or refines ideas to produce clear, coherent writing. Transitional language guides the reader, but it also assists the reader in making connections and clarifying information.	
The student can write for a ranges of discipline-specific tasks, purposes and audiences with varying time frames.	I can adjust my writing to consider my audience	I can adjust my writing to achieve my purpose for targeted audiences.	I can use discipline-specific content to enhance my message and achieve my purpose for various audiences.	Within short or extended time frames, I can maintain consistency using discipline-specific content to enhance my message and achieve my purpose for various audiences.	

STEAM					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
<p>ELA</p> <p>The student can communicate ideas concisely</p>	<p>I can identify repetitive language.</p>	<p>I can identify and revise wordy or repetitive language</p>	<p>I can produce a clear, concise message by revising wordy and repetitive language and/or combining sentences.</p>	<p>I can construct concise sentences using clauses and phrases to reduce repetitiveness and wordiness.</p>	<p>PRIORITY</p> <ul style="list-style-type: none"> W6.4, 7.4, 8.4 W6.10.a, 7.10.a W7.10.c W6.10.g W6.12, 7.12, 8.12 SL6.1.c, 7.1.c, 8.1c SL6.6, 7.6, 8.6 SL7.7.a SL 8.1d
<p>The student can enhance meaning through the effective use of sentence structure and transitions to signal relationships amongst ideas.</p>	<p>I can use appropriate coordinating conjunctions to signal the relationship between independent clauses.</p>	<p>I can use subordinating conjunctions in complex sentences to signal temporal and relational transitions.</p>	<p>I can combine sentences to enhance the relationship between ideas and include transitions that support logical connections amongst text to address the needs of the audience.</p>	<p>I can use transitional adverbs in various sentence structures to show the relationships between my sentences and paragraphs.</p>	

STEAM		
LEARNING TARGET	LEVEL 3	STANDARDS
<p>SECD</p> <p>Character Development: Core Principles</p>	<p>Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities., Create clear and consistent expectations of good character in all settings., Analyze the characteristics of caring relationships, hurtful relationships, and identify trusting adults., Practice active listening., Utilize multiple media and technologies., Ethically and respectfully. , Evaluate its effectiveness., Assesses its impact., Differentiate behavior as bullying or not and can model positive peer interactions that are void of bullying behaviors., Analyze how a bystander can be part of the problem or part of the solution by becoming an “upstander.”, Apply empathic concern and tries to understand the perspective or point of view of others.</p>	<p>SECD.MS 1</p>
<p>Responsible Decision-Making and Problem-Solving</p>	<p>Manage safe and unsafe situations., Monitor how responsible decision-making affects progress toward achieving goals., Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent., Recognize how, when and who to ask for help., Monitor factors that will inhibit or advance effective time management., Analyze their daily schedule of school work and activities for effectiveness and efficiency., Construct and model classroom expectations and routines., Compare and contrast behaviors that do or do not support positive classroom management., Identify specific feelings about a problem and apply appropriate self-regulation skills., Identify, state and demonstrate problem-solving processes., Understand resiliency and how to make adjustments and amendments to the plan.</p>	<p>SECD.MS 2</p>
<p>Self-Awareness</p>	<p>Critically reflect on common emotions and effective behavioral responses., Recognize common stressors and the degree of emotion experienced (for example, in face-to-face or electronic communication., Analyze personality traits, personal strengths, weaknesses, interests and abilities., Identify resources for problem-solving (additional print and electronic resources or specific subject problem-solving models),, Identify external supports (for example, friends, inspirational characters in literature, historical figures and media representations),, Recognize how behavioral choices impact success., Identify self-enhancement, self-preservation and self-help strategies.</p>	<p>SECD.MS 3</p>
<p>Self-Management</p>	<p>Identify multiple techniques to manage stress and maintain confidence., Recognize the impact of personal care., Practice effective communication (for example, listening, reflecting and responding),, Recognize logical fallacies, bias, hypocrisy, contradiction, distortion and rationalization., Demonstrate and describe personal responsibilities to self, others and the environment (for example, friends, family, school, community, state, country, culture and the world),, Analyze the personal impact of helping others., Analyze experiences that shape their perspective and demonstrate empathy in a variety of settings and situations., Utilize external supports and describe common and creative strategies for overcoming or mitigating obstacles., Analyze the factors that lead to the achievement of school and personal goals, including the effect personal habits and meaningful practice have on that achievement.</p>	<p>SECD.MS 4</p>

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 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, Revise, Excel in dance and learning.	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.
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.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
<p>Dance</p> <p>Responding</p> <p>I can respond to dance by Analyzing, Interpreting, and Critiquing how dance conveys meaning.</p>	<p>I am not yet able to respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.</p>	<p>I can begin to respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.</p>	<p>I can respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.</p>	<p>I can successfully respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning and provide compelling rationale through demonstration.</p>
<p>I can Perceive and Analyze dance.</p>	<p>I am not yet able to perceive and analyze dance.</p>	<p>I can begin to perceive and analyze dance.</p>	<p>I can perceive and analyze dance.</p>	<p>I can perceive and analyze dance and apply that knowledge to communicating through an original creative movement.</p>
<p>I can Interpret intent and meaning of dance.</p>	<p>I am not yet able to interpret intent and meaning of dance.</p>	<p>To a limited degree, I can interpret intent and meaning of dance.</p>	<p>I can interpret intent and meaning of dance.</p>	<p>I can interpret intent and meaning of dance and apply that knowledge to communicating through an original creative dance piece.</p>
<p>I can Apply criteria to evaluating dance pieces.</p>	<p>I am not yet able to apply criteria to evaluating dance pieces.</p>	<p>To a limited degree, I can apply criteria to evaluating dance pieces.</p>	<p>I can apply criteria to evaluating dance pieces.</p>	<p>I can create and apply criteria for evaluating dance pieces.</p>
<p>Connecting</p> <p>I can connect personal meaning and external context to dance by Synthesizing, and Relating knowledge and personal experience to works of dance through and during the learning process.</p>	<p>I am not yet able to connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to works of dance through and during the learning process.</p>	<p>I can begin to connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to works of dance through and during the learning process.</p>	<p>I can successfully connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to at least one work of dance through and during the learning process.</p>	<p>I can successfully connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to multiple works of dance through and during the learning process.</p>
<p>I can Apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.</p>	<p>I am not yet able to apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.</p>	<p>I can apply historical but not societal and cultural contexts to dance related ideas, work, and creative movement.</p>	<p>I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.</p>	<p>I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement and demonstrate how these details help reveal information about the work and its context.</p>

Media Arts

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

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
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.

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				
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.
I can Realize, Develop, and Refine media art works for presentation.	I am not yet able to realize, develop, and refine media art works for presentation.	I can realize and begin to develop, but not refine media art works for presentation.	I can realize, develop, and refine in at least one media art form for presentation.	I can realize, develop, and refine in multiple media art forms for presentation that that communicates.
Responding				
I can respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I am not yet able to respond to media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I can begin to respond to media arts by Perceiving, and Evaluating but not Interpreting how media artworks convey meaning.	I can successfully respond to the media arts by Perceiving, Interpreting and Evaluating how media artworks convey meaning.	I can successfully respond to various forms of the media arts by Perceiving, Interpreting and Evaluating how these forms convey meaning.
I can Perceive and Analyze the media.	I am not yet able to perceive and analyze the media.	I can begin to perceive and analyze the media.	I can with confidence perceive and analyze at least one form of media.	I can perceive and analyze various forms of media.
I can Interpret intent and meaning of media artworks.	I am not yet able to interpret intent and meaning of media artworks.	To a limited degree, I can interpret intent and meaning of media artworks.	I can interpret intent and meaning of at least one form of media artwork.	I can interpret intent and meaning of multiple media art forms.
I can apply criteria to Evaluating media artworks.	I am not yet able to apply criteria to evaluating media artworks.	I can apply criteria to evaluating media artworks.	I can apply criteria to evaluating media artworks.	I can create criteria for and apply criteria to evaluating multiple media art form.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Media Arts Connecting I can Connect personal meaning and external context to media arts by Synthesizing and Relating through and during the art-making process.	I am not yet able to connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can begin to connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process..	I can successfully connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can successfully connect personal meaning and external context to more than one media arts form by synthesizing and relating through and during the art-making process.
I can Synthesize and Relate knowledge and personal experience to artistic ideas for media art works.	I am not yet able to synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I can relate knowledge and personal experience to artistic ideas for media art works but not synthesize those into a media art work.	I can synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I can synthesize and relate knowledge and personal experience to artistic ideas through multiple forms of media art works.
I can Apply societal, cultural, and historical contexts to ideas media art work.	I am not yet able to apply societal, cultural, and historical contexts to media art work.	I can apply at least one of the following, societal, cultural, and/or historical contexts to media art work.	I can apply societal, cultural, and historical contexts to at least one form of media art work.	I can apply societal, cultural, and historical contexts to more than one form of media art.

Music

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

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

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music				
Performing				
I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through Selection, Analysis, and Interpretation.	I am not yet able to demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation.	I am beginning to find the ability to apply skills and communicate musical ideas and work through selection, analysis, and interpretation.	I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation of at least one musical genre.	I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation of more than one musical genre.
I can Select musical works based on interest, knowledge, technical skill and context.	I am not yet able to select musical works based on interest, knowledge, technical skill and context.	I am beginning to learn how to select musical works based on interest, knowledge, technical skill and context.	I can select musical works based on interest, knowledge, technical skill and context.	I can select and perform musical works based on interest, knowledge, technical skill and context.
I can Analyze the structure and context of musical works.	I am not yet able to analyze the structure and context of musical works.	I am beginning to analyze the structure and context of musical works.	I can analyze the structure and context of musical works.	I can analyze and demonstrate the structure and context of musical works.
I can Develop personal interpretations of musical works.	I am not yet able to develop personal interpretations of musical works.	I am beginning to develop personal interpretations of musical works.	I can develop personal interpretations of musical works.	I can develop personal interpretations of musical works and perform based on those interpretations.
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 STANDARDS 1. Motor skills and movement patterns	Grade 6	Grade 7	Grade 8
Hopping	A	→	→
Galloping	A	→	→
Running	A	→	→
Sliding	A	→	→
Skipping	A	→	→
Leaping	A	→	→
Jumping and Landing	A	→	→
• Spring and step	A	→	→
• Jump stop	E	M	A
• Jump rope			
Balance	A	→	→
Weight Transfer	A	→	→
Rolling	A	→	→
Curling and stretching	A	→	→

PE STANDARDS 1. Motor skills and movement patterns	Grade 6	Grade 7	Grade 8
Twisting and bending	A	→	→
Throwing			
• Underhand	A	→	→
• Overhand	A	→	→
Catching	A	→	→
Dribbling/ball control			
• Hands	A	→	→
• Feet	A	→	→
• With implement	A	→	→
Kicking	A	→	→
Volleying			
• Underhand	A	→	→
• Set		E	→

PE STANDARDS 1. Motor skills and movement patterns	Grade 6	Grade 7	Grade 8
Striking - with short implement	A	→	→
• Fore/backhand	E	→	M
Striking - with long implement	A	→	→
• Fore/backhand		E	→
Combining locomotors and manipulatives	M	→	A
Combining jumping, landing, locomotors and manipulatives	M	A	→
Combining balance and weight transfers	M	→	A
Serving			

PE STANDARDS 1. Motor skills and movement patterns	Grade 6	Grade 7	Grade 8
• Underhand	E	M	A
• Overhand	E	→	→
Shooting on goal	E	→	M
Passing and receiving			
• Hands	E	M	→
• Feet	E	→	M
• With implement	E	→	M
• Forearm pass	E	→	M
• Lead pass	E	M	→
• Give and go	E	M	→
Offensive skills			
• Pivots	E	M	A
• Fakes	E	→	M
• Jab step	E	→	M
• Screen			E
Defensive skills			
• Drop step	E	→	M
• Defensive or athletic stance	E	→	M

PE STANDARDS 2. Concepts and Strategies	Grade 6	Grade 7	Grade 8
Movement concepts, principles and knowledge	A	→	→
Strategies and tactics	M	→	A
Communication (games)	E	→	M
Creating space (invasion)			
• Varying pathways, speed, direction	E	M	A
• Varying type of pass	E	M	A
• Selecting appropriate offensive tactics with object	E	→	M
• Selecting appropriate offensive tactics without object	E	→	M
• Using width and length of the field/court	E	→	M
• Playing with one player up (e.g., 2 v 1)	E	→	M
Reducing space (invasion)			
• Changing size and shape of defender's body	E	M	A

PE STANDARDS 2. Concepts and Strategies	Grade 6	Grade 7	Grade 8
• Changing angle to gain competitive advantage	E	→	M
• Denying the pass/player progress	E	→	→
• Playing with on player down (e.g., 1 v 2)	E	→	→
Transition (invasion)	E	M	A
Creating space (net/wall)			
• Varying force, angle and/ or direction to gain competitive advantage	E	→	M
• Using offensive tactic/ shot to move opponent out of position	E	→	→
Reducing space (net/wall)			
• Returning to home position	E	→	M
• Shifting to reduce angle for return	E	→	→
Target			
• Selecting appropriate shot/ club	E	→	M

PE STANDARDS 2. Concepts and Strategies	Grade 6	Grade 7	Grade 8
• Applying blocking strategy	E	→	→
• Varying speed and trajectory	E	→	M
Fielding/striking			
• Applying offensive strategies		E	→
• Reducing open spaces	E	→	M

PE STANDARDS 3. Health-enhancing level of fitness and physical activity	Grade 6	Grade 7	Grade 8
Physical activity knowledge	M	→	A
Engages in physical activity	M	→	A
Fitness knowledge	M	→	→
Assessment and program planning	M	→	A
Nutrition	E	M	→
Stress management	E	→	→

PE STANDARDS 5. Recognizes the value of physical activity	Grade 6	Grade 7	Grade 8
For health	E	→	→
For challenge	E	→	→
For self-expression/enjoyment	E	→	M
For social interaction	E	→	→

PE STANDARDS 4. Responsible personal and social behavior	Grade 6	Grade 7	Grade 8
Demonstrating personal responsibility	A	→	→
Accepting feedback	A	→	→
Working with others	A	→	→
Following rules and etiquette	M	A	→
Safety	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.
<p>Theatre</p> <p>Performing</p> <p>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.</p> <p>I can Reflect on, Interpret, and Select artistic works for presentation.</p> <p>I can Realize, Develop, and Refine artistic works for presentation.</p>	<p>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.</p> <p>I am not yet able to reflect on, interpret, and select artistic works for presentation.</p> <p>I am not yet able to realize, develop, and refine artistic works for presentation.</p>	<p>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.</p> <p>I can reflect on, begin to interpret, but not select an artistic work for presentation based on a specific purpose.</p> <p>I can realize and develop, but not refine artistic works for presentation.</p>	<p>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.</p> <p>I can reflect on, interpret, and select an artistic work for presentation based on a specific purpose.</p> <p>I can realize, develop, and refine artistic works for presentation.</p>	<p>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.</p> <p>I can reflect on, interpret, and select artistic works for presentation based on a specific purpose for each work.</p> <p>I can realize, develop, and refine multiple artistic works for a performance that successfully communicates.</p>

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

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

Visual Arts

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

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Visual Arts				
Creating				
I can create and communicate by applying the skills and language of a specific visual arts form to Investigate, Plan, and Make artistic ideas and work.	I am not yet able to create and communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create but not able to communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create and communicate by applying the skills and language of 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.
I can create by applying the skills and language of a specific visual arts form to Reflect, Refine, and Continue with artistic ideas and work.	I am not yet able to create by applying the skills and language of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create by applying the skills (elements) but not the language (principles) of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create by applying the skills and language of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create in multiple visual art forms by applying the skills and language of that visual art form through reflecting, refining, and continuing with artistic ideas and work.

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

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

World Language Competencies and Performance Indicators

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.

The following competencies are based on these general time parameters based on the Foreign Service Institute's experience of teaching languages and the ACTFL's guidance on the subject as well.

Proficiency is what an individual can do with the language in the setting of that language. Performance is what a student can do in class with structured and scaffolded activities.

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**COMPETENCY****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.
- Recognize some familiar words and phrases when they hear them spoken.
- Recognize some words or characters. They can understand some learned or memorized words when they read.
- Can write lists and memorized phrases on familiar topics

Culture

Novice learners can:

- Use culturally appropriate expressions for greetings, leave-takings, and common classroom or social interactions.
- Use the target language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.
- Appreciate and sometimes participate in some games, rituals, and celebrations of the cultures studied.
- Identify tangible products of the culture such as toys, dress, homes, art, music, monuments, currency, and famous people.

Comparisons

Novice learners can:

- Observe and compare formal and informal registers of language
- Recognize similarities and differences between the sound and writing systems in the language they are learning and their own.
- Inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.

Communities

Novice learners can:

- Attempt to interact in the target language with members of their community.
- Identify professions that require proficiency in the target language
- 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.

Library Media

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Value: A successful student can identify, critically evaluate, and utilize resources from a wide range of formats that provide access to diverse perspectives, multiple viewpoints, and creative expressions in response to an information need.</p>	<p>I can identify an information need when a question is provided for me.</p> <p>I can recognize that different points of view (POV) can influence the facts and opinions presented in controversial issues.</p> <p>I can describe different types of resources that are appropriate for my information need.</p> <p>I can state the value of information I find in a variety of resources and formats.</p> <p>I can identify characteristics of fiction and nonfiction genres that represent a variety of points of view, culture, and time periods.</p>	<p>I can explain why information is needed to solve for an information need.</p> <p>I can explain how different points of view (POV) can influence the facts and opinions presented in controversial issues.</p> <p>I can use different types of resources that are appropriate for my information need.</p> <p>I can analyze the value of information I find in various resources and formats.</p> <p>I can distinguish characteristics of fiction and nonfiction genres that represent a variety of points of view, culture, and time periods.</p>	<p>I can write an essential question that states my information need.</p> <p>I can demonstrate how different points of view (POV) can influence the facts and opinions presented in controversial issues.</p> <p>I can distinguish which types of resources that are most appropriate for my information need and use them to create a product to showcase my understanding for my intended audience.</p> <p>I can utilize resources from multiple types of sources.</p> <p>I can compare the value of information I find in various resources and formats.</p> <p>I can cite textual evidence for characteristics of fiction and nonfiction genres that represent a variety of points of view, culture, and time periods.</p>	<p>I can evaluate, reflect, revise, and hone my information query as I gather information.</p> <p>I can express how different points of view (POV) can influence the facts and opinions presented in controversial issues.</p> <p>I can integrate resources from a variety of sources and formats that are most appropriate for my information need and create an original product that showcases my learning for a wide audience.</p> <p>I can analyze the value of information I find in various resources and formats.</p> <p>I can create original work from curated resources.</p> <p>I can analyze textual evidence from multiple texts to describe characteristics of fiction and nonfiction genres that represent a variety of points of view, culture, and time periods.</p>	<p>G8.1.1, G8.1.2, G8.1.3, G8.1.4, G8.1.5, G8.1.6, G8.1.7, G8.4.1</p>

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Value:</p> <p>A successful student can create meaningful connections or conclusions that facilitate problem-solving and decision-making.</p>	<p>I can tell how information helps me make a decision or how it helps me solve a problem with guidance.</p>	<p>I can gather and summarize how information helps me make a decision or how it helps me solve a problem when I have an information need.</p>	<p>I can curate information to identify and research real world problems and present possible solutions for an intended audience.</p>	<p>I can curate and integrate information to solve a real world problem and present the solution to people who can facilitate change.</p>	<p>G8.1.2, G8.1.3, G8.1.4, G8.1.7</p>
<p>Information as Exploration:</p> <p>A successful student can develop and satisfy personal curiosity by reading widely and deeply for recreational and informational needs across multiple formats and genres.</p>	<p>I can identify resources available in the physical library and online with guidance.</p>	<p>I can access and use various sections of the physical and virtual library with guidance to satisfy my needs and interests.</p>	<p>I can independently access and use various sections of the physical and virtual library to satisfy my needs and interests.</p>	<p>I can act independently to access and use various sections of the physical and virtual school library in addition to community and state library resources to satisfy my needs and interests.</p>	<p>G8.2.1, G8.2.2, G8.2.3</p>
	<p>I can recognize parts and functions of print and digital information sources (i.e., index, table of contents, glossary, text features, etc.)</p>	<p>I can use parts and functions of print and digital information sources (i.e., index, table of contents, glossary, text features, etc.)</p>	<p>I can comprehensively use parts and functions of print and digital information sources (i.e., index, table of contents, glossary, text features, etc.)</p>	<p>I can comprehensively use parts and functions of print and digital information sources (i.e., index, table of contents, glossary, text features, etc.)</p>	
	<p>I can ask for guidance to identify texts that match my interests or personal information needs to select texts.</p>	<p>I can, with assistance, use tools (book displays, book reviews, etc) to choose texts that interest me or satisfy an information need.</p>	<p>I can independently use various tools (book displays, book reviews, etc) to select texts that interest me or satisfy an information need.</p>	<p>I can contribute to various tools (book displays, book reviews, etc) to help others select texts meet their personal interests and information needs.</p>	

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Research as Inquiry: A successful student can develop essential questions, perform advanced search techniques to seek diverse perspectives to resolve queries, and analyze and synthesize information to create new meanings.</p>	I can identify a simple question about a personal interest or a curricular topic with guidance.	I can develop a question about a personal interest or a curricular topic with guidance.	I can write an essential question that states my information need.	I can reevaluate, revise, and hone an essential question about a topic of personal interest or a curricular topic.	G8.3.1, G8.3.2, G8.3.3, G8.3.4, G8.3.6, G8.3.7
	I can recall necessary background knowledge as context for new meaning when prompted.	I can summarize necessary background knowledge as context for new meaning with assistance.	I can use multiple search strategies to resolve queries.	I can synthesize information from multiple search strategies to resolve queries.	
	I can select a simple search strategy to answer an information need with assistance.	I can construct a simple search strategy to answer an information need with guidance.	I can compare search strategies to determine the best strategy to answer an information need.	I can evaluate search strategies to determine the best strategy to answer my information need.	
	I can recognize the usefulness of resources to answer an information need.	I can summarize resources that relate to information needs.	I can analyze and reflect on the usefulness, quality, and accuracy of curated resources.	I can synthesize and apply information to create innovative solutions to a challenge or problem.	
			I can communicate my understanding gained from resources.	I can reevaluate, revise, and hone an essential question about a topic of personal interest or a curricular topic.	
				I can synthesize information from multiple search strategies to resolve queries.	

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Research as Inquiry: A successful student can display curiosity, perseverance, and initiative to draw conclusions, make informed decisions, and construct and apply new knowledge and solutions that are personally relevant using inquiry and design processes.</p>	<p>I can state my curiosity in pursuit of my interests and information needs.</p>	<p>I can harness my curiosity to further my learning.</p>	<p>I can pursue my curiosity by thoughtfully persisting through challenges.</p>	<p>I can engage in sustained inquiry.</p>	<p>G8.3.5, G8.3.6, G8.3.7, G8.3.8</p>
	<p>I can list the steps of an inquiry model in order to find solutions for an information need.</p>	<p>I can follow the steps of an inquiry model in order to find solutions for an information need.</p>	<p>I can adapt the steps of an inquiry model in order to find solutions for an information need.</p>	<p>I can persist through self-directed pursuits by creating and making.</p>	
		<p>I can recognize that capabilities and skills of curiosity and perseverance can be developed.</p>	<p>I can recognize that my capabilities and skills can be developed, improved, and expanded.</p>	<p>I can open-mindedly reflect and act upon feedback for positive and constructive growth.</p>	
		<p>I can accept feedback to grow and learn.</p>	<p>I can problem solve through cycles of design, implementation, and reflection.</p>	<p>I can engage in inquiry-based processes for personal growth.</p>	
			<p>I can act on feedback to improve.</p>	<p>I can seek out opportunities to challenge myself and grow as a learner.</p>	

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Authority:</p> <p>A successful student can evaluate sources for points-of-view, bias, value and intent, identify inaccurate or misleading information, and compare and contrast multiple sources to verify accuracy.</p>	<p>I can define terms related to point of view, bias, value, and intent of information.</p> <p>I can, with assistance, compare multiple sources for accurate information.</p>	<p>I can identify, with assistance, terms related to point of view, bias, value, and intent of information within a resource.</p> <p>I can compare multiple sources for accurate information.</p>	<p>I can evaluate resources for purpose, message, accuracy, bias, and intended audience.</p> <p>I can compare and contrast multiple sources and formats to determine if information is accurate, relevant, or misleading.</p> <p>I can adopt a mindset that applies critical thinking towards points-of-view, bias, value, and intent expressed in information and sources.</p>	<p>I can adopt a mindset that applies critical thinking towards points-of-view, bias, value, and intent expressed in information and sources.</p>	<p>G8.4.2, G8.4.3, G8.4.4, G8.4.5</p>
<p>A successful student can apply best practices regarding intellectual property and plagiarism.</p>	<p>I can define plagiarism and recognize the importance of intellectual property.</p> <p>I can recognize the need to give credit to sources of information.</p> <p>I can create a basic bibliography with assistance.</p>	<p>I can, with guidance, summarize information in my own words.</p> <p>I can, with assistance, use an appropriate editorial style to create a bibliography.</p>	<p>I can independently summarize and paraphrase information in my own words to avoid plagiarism.</p> <p>I can use an appropriate editorial style to give credit to the original work of others.</p>	<p>I can create and publish work that demonstrates a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses, and the effect of genre on conventions of attribution and citation.</p> <p>I can create in text citations and bibliographic citations in an appropriate editorial style to acknowledge authorship and intellectual property rights.</p>	<p>G8.4.6, G8.5.8, G8.6.1, G8.6.2, G8.6.3, G8.6.4</p>

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information Format:</p> <p>A successful student can demonstrate the ability to find, organize, and communicate information using the most appropriate formats and tools for the message and audience.</p>	<p>I can, with assistance, find and organize information to create a product.</p>	<p>I can find and organize information to generate a product that illustrate my learning with some assistance.</p>	<p>I can find and organize information in order to create a product that communicates a message.</p>	<p>I can organize, adapt, and communicate information within the global learning community.</p>	<p>G8.5.1, G8.5.2, G8.5.3, G8.5.4, G8.5.5, G8.5.6, G8.5.7</p>
	<p>I can, with guidance, use tools to effectively communicate my learning.</p>	<p>I can, with guidance, select tools to effectively communicate my learning to my intended audience.</p>	<p>I can choose the most appropriate format and tool for my information product, taking into consideration my message and audience.</p>		
<p>A successful student can practice safe, legal, ethical, and responsible use of websites and social media.</p>	<p>I can recognize the elements of digital citizenship (i.e. safe, responsible, ethical, and legal information behaviors).</p>	<p>I can, with guidance, practice the elements of digital citizenship (i.e. safe, responsible, ethical, and legal information behaviors).</p>	<p>I can ethically use information and modify others' work to exercise digital citizenship (i.e. safe, responsible, ethical and legal information behaviors).</p>	<p>I can inspire others to engage in safe, responsible, ethical, and legal information behaviors.</p>	<p>G8.5.8</p>
			<p>I can demonstrate that I am a smart consumer of products and information in a constantly changing media landscape.</p>	<p>I can demonstrate that I am a smart consumer of products and information in a constantly changing media landscape.</p>	

Library Media	PHASE 1: Recall and Reproduction	PHASE 2: Basic Application of Skills and Concepts	PHASE 3: Strategic Thinking	PHASE 4: Extended Thinking	STANDARDS
<p>Information as Conversation:</p> <p>A successful student can articulate awareness of First Amendment rights, responsibilities, and intellectual freedom while encouraging and recognizing multiple perspectives both from their learning community as well as in information resources.</p>	<p>I can, with assistance, state First Amendment rights, responsibilities, and intellectual freedom.</p> <hr/> <p>I can recognize the potential for multiple perspectives within text resources and my learning community.</p>	<p>I can explain my knowledge of First Amendment rights, responsibilities, and intellectual freedom.</p> <hr/> <p>I can consider multiple perspectives within text resources and my learning community.</p>	<p>I can articulate my knowledge of First Amendment rights, responsibilities, and intellectual freedom in conversation with others.</p> <hr/> <p>I can consider and demonstrate respect for multiple perspectives within text resources and my learning community.</p>	<p>I can use my knowledge of First Amendment rights, responsibilities, and intellectual freedom to defend the rights of others.</p> <hr/> <p>I can advocate for multiple perspectives within text resources and my learning community.</p>	<p>G8.6.1, G8.6.2, G8.6.5, G8.6.6, G8.6.7</p>



Grade Band 6-8

Essential Elements (EE) Assessment

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

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

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

Performance-Based Assessment and the Use of Rubrics

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

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

Levels Explanation

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

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

This is the target

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FCS	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

I can be a successful student can adapt speech and writing to enhance or refine a message.

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	I can recognize the sound of the letter of my first name in words I hear and see and can correctly represent this letter when spelling words that start with the same letter.	I can use spelling patterns (rhymes) in familiar words to spell new words.	I can use letter sounds knowledge to spell words phonetically by including letters that represent sounds from different words.	I can spell words with inflectional endings (e.g., walked, eats, sleeping).	EE.L.6.2.B
I can introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	I can use eye-gaze, physical movement, gestures, or vocalizations to indicate choice when given a choice of two objects.	I can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.	I can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.	I can produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.	EE.W.6.2.a
I can provide facts, details or other information related to the topic.	I can recognize the sound of the letter of my first name in words I hear and see and can correctly represent this letter when spelling words that start with the same letter.	I can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (may require some interpretation as I may not be using phonetic spelling or complete simple sentences).	I can identify facts and details related to topic from a set of choices. Now I am able to provide written facts, details, and/or informational about the topic.	I can put facts or details identified about a topic into writing.	EE.W.6.2.b
I can use end punctuation when writing a sentence or question.	I can comprehend that all objects have some functions or action typically associated with it (object action).	I can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types.	I can appropriately use the various types of end punctuation in my writing.	I can demonstrate an understanding that commas are a common form of punctuation.	EE.L.7.2.a

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can spell words, phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	I can recognize the sound of the letter of my first name in words I hear and see and can correctly represent this letter when spelling words that start with the same letter.	I can use spelling patterns (e.g., rhymes) in familiar words to spell new words.	I can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word.	I can spell words with inflectional endings (e.g., walked, eats, sleeping).	EE.L.7.2.b
I can introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	I can comprehend that all objects have some functions or action typically associated with it (object or action).	I can select a topic for writing in an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.	I can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.	I can produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.	EE.W.7.2.a
I can provide facts, details, or other information related to the topic.	I can determine some of the relevant words for describing people, places, things, or events familiar to me.	I can add information to writing (writing is meant inclusively here - writing, drawing, or dictation) that helps to strengthen the overall message).	I can identify facts and details related to topic from a set of choices. Now I am able to provide written facts, details, and/or information about topic.	I can put facts or details identified about a topic into writing.	EE.W.7.2.b
I can select domain-specific vocabulary to use in writing about a topic.	I can demonstrate understanding that specific members comprise a broad category.	I can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline).	I can select domain-specific words to use for writing about a topic.	I can include domain-specific vocabulary when writing an informative text.	EE.W.7.2.d
I can write one or more facts or details related to the topic.	I can determine some of the relevant words for describing people, places, things, or events familiar to the student.	I can provide written facts, details, and/or information about a topic.	I can put facts or details identified about a topic into writing.	I can develop a topic with facts or details related to the topic.	EE.W.8.2.b
I can write complete thoughts as appropriate.	I can produce single word utterances.	I can use two words together when producing a written text.	I can create a complete thought (e.g. Frogs jump) may not be grammatically correct (i.e., The frogs can jump), but still convey a complete thought or idea.	I can write coherent, semantically accurate, and grammatically correct simple sentences.	EE.W.8.2.c

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use domain specific vocabulary related to the topic.	I can determine if the member belongs in the category when supplied with a member of a category.	I can select domain-specific words to use for writing about a topic.	I can include domain-specific vocabulary when writing an informational text.	I can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims.	EE.W.8.2.d
I can provide a closing.	I can identify the end or completion of a routine.	I can write concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	I can produce conclusion for the text I am writing.	I can create a writing piece that includes a conclusion that is relevant to the main topic of the piece.	EE.W.8.2.F
I can introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	I can use eye-gaze, physical movement, gesture, or vocalization to indicated choice.	I can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.	I can introduce an informational topic while writing and extend it by writing about ideas and information related to the topic.	I can produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.	EE.W.8.2.a
I can write one or more facts or details related to the topic.	I can determine some of the relevant words for describing people, places, things, or events familiar to the student.	I can provide written facts, details, and/or information about a topic.	I can put facts or details identified about a topic into writing.	I can develop a topic with facts or details related to the topic	EE.W.8.2.b
I can write complete thoughts as appropriate.	I can produce single word utterances.	I can use two words together when producing a written text.	I can create a complete thought (e.g. Frogs jump) may not be grammatically correct (i.e., The frogs can jump), but still convey as complete thought or idea.	I can write coherent, semantically accurate, and grammatically correct simple sentences.	EE.W.8.2.c

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use domain specific vocabulary related to the topic.	I can determine if the member belongs in the category when supplied with a member of a category.	I can select domain-specific words to use for writing about a topic.	I can include domain-specific vocabulary when writing an informational text.	I can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims.	EE.W.8.2.d
I can provide a closing.	I can identify the end or completion of a routine.	I can write concluding sentence, statement, or section of a written text to bring together all the information presented in the text.	I can produce conclusion for the text I am writing.	I can create a writing piece that includes a conclusion that is relevant to the main topic of the piece.	EE.W.8.2.F
I can introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	I can use eye-gaze, physical movement, gesture, or vocalization to indicated choice.	I can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.	I can introduce an informational topic while writing and extend it by writing about ideas and information related to the topic.	I can produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.	EE.W.8.2.a

A successful student can interpret, acquire and use words precisely.

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify the meaning of simple similes.	I can understand adjectives in others speech.	I can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet").	I can determine the meaning of similes and metaphors.	I can interpret figures of speech (or phrases that go beyond a literal interpretation) including idioms, metaphors, and similes.	EE.L.6.5.a
I can demonstrate understanding of words by identifying other words with similar and different meanings.	I can make generalizations about the category to novel instances of that category using my categorical knowledge.	I can identify two adjectives or two verbs with a largely opposite meaning.	I can determine which words relate to a target word by having similar or different meanings. This includes words varying in how similar or different in meaning they are to target.	I can determine the synonyms and antonyms of a target word based on the similarities and differences in their meaning.	EE.L.6.5.b
I can determine how word choice changes the meaning of a text.	I can understand adjectives in others speech.	I can understand that words might have a slightly different meaning or use depending on the specific context in which they are used.	I can ascertain how the meaning of a narrative is influenced by the author's choice of words.	I can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect.	EE.RL.6.4 extended
I can determine the meaning of simple idioms and figures of speech as they are used in a text.	I can demonstrate an understanding of names of objects or people who are not immediately present.	I can determine the meaning of multiple meaning words using the surrounding context of a word in a text.	I can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative.	I can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text.	EE.RL.7.4 extended
I can determine connotative meanings of words and phrases in a text.	I can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.	I can determine the meaning of frequently occurring or transparent simple idioms and figures of speech.	I can identify the commonly understood cultural and/or emotional meaning of words and phrases used in text.	I can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech.	EE.RL.8.4
I can demonstrate understanding of the use of multiple meaning words	I can understand adjectives in others speech.	I can use the surrounding context of a word in a text to determine the meaning of multiple meaning words.	I can demonstrate an understanding of the use of a multiple meaning word.	I can identify the intended meaning of multiple meaning words in a text	EE.L.8.5.a

A successful student can interpret an author’s purpose and intent in complex text.

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify details in a text that are related to the theme or central idea.	I can pair an object with a picture, tactile graphic or other symbolic representation of the object.	I can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions.	I can ascertain how the meaning of a narrative is influenced by the author's choices of words.	I can determine the events that provide for the foundation of the theme in a narrative	EE.RL.6.2
I can determine the structure of a text (e.g., story, poem, or drama).	I can recognize when I encounter familiar people, objects, places, and events.	I can determine the events that come at the beginning, middle, and end of a text.	I can use information about structure to make determinations about what comes next in text.	I can compare the structure of two or more texts (e.g., stories, poems, or dramas).	EE.RI.6.5
I can determine how the title fits the structure of the text.	I can demonstrate receptive understanding of action words that accompany familiar games and routines.	I can determine if an informational text is providing information about events, giving directions, or providing information on a topic.	I can understand how the title indicates information about or fits the structure of an informational text.	I can identify details that are related to the main idea of a text.	EE.RI.6.5
I can determine the meaning of simple idioms and figures of speech as they are used in a text.	I can recognize when I encounter familiar people, objects, places, and events.	I can determine who the narrator is in a story I am reading.	I can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as "I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion."	I can compare the points of views of two characters or narrators in a text.	EE.RL.6.6 extended
I can identify words or phrases in the text that describe or show the author's point of view.	I can demonstrate receptive understanding of action words that accompany familiar games and routines.	I can identify the relationships between multiple concrete facts or details in a literature of informational text.	I can identify words or phrases for determining the author's point of view of an informational text.	I can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic.	EE.RI.6.6 extended

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can compare and contrast how two texts describe the same events.	I can identify actions associated with the routine as a result of experience with a routine.	I can identify information that indicates the temporal order of ideas or events presented in an informational text.	I can identify similarities and differences in multiple perspectives of accounts on a single event or topic.	I can discover the similarities and differences in how two different informational texts on the same topic present the details to the reader. This presentation would include the specific details that are presented, how the details are arranged, and what is drawn from the details.	EE.RI.6.9 extended
I can identify events in a text that are related to the theme or central idea.	I can pair an object with a picture, tactile graphic or other symbolic representation of the object.	I can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions.	I can determine the events that provide for the foundation of the theme in a narrative.	I can determine the events that are relevant to the theme or central idea and help the reader to infer it.	EE.RL.7.2
I can determine how a fact, step, or event fits into the overall structure of the text.	I can comprehend that all objects have some functions or action typically associated with it (object action)	I can understand how the title indicates information about or fits the structure of an informational text.	I can identify how a fact, step, or event fits into text taking the structure of the text into account.	I can determine how a keyword, phrase, sentence, or paragraph contributes to the overall structure of an informational text.	EE.RI.7.5
I can compare the structure of two or more texts (e.g., stories, poems, or dramas).	I can differentiate between text and pictures by pairing an object with a picture, tactile graphic or other symbolic representation of the object.	I can use information about structure to make determinations about what comes next in a text.	I can compare the structure of two or more texts (stories, poems, dramas).	I can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas).	EE.RL.7.5 extended
I can determine an author's purpose or point of view.	I can identify people associated with the routine as a result of experience with a routine.	I can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.	I can identify the author's point of view or purpose for writing (authors physical or mental relationship with a specific event or area of a general topic).	I can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic.	EE.RI.7.6 extended

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can compare and contrast how different texts on the same topic present the details.	I can use categorical knowledge to make generalizations about the category to novel instances of that category.	I can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.	I can determine how informational texts relate to each other based on the central ideas, theme, or arguments and the concepts included in them.	I can compare the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic.	EE.RI.7.9 extended
I can recount an event 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 identify a theme of a story - short, concise sentence about the overall meaning of the narrative.	I can relate an event with details about specific characters and settings that help the reader to infer the theme or central idea.	I can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative.	EE.RL.8.2
I can recount events in the order they were presented in the text.	I can identify the next step or event in sequence from a familiar routine.	I can identify the relationship between multiple concrete facts or details.	I can recall and describe events and details in the same order as they appeared in text.	I can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.	EE.RI.8.3
I can compare and contrast the structure of two or more texts.	I can understand adjectives in others speech.	I can compare the structure of two or more texts (stories, poems, or dramas).	I can compare and contrast the structure of two or more texts.	I can identify where a text deviates from a chronological presentation of events.	EE.RL.8.5 extended

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify people associated with the routine as a result of experience with a routine.	I can identify people associated with the routine as a result of experience with a routine.	I can identify the author's point of view or purpose for writing an informational text on the topic at hand (my physical or mental relationship with a specific event or area of a general topic.)	I can pick out examples in informational text or a presentation on a topic describing or supporting the author;s or presenter's point of view on topic.	I can determine the examples the author provides in an informational text on a topic that indicate or suggest his/her purpose for writing the text.	EE.RI.8.6 extended
I can compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	I can understand adjectives in others speech.	I can determine when a character changes in how he/she feels emotionally over the course of and in response to the events in a story.	I can determine how different narratives are the same and different in terms of their theme, plot, and story elements, such as characters, settings, and events.	I can identify similarities in how different informational texts on the same topic handle and/or explain alternative viewpoints.	EE.RL.8.9 extended
I can identify where two different texts on the same topic differ in their interpretation of the details.	I can realize that what I am thinking or viewing may or may not be the same as what other people are thinking.	I can determine the specific points that an author or speaker uses that corroborate and support a claim.	I can compare and contrast how similar themes and topics are addressed in texts using different forms or from different genres, such as between stories and poems and between historical novels and fantasy stories.	I can compare and contrast how similar themes and topics are addressed in texts using different forms or from different genres, such as between stories and poems and between historical novels and fantasy stories.	EE.RI.8.9 extended

A successful student can produce a well-developed argument.

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can distinguish claims in a text supported by reason.	I can demonstrate an understanding that objects differ in the physical characteristic and can make judgments of similarity or difference based on the physical characteristics of objects.	I can determine the details used by another person to defend a claim.	I can distinguish between claims that a speaker/ author supports with evidenced from those that aren't supported.	I can determine the specific points that an author or speaker uses that corroborate and support a claim.	EE.RI.6.8 extended
I can determine how a claim or reason fits into the overall structure of an informational text.	I can have an association with a certain event and anticipate what is to come with the appropriate response to well-known interactions with another individual (concept of instantaneity).	I can determine how key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text.	I can ascertain the organization an author of an informational text uses in arranging the claims and reasons on the topic.	I can describe the overall text structure used in an informational text.	EE.RI.7.8 extended
I can determine the argument made by an author in an informational text.	I can realize that my thoughts or views may or may not be the same as what other people see or think.	I can identify an explicitly made argument (overtly stated) - similar to locating the main idea in persuasive text-central argument presented.	I can identify an explicitly made argument (overtly stated) - similar to locating the main idea in persuasive text-central argument presented.	I can identify an argument as an association between a claim and its evidence.	EE.RI.8.8

A successful student can analyze sources for credibility and relevance.

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine what a text says explicitly as well as what simple inferences must be drawn.	I can demonstrate receptive understanding of action words that accompany familiar games and routines.	I can identify the concrete details, such as, characters, objects, settings, and major events that are specifically stated in the text.	I can analyze a narrative and differentiate between explicitly-stated information and implications in the text that require inference.	I can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information.	EE.RI.6.1
I can analyze a text to determine what it says explicitly as well as what inferences should be drawn.	I can differentiate between text and pictures by paring an object with a pictures, tactile graphic, or another symbolic representation of the object.	I can identify the concrete details, such as, characters, objects, settings, and major events that are specifically stated in the text.	I can analyze informational text and differentiate between explicitly stated information and implications in the text that require an inference.	I can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to make the inference).	EE.RI.6.1
I can determine the main idea of a passage and details or facts related to it.	I can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.	I can determine which details in a paragraph of an informational text are important.	I can determine which details contained within a paragraph of informational text provides an important contribution to the main idea of the paragraph.	I can determine which key details in an informational text support the main idea of the whole text or a section of it.	EE.RI.6.2
I can identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	I can determine some of the relevant words for describing people, places, things, or events familiar to me.	I can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text.	I can determine when specific details provided in an informational text expand and elaborate on other details in the same text.	I can identify details that are related to the main idea of a text.	EE.RI.6.3

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can analyze text to identify where information is explicitly stated and where inferences must be drawn.	I can differentiate between the text and picture by pairing an object with a picture, tactile graphic, or other symbolic representation of the object.	I can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or compromising of information.	I can ascertain how the meaning of an informational text is altered by the specific word choices the author makes.	I can determine how word choice in an informational text is used to persuade or inform.	EE.RI.6.4 extended
I can determine the main idea of a passage and details or facts related to it.	I can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.	I can determine which details in a paragraph of an informational text are important.	I can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information.	I can analyze a narrative to identify what it is stating explicitly and implicitly.	EE.RL.7.1
I can analyze text to identify where information is explicitly stated and where inferences must be drawn.	I can differentiate between the text and picture by pairing an object with a picture, tactile graphic, or other symbolic representation of the object.	I can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or compromising of information.	I can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information.	I can analyze a narrative to identify what it is stating explicitly and implicitly.	EE.RL.7.1
I can analyze text to identify where information is explicitly stated and where inferences must be drawn.	I can differentiate between text and pictures by pairing an object with a picture, tactile graphic or other symbolic representation of the object.	I can identify words or details to answer a question about explicit information presented in the text.	I can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to take the inferences).	I can determine the difference between what an informational text states explicitly and implicitly.	EE.RI.7.1
I can determine two or more central ideas in a text.	I can pair an object with a picture, tactile graphic, or other symbolic representation of the object.	I can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic.	I can determine more than one main idea in an informational text.	I can summarize the information in a familiar informational text.	EE.RI.7.2

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can determine how two individuals, events, or ideas in a text are related.	I can use categorical knowledge, can make generalizations about the category to move instances of that category.	I can find two points made by an author of an informational text that relate to each other.	I can determine the specific relationship between two or more individuals, events, ideas, or other details in an informational text.	I can provide a description of the interaction or relationship between any two or details in an informational text.	EE.RI.7.3
I can determine how words or phrases are used to persuade or inform a text.	I can understand adjectives in speech.	I can use the surrounding context of a phrase to determine the meaning of an unknown phrase.	I can determine how word choice in an informational text is used to persuade or inform.	I can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text.	EE.RI.7.4 extended
I can cite text to support inferences from stories and poems.	I can identify the objects that are used in a routine.	I can identify details about characters, objects, setting and major events that come from information not specifically stated in a narrative text.	I can identify and cite the explicit information stated in the text supporting the inferences made while reading a narrative text.	I can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text	EE.RL.8.1
I can cite text to support inferences from informational text.	I can identify the objects that are used in a routine as a result of experience with routines.	I can use information and details explicitly mentioned in the text for citing.	I can use information and details inferred from the information 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	EE.RI.8.1
I can provide a summary of a familiar informational text.	I can demonstrate understanding when information is not pertinent to the current task and can prevent this information from affecting decisions and performance, allowing me to focus on the relevant task information.	I can determine more than one idea in an informational text.	I can summarize the information in a familiar informational text.	I can summarize an informational text, including relevant details and descriptive information.	EE.RI.8.2

EE ELA					
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recount events in the order they were presented in the text.	I can identify the next step or event in a sequence from a familiar routine.	I can identify the relationship between multiple concrete facts or details.	I recall and describe events and details in the same order as they appeared in text.	I can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.	EE.RI.8.3
I can determine connotative meanings of words and phrases in a text.	I can determine when two words have the same, similar or different meanings or whether meanings of a single word are the same or different.	I can determine the literal meaning of words and phrases using context in which they are located.	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 as the author intended in an informational text, such as common idioms, analogies, and figures of speech.	EE.RI.8.4

EE Mathematics

Ratios and Proportional Relationships:

A successful student can understand and analyze proportional relationships and use them to make sense of and solve problems using the Standards for Mathematical Practices.

EE Mathematics		Ratios and Proportional Relationships			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can demonstrate a simple ratio relationship.	I can recognize wholeness, a unit, and parts of a given whole or a unit.	I can partition any shape into equal parts (explain unit fraction and fraction).	I can recognize and represent many to 1 ratios.	I can recognize many to many ratio.	EE.6.RP.1
I can use a ratio to model or describe a relationship.	I can recognize separateness, set and subset.	I can explain ratio, recognize many to 1 ratio.	I can recognize and represent many to many ratios.	I can explain rates as ratios.	EE.7.RP.1-3
I can describe the probability of events occurring as possible or impossible.	I can recognize attribute values.	I can recognize the outcomes of an event.	I can classify events as possible or impossible	I can recognize probability as the likelihood of an event	EE.7.SP.5-7

The Number System:

A successful student can apply number sense and mathematical operations within number systems to solve real-world problems using the Standards for Mathematical Practice.

EE Mathematics		The Number System			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can understand that positive and negative numbers are used together to describe quantities having opposite directions or value (e.g., temperature above and below zero).	I can recognize separateness and set.	I can recognize opposite numbers.	I can use positive and negative numbers in real-world context (temperature above and below zero)	I can relate the meaning of 0 to positive and negative numbers in real-world contexts and explain inequalities from real-world contexts.	EE.6.NS.5-8
I can compare the relationship between two unit fractions.	I can recognize wholeness, unit, and parts of a given whole or a unit.	I can recognize fraction, unit fraction, numerator, and denominator.	I can explain relationships between unit fractions.	I can explain numerator and denominator, compare fractions using models, decompose a fraction into a sum of unit fractions with the same denominator, and add fractions with common denominators.	EE.6.NS.1
I can apply the concept of fair share and equal shares to divide.	I can recognize separateness, set, and subset.	I can explain repeated subtraction; represent repeated subtraction with an equation; and represent repeated subtraction with a model.	I can demonstrate the concept of division.	I can divide by 1,2,3,4,5,or 10.	EE.6.NS.2 Extended
I can apply the concept of fair share and equal shares to divide.	I can recognize separateness, set, and subset.	I can demonstrate the concept of multiplication.	I can multiply by 1, 2, 3, 4, and/or 5.	I can apply the relationship between multiplication and division and divide by 1,2,3,4,and/or 5.	EE.6.NS.3 Extended

EE Mathematics		The Number System			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.	I can recognize separateness and set.	I can explain the concept of addition and subtraction of fractions and decompose a fraction into a sum of unit fractions with the same denominator.	I can add fractions with common denominators.	I can add or subtract fractions with denominators of 10 and 100.	EE.7.NS.1
I can solve multiplication problems with products to 100.	I can recognize separateness and set.	I can recognize separateness and set.	I can demonstrate the concept of multiplication.	I can multiply by 1,2,3,4,5,6,7,8,9,and 10.	EE.7. NS.2.a
I can express a fraction with a denominator of 10 as a decimal.	I can recognize separateness, and set.	I can recognize tenths and one tenth in a set model.	I can explain the decimal point and represent a fraction with a denominator of 10 as a decimal.	I can explain place value for tenths and compare two decimals to tenths using symbols.	EE.7. NS.2.c-d
I can compare quantities represented as decimals in real world examples to tenths.	I can recognize separateness, set, and subset.	I can represent a decimal to tenths as a fraction.	I can compare two decimals to tenths using symbols.	I can compare two decimals to hundredths using symbols.	EE.7.NS.3
I can solve division problems with divisors up to five and also with a divisor of 10 without remainders.	I can recognize separateness, set, and subset.	I can demonstrate the concept of division.	I can divide by 1,2,3,4,5, and/or 10	I can explain the relationship between multiplication and division.	EE.7.NS.2.b Extended
I can subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.	I can recognize separateness and subset.	I can decompose a fraction into a sum of unit fractions with the same denominator and explain the concept of addition and subtraction of fractions.	I can subtract fractions with common denominators.	I can add or subtract fractions with denominators of 10 and 100.	EE.8.NS.1

EE Mathematics		The Number System			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.	I can recognize separateness and subset.	I can decompose a fraction into a sum of unit fractions with the same denominator and explain the concept of addition and subtraction of fractions.	I can subtract fractions with common denominators.	I can add or subtract fractions with denominators of 10 and 100.	EE.8.NS.1
I can express a fraction with a denominator of 100 as a decimal.	I can recognize separateness and set.	I can explain decimal point and represent a fraction with a denominator of 10 as decimal.	I can represent a fraction with a denominator of 100 as a decimal.	I can compare two decimals to hundredths using symbols.	EE.7.NS.2.a
I can compare quantities represented as decimals in real-world examples to hundredths.	I can recognize separateness.	I can represent a decimal to the tenths and hundredths as a fraction.	I can compare two decimals to hundredths using symbols.	I can compare two decimals to thousandths and beyond using symbols.	EE.8.NS.2.b

Expressions and Equations:

A successful student can create, interpret, use, and analyze patterns of algebraic structures to make sense of problems using the Standards for Mathematical Practice.

EE Mathematics		Expressions and Equations			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify equivalent number sentences.	I can combine and compare sets.	I can represent addition and subtraction with equations.	I can evaluate if equations are true or false and recognize equivalent algebraic expressions.	I can use properties of addition to create an equivalent algebraic expression.	EE.6.EE.1-2
I can apply the properties of addition to identify equivalent numerical expressions.	I can combine and compare sets.	I can evaluate if equations are true or false and apply the associative property and commutative property of addition.	I can recognize equivalent algebraic expressions and use properties of addition to create an equivalent algebraic expression.	I can use properties of operations to generate equivalent expressions involving addition and subtractions.	EE.6.EE.3
I can apply the concept of fair share and equal shares to divide.	I can partition and combine sets I can match an equation to a real-world problem in which variables are used to represent numbers.	I can represent expressions with variables and represent the unknown in an equation.	I can represent real-world problems as equations.	I can solve real-world problems using equations with non-negative rational numbers.	EE.6.EE.5-7 Extended
I can use the properties of operations as strategies to demonstrate that expressions are equivalent.	I can partition and combine sets	I can apply the associative property of multiplication, commutative property of addition, associative property of addition, and commutative property of multiplication.	I can use properties of operations to generate equivalent expressions involving subtraction and use properties of operations to generate equivalent expressions involving addition.	I can recognize growing and shrinking patterns.	EE.7.EE.1

EE Mathematics		Expressions and Equations			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify an arithmetic sequence of whole numbers with a whole number common difference.	I can classify, contrast, and order objects.	I can recognize growing and shrinking patterns.	I can recognize arithmetic sequences.	I can recognize the recursive rule for arithmetic sequences.	EE.7.EE.2
I can identify the meaning of an exponent (limited to exponents of 2 and 3).	I can combine sets and demonstrate the concept of addition.	I can demonstrate the concept of multiplication; explain multiplication problems, and explain product.	I can recognize exponents.	I can explain product of powers property of exponents; apply zero exponent property; explain power of product property of exponents; and explain quotient of powers property of exponents.	EE.8.EE.1
I can solve simple algebraic equations with one variable using addition and subtraction.	I can partition and combine sets	I can determine the unknown in an addition equation and subtraction equation.	I can solve linear equations in one variable.	I can solve linear inequalities in one variable.	EE.8.EE.7
I can identify a geometric sequence of whole numbers with a whole number common ratio.	I can classify, contrast, and order objects.	I can recognize shrinking and growing patterns.	I can recognize geometric sequences.	I can recognize the recursive rule for geometric sequences.	EE.8.EE.2

Functions:

A successful student can use functions to interpret and analyze a variety of contexts using the Standards for Mathematical Practice.

EE Mathematics		Functions				
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can identify the missing number that completes another ordered pair when given a function table with at least 2 complete ordered pairs.	I can arrange objects in pairs and order objects	I can extend a symbolic pattern by applying the rule and can explain coordinate pairs (ordered pairs).	I can generate ordered pairs from 2 distinct numerical patterns.	I can recognize covariation and correspondence (function).	EE.8.F.1-3	
I can determine the values or rule of a function using a graph or a table.	I can arrange objects into pairs and order objects.	I can recognize direction of covariation and recognize covariation.	I can describe the function rule from the list of ordered pairs given in a table and describe the function rule from a given graph.	I can recognize function.	EE.8.F.4 Extended	

Geometry:

A successful student can prove, understand, and model geometric concepts using appropriate tools and theorems to solve problems and apply logical reasoning using the Standards for Mathematical Practice.

EE Mathematics		Geometry				
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS	
I can solve real world and mathematical problems about area using unit squares.	I can recognize some and separateness.	I can calculate area by counting unit squares and calculate area of a rectangle with tiling.	I can solve word problems involving area of rectangles.	I can relate tiling and formula as methods for calculating area of a rectangle. I can calculate area for rectangles with formula.	EE.6.G.1	
I can solve real world and mathematical problems about volume using unit cubes.	I can recognize separateness and enclosure	I can calculate volume by counting unit cubes and calculate volume of a right rectangular prism by packing unit cubes.	I can solve world problems involving volume of rectangular prism.	I can calculate volume of right rectangular prisms with formula.	EE.6.G.2 Extended	
I can match two similar geometric shapes that are proportional in size and in the same orientation.	I can attend and notice what is new.	I can match 2D or 3D shapes that are same size and orientation.	I can match 2D or 3D shapes that are different size same orientation.	I can match the same 2D and 3D shapes with different size and different orientations.	EE.7.G.1	
I can recognize geometric shapes with given conditions.	I can recognize same and different.	I can describe attributes of shapes.	I can recognize shapes with specific attributes.	I can classify shapes with specified attributes.	EE.7.G.2	
I can determine the perimeter of a rectangle by adding the measures of the sides.	I can recognize attribute values.	I can explain length and perimeter.	I can calculate perimeter by counting unit lengths on grid or adding all the side lengths.	I can use coordinates to calculate perimeters of polygons	EE.7.G.4	
I can recognize angles that are acute, obtuse, and right.	I can recognize attribute values.	I can recognize angle.	I can recognize obtuse, acute, and right angles.	I can compare angles to a right angle.	EE.7.G.5	

EE Mathematics		Geometry			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize translations, rotations, and reflections of shapes.	I can recognize attribute values.	I can explain transformations.	I can recognize translation, reflection, and rotation.	I can explain the properties of lines and line segments in transformation; explain the properties of angles in transformations; and explain the properties of parallel lines in transformations.	EE.8.G.1
I can identify shapes that are congruent.	I can recognize same and different.	I can describe attributes of shapes; analyze shapes to identify common attributes; and explain attribute relationship between shapes.	I can recognize congruent figures.	I can explain the relationship between congruent figures and transformation and use a sequence of transformations to describe congruence of 2 given figures.	EE.8.G.2
I can identify similar shapes with and without rotation.	I can recognize same and different.	I can recognize similar figures and rotation.	I can explain the relationship between similar figures and transformations.	I can use a sequence of transformations to describe similarity of 2 given figures.	EE.8.G.4
I can compare any angle to a right angle and describe the angle as greater than, less than, or congruent to a right angle.	I can recognize attribute values.	I can recognize obtuse, acute, and right angles.	I can compare angles to a right angle.	I can explain complementary angles.	EE.8.G.5
I can use the formulas for perimeter, area, and volume to solve real world and mathematical problems (limited to perimeter and area of rectangles and volume of rectangular prisms).	I can recognize attribute values.	I can explain volume, area, length, and perimeter.	I can calculate volume of right rectangular prisms with formula; calculate area for rectangles with formula; and calculate the perimeter of parallelograms with formula.	I can solve word problems involving volume or rectangular prisms, area of rectangles, and perimeter of polygons.	EE.8.G.9

Statistics:

A successful student can use a variety of data analysis and statistics strategies to analyze, develop and evaluate inferences based on data using the Standards for Mathematical Practice.

EE Mathematics		Statistics			
LEARNING TARGET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can summarize data distributions shown in graphs or tables.	I can classify and order objects.	I can recognize outliers, peaks in a data distribution, symmetric distribution, and analyze the overall shape of the data distribution.	I can summarize data by overall shape.	I can use the overall shape of data distributions to recognize appropriate measures of center or spread.	EE.6.SP.5
I can compare two sets of data within a single data display such as a picture graph, line plot, or bar graph.	I can classify and order objects.	I can recognize outliers, peaks in a data distribution, symmetric distribution, outliers; and variability in a data set.	I can compare differences in shape of 2 or more sets of data.	I can draw inferences by comparing two data sets.	EE.7.SP.3
I can construct a graph or table from given categorical data and compare data categorized in the graph or table.	I can classify and order objects.	I can use bar graphs, picture graphs, line plots and tally charts to read the data.	I can represent data using bar graph, picture graph, line plot and tally chart and use graphs and tally charts to read between the data.	I can use graphs and tally charts to read beyond the data.	EE.8.SP.4

EE Science

A successful student can understand the structure, properties, and interactions of matter at the molecular scale.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements				

A successful student can understand chemical reactions at the molecular scale.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can observe and identify examples of change (e.g. state of matter, color, temperature, and odor).	I can gather data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets).	I can interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets).	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).	EE.MS-PS1-2

A successful student can understand how energy is defined, transferred, transformed, and conserved by objects and within systems.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify objects/materials used to minimize or maximize thermal energy transfer (e.g., gloves, vacuum flask, insulated hot pad holder or foam cup).	I can Investigate objects/materials, and predict their ability to maximize or minimize thermal energy transfer.	I can test and refine a device (e.g., foam cup, insulated box, or thermos) to either minimize or maximize thermal energy transfer (e.g., keeping liquids hot or cold, preventing liquids from freezing, keeping hands warm in cold temperatures).	I can investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution.	EE.MS-PS3-3

A successful student can understand characteristic properties of waves and electromagnetic radiation and how they behave and transmit information.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements				

A successful student can understand the relationship between an organisms' structures, their organization, and its life functions, including information processing.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize major organs of animals.	I can use a model to demonstrate how organs are connected in major organ systems.	I can make a claim about how a structure (e.g., organs and organ systems) and its related function supports survival of animals (circulatory, digestive, and respiratory systems).	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.	EE,MS-LS1-3

A successful student can understand how organisms use matter and energy and how it flows through an ecosystem.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements				

A successful student can understand how organisms interact within an environment to obtain matter and energy.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify food that animals eat.	I can classify animals based on what they eat (e.g. herbivore, omnivore, carnivore).	I can use models of food chains/ webs to identify producers and consumers in aquatic and terrestrial ecosystems.	I can use a graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter.	EE.MS-LS2-2

A successful student can understand how organisms within an ecosystem use matter and energy to grow, develop, and reproduce.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can match organisms to their habitats.	I can identify factors that influence growth of organisms.	I can interpret data to show that environmental resources (e.g., food, light, space, water) influence growth of organisms (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, fish growing larger in large ponds than small ponds).	I can explain how the traits of particular species that allow them to survive in their specific environments.	EE.MS-LS1-5

A successful student can understand why the relationship between the environment and genetic variation within a species affects survival and reproduction over time.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements				

A successful student can understand the properties and predictable patterns of objects and phenomena in the universe and our Solar System.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements				

A successful student can understand how Earth's conditions and processes and life on Earth have changed over time.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify differences in weather conditions from day to day.	I can identify geoscience processes (e.g. wind, rain, runoff) that have an impact on landforms (e.g. landslides, erosion such as gullies).	I can explain how geoscience processes that occur daily (e.g., wind, rain, runoff) slowly change the surface of Earth, while catastrophic events (e.g. earthquakes, tornadoes, floods) can quickly change the surface of Earth.	I can recognize the role that geologic processes have in changing Earth's surface.	EE.MS-ESS2-2

A successful student can understand how Earth materials and the major systems of Earth interact over time.

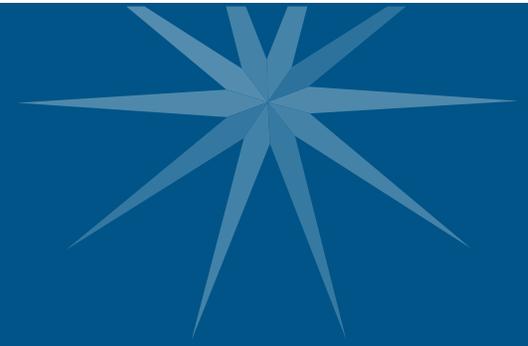
EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
Not applicable to Essential Elements				

A successful student can understand the factors and processes that regulate climate and weather on Earth.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can interpret basic weather information (e.g, radar, map) to identify weather conditions.	I can interpret basic weather information (e.g, radar, map) to compare weather conditions (either over several days at the same location or different locations on the same day).	I can interpret basic weather information (e.g, radar, map) to make predictions about future conditions (e.g, precipitation, temperature, wind).	I can relate the interaction of air masses to changes in weather.	EE.MS-ESS2-6

A successful student can understand how natural hazards can be predicted and how human activities affect Earth systems.

EE Science				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can recognize resources (e.g., food, water, shelter, air) in the local environment that are important for human life.	I can recognize ways in which humans impact the environment (e.g., agriculture, pollution, recycling, city growth).	I can develop a plan to monitor and minimize a human impact on the local environment (e.g., water, land, pollution).	I can analyze data to determine the effects of a conservation strategy on the level of a natural resource.	EE.MS-ESS3-3



Grade Band 6-8

Implementation

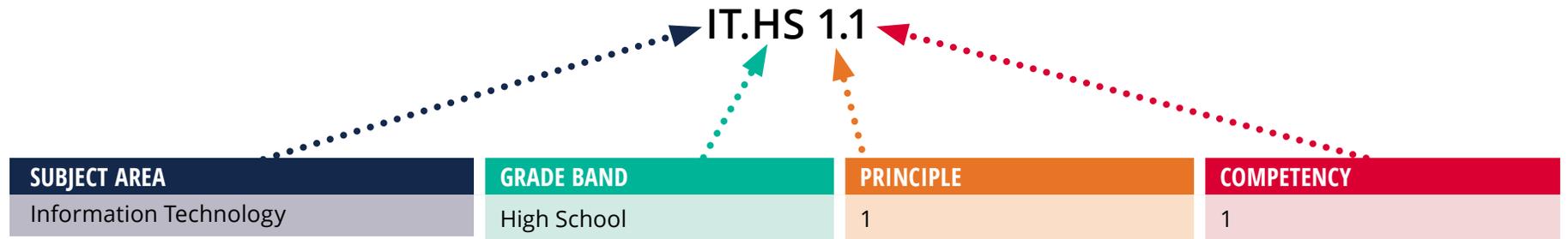
Competency Codes Narrative

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)
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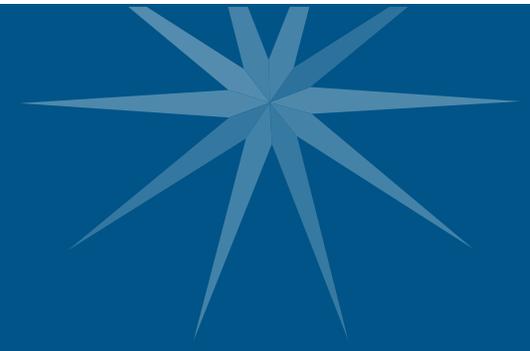
Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources	LPSCS	Law, Public Safety, Corrections and Security
AC	Architecture and Construction	MA	Media Arts
BC	Business Career	MATH	Math
BC.BMAE	Business Management, Administration and Entrepreneurship	MNFR	Manufacturing
BC.F	Finance	MUS	Music
BC.M	Marketing	PE	Physical Education
DNC	Dance	SCI	Science
FCS	Family and Consumer Sciences	SCI.ESS	Earth and Space Science
ELA	English Language Arts	SCI.LS	Life Science
ENG	Engineering	SCI.PS	Physical Science
HB	Health and Biosciences	SECD	Social-Emotional Character Development
HE	Health	STM	STEAM
HGSS	History, Government and Social Studies	THR	Theatre
HUM	Humanities	TRAN	Transportation
IT	Information Technology	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 6-8



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 remotely from home. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.
- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.

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

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

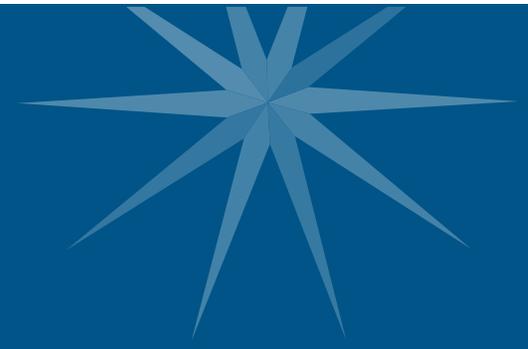
Implementation of a competency-based education system includes teachers collaborating with other teachers. We encourage teachers to collaborate with other professionals in their departments, cross-curricularly, from other districts, or across the nation to develop high quality instruction that could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

Guiding Statements:

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

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

Grade Band **6-8**



Grading Considerations

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

Accommodations/Modifications

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

Accommodation:

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

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

Modification:

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

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

Family Engagement

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

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

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

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

Communication Considerations, Caregivers and Stakeholders:

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

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

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

Inquiry Learning/Problem-Based Learning (PBL)

General Overview of Inquiry Learning/PBL:

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

Elements of High-Quality Instruction

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

Social-Emotional Character Development (SECD)

(Dispositions - Mindset and Soft Skills)

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

Elements of Collaboration/Possible Collaboration Partners

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

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

Accommodations/Modifications/Considerations

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

Personalized Learning

General Overview of Personalized Learning:

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

Elements of High-Quality Instruction

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

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

Elements of Collaboration/Collaboration Partners

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

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

Accommodations/Modifications/Considerations

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

Nature-Based Outdoor Learning

General Overview of Nature-Based Outdoor Learning:

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

Elements of High-Quality Instruction

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

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

Elements of Collaboration/Possible Collaboration Partners

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

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

Accommodations/Modifications/Considerations

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

Flipped/Blended Learning

General Overview of Flipped/Blended Learning:

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

Elements of High-Quality Instruction

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

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

Workflow

(Milestones of Learning)

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

Accommodations/Modifications/Considerations

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

Play-Based Learning

General Overview of Play-Based Learning :

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

Elements of High-Quality Instruction

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

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

Accommodations/Modifications/ Considerations

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

Co-Teaching

General Overview of Co-Teaching:

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

Elements of High-Quality Instruction

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

Accommodations/Modifications/Considerations

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

Differentiated Learning

General Overview of Differentiated Instruction:

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

Elements of High-Quality Instruction

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

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

Elements of Collaboration/Possible Collaboration Partners

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

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

Accommodations/Modifications/Considerations

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

Small Group/Cooperative Learning

General Overview of Small Group/ Cooperative Learning:

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

SECD Incorporation

(Dispositions - Mindset and Soft Skills)Teamwork

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

Workflow

(Milestones of Learning)

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

Showcase of Student Learning

(End Product)

Accommodations/Modifications/ Considerations

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

Grade Band
6-8



Implementation **Instructional Examples**

Instructional Example:

Brief But Spectacular Interviews

Competency Codes Addressed:

VA.MS 1.5, ELA.MS 1, HGSS.MS 3, SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Essential question: Why is it important for people to share their ideas and passions with others?
- Appropriate materials available for all students.
- Remember, this is an interview not a presentation. While the end product is a three- to four-minute segment, the actual piece begins as an in-depth interview. The interviews are conducted as conversations for 30-45 minutes and yield the most interesting and relevant points in the final edit. This eliminates the pressure of having to be “spectacular” in a short amount of time — a tall order for even the most seasoned guests.

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

- Social Awareness
 - a. Recognize the thoughts, feelings, and perspective of others.
 - b. Demonstrate awareness of cultural issues and a respect for human dignity and differences.
- Interpersonal Skills
 - a. Demonstrate communication and social skills to interact effectively.

Elements of Collaboration

- ELA, Social Studies,
- Art, Film, Media Arts,
- Journalism, School Counselor

Who might be your collaboration partners?

- Teachers of ELA, Social Studies, Art, Film, Media Arts, Journalism
- Family, friends, community members
- Local TV station, school district director of communications
- School counselors could provide supplementary material on empathy or respecting human dignity and differences.

Workflow (*Milestones of Learning*)

- Introduce assignment by showing a few Brief but Spectacular videos from PBS News Hour.
- Together as a class note the purpose of the segments, commonalities across all segments, video practices, the feeling you are left with at the end of each segment.
- Discuss and practice how to give an in-depth interview and encourage rambling.
- Practice editing a piece down to three to four minutes.
- Learn about simple video editing tools, music, additional footage that will enhance the final product.
- Determine target of interview and reach out.
- Conduct in-depth video interview.
- Transcribe interview.

- Edit down to the main points and collaborate with ELA to discuss story themes.
- Collaborate with media arts, art and journalism teachers to edit and produce video (or end product if doing a display or preparing to share information in person).
- Reflect on the essential question.

Showcase of Student Learning (*End Product*)

- Brief but spectacular 3-4 minute video product
- Low tech options could include art display of findings, a news article, or a one-on-one discussion of findings with teachers
- Showcase student work to the community via social media, local TV station, or community presentation.

Accommodation/Modification Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

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

Introduction, practice interviews and editing to find themes can be done in class as in the hybrid model. Consider inviting interviewees to the school building to video. Coordinate with the media center for access to technology.

Hybrid Learning Environment*Remote:*

Assign videos for students to watch before coming to class and provide discussion questions as preparation materials.

On-site:

Conduct a class discussion regarding the videos, in small groups of two to three students can practice conducting 20-minute, in-depth interviews, in ELA practice finding themes in qualitative interviews and discuss how to edit the work

Remote:

Conduct video interview, transcribe interview, create brief but spectacular video, upload video to classroom site.

Remote Learning Environment

Consider pairing students through video using technology such as zoom breakout rooms to practice interviews. Consider doing a video of yourself, put together a brief timeline and start rambling, proceed through all of the editing and production steps.

Instructional Example:

Play and character Analysis/ Monologue Performance

Competency Codes Addressed:

Opinion and Informational Writing

ELA.MS 2, ELA. MS 3, ELA.MS 4, ELA.MS 5

THR.MS 1, THR.MS 2, THR. MS 3, THR.MS 4

SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Technology Integration
- Research and analysis skills
- Writing for a global audience
- Student Choice and Voice
- Creativity

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

- Respect for others.
- Sharing your voice while respecting other voices.
- Presenting in front of an audience.
- Self-confidence in personal opinions and research.

Elements of Collaboration

- ELA: Analysis
- HGSS: Time Period in History

Who might be your collaboration partners?

- ELA teachers
- History teachers

Workflow (*Milestones of Learning*)

- Lesson on analysis and what to expect when analyzing a play.
- Play selection of the students choice.
- Actual reading of the show.
- Analysis of the show and characters.
- Pick a monologue from the show for performance.
- Use the character analysis and play analysis to guide character development and the character itself.
- Perform the monologue for the class.
- Showcase of Student Learning (End Product)
- Final analysis of the play and its characters.
- Final monologue scene.

Accommodation/Modification Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

On-site considerations would include class time used for direct instruction (lecture), creation of the final products that show mastery. Could also include time for peer critique and feedback. Final performance would be in front of their peers and would be critiqued by peers and the teacher.

Hybrid Learning Environment

Hybrid considerations would include both class time and videos used for direct instruction (lecture), creation of the final products that show mastery. Peer critique and feedback could be given via shared documents via google drive. Final performance would be in front of their peers and would be critiqued by peers and the teacher. Final performance would be via recording or in person with critiques to follow suite.

Remote Learning Environment

Remote considerations would include video lectures, creation of the final products that show mastery. Peer critique and feedback could be given via shared documents via google drive. Final performance would be in front of their peers and would be critiqued by peers and the teacher. Final performance would be via recording with critiques to follow suite.

Instructional Example:

Art and the Self

Competencies Codes Addressed:

ELA.MS 2.1, ELA.MS 2.2, ELA.MS 2.3, ELA.MS 3.1, ELA.MS 4.1, ELA.MS 4.3, VA.MS 1.1, VA.MS 1.2, VA.MS 2.1, VA.MS 3.1, VA.MS 3.2, VA.MS 4.1, VA.MS 4.2, VA.MS 4.3, VA.MS 5.1, VA.MS 5.2, SECD. MS 5, SECD. MS 4

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions.
- Hands-on learning for active student engagement.
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes that students could use for creation.
- Provide planning documents to help students structure the design process, recording, organizing, and clarifying their ideas.
- Create structured opportunities for ongoing feedback and reflection as students are planning/creating.
- Pace of learning is student-led with teacher checking in periodically.
- End product involves a high level of student choice and is relevant (connection to self and world)

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

- Self-Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.
 - a. Understand and analyze thoughts, mindsets, and emotions.
 - b. Identify and assess personal qualities and external supports
- Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.
 - a. Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
 - b. Reflect on perspectives and emotional responses.
 - c. Set, monitor, adapt, and evaluate goals to achieve in school and life.

Elements of Collaboration

- Strong connections exist between the artistic process, synthesizing and relating knowledge and personal experience to artistic ideas and artistic work (VA.MS 5.1), writing, and mental health.

Who might be your collaboration partners?

- ELA teachers
- School Counselors
- Family members
- Community members (Guest artists, mental health experts, writers, poets)

Workflow (*Milestones of Learning*)

- Students will perceive and analyze works of art (Responding/Connecting).
- Drawing and writing prompts may be used to increase student comfort levels with expressing personal ideas and emotions.
- Students complete scaffolding assignments such as brainstorming symbols and colors that can be used to represent ideas.
- Teacher presents guidelines and parameters of the project, encouraging student choice and creativity.
- Students create sketches to generate and refine artistic ideas.
- Students refine and complete the final project.
- Students photograph the completed project or prepare it to hang for presentation.
- Students write an artist statement, analyzing their artistic choices and reflecting on the artistic process, challenges, and successes.

Showcase of Student Learning (*End Product*)

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

Accommodation/Modification

Considerations (*per KSDE guidance*)

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them to meet, achieve or exceed grade-level competencies should be a priority.

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

Students may work in teams to collaborate, critique ongoing projects, sketches, or final presentations. Consider recording live demonstrations to post on YouTube, Google Classroom or another online platform in the case of a disruption. Field trips or guest speakers (writers, artists) may be possible with planning. On-site counseling team is a valuable resource.

Hybrid Learning Environment

Create videos for demonstrations, introducing new content, and art analysis.

Consider “flipping” the classroom: Provide students with introductory knowledge at home before/after attending school for the hands-on activities.

Community partners (writers, artists, or other guest speakers) may visit with students via Zoom or Google Hangouts.

Consider sending critical materials with

students ahead of time in “art kits” so projects may be completed at home. Provide specific and timely feedback to projects and assignments in person, in writing, or via online platforms or email.

Remote Learning Environment

Create videos for demonstrations, introducing new content, and art analysis. Recordings may be shared via online platforms such as Google Classroom. Videos may be used as scaffolding exercises, enrichment, or prompts for discussion. Students may photograph completed projects and share via email or online tools..

Instructional Example:

Compare Modes of Transportation (Car, Train, Bus and Plane) by Planning Family Trip

Competency Codes Addressed:

BC.F.MS 2.1, TRAN.MS 1.1, TRAN.MS 3.1, SCI.MS 16.2

HGSS.MS 3.3, HGSS.MS 5.1

MATH.MS 1.1, MATH.MS 2.5

SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Quality sources/credible source
- Note taking and organization
- Collaboration
- Use of Technology

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Identify Impact of Behavioral Choices

Cross-Curricular Collaboration Opportunities

- Science
- Math
- Research

Who might be your collaboration partners?

- **CTE and Math:** Use of math skills to figure distance
- **CTE and HGSS:** Stop at historical venues, map skills
- **CTE and SECD:** Plan for events/stops that other family members would enjoy

Workflow (*Milestones of Learning*)

- Research four modes of transportation.
- Brainstorm/research desired stops along the way
- Figure distance traveled by each.
- First recording/draft.
- Peer editing.
- Revise.
- Finalize and create the final recording.
- Publish to community/stakeholders

Showcase of Student Learning (*End Product*)

- Digital Presentations
- By Hand (physical model/representation)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Loom, etc.)

Accommodations/Modifications for ELL

- Sources in native language.
- Translation Applications and Software
- Build essential background knowledge: vocabulary, context, etc.
- Provide visuals: pictures or video
- Student Group Assistance
- **Extended** work time

Progression toward Mastery

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.

Learning Environment Considerations

On-Site Learning Environment

Media Center Access, Collaboration with Educational Peers, Student access to computers and printers, Flexibility with interruptions and technology issues, sharing checked out resources/technology with fellow students, time for final presentations.

Model research process (evaluating resources, note taking, outlining, drafting, revising, etc.).

Hybrid Learning Environment

In-class – Teach research skills, check-ins to assess progress, instruct how to structure research and use technology appropriately.

Home/Digital:

- Students should complete research, outline, and revision outside the classroom.
- Guidance on how to do this should be

provided in some form, this could be through handouts.

- Invite parents/community members to online final presentations. Parents can also help with the editing process (with guidance).

Remote Learning Environment

- Instructional Consideration: Mini-lessons
- Student Practice: Handouts/resources are digital

Remote Learning Environment Considerations

- Instructional Consideration: Mini-lessons
- Student Practice: Handouts/resources are digital
- Provide guidance for parental editing and project suggestions
- Invite parents/stakeholders to online final presentations
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.

Instructional Example:

Develop a Marketing Plan for a Newly Developed Product That Will Be Marketed and Sold Online

Competency Codes Addressed:

BC.MS 3.1, BC.M.MS 3.2, IT.MS 1.1, IT.MS 1.2

MATH.MS 6.1, MATH.MS 3.9, MATH.MS 3.8,

MATH.MS 1.1,2,4

ELA.MS 2 (all)

SCI.MS 10.2

HGSS.MS 1.5 HGSS.MS 4.4, HGSS.MS 4.5

SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4,

SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Quality sources/credible source
- Note taking and organization
- Collaboration
- Use of Technology
- Project Based Learning Model
- Student Led Inquiry
- Verbal Communication
- Written Communication

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication

Elements of Collaboration

- **CTE and Math:** Calculate costs associated with advertising
- **CTE and HGSS:** Research history of

products similar to this one and how the economy has affected these type of sales

- **CTE and SECD:** Discuss marketing techniques and how they can be used to trigger emotions, thoughts, decisions, etc.
- CTE and Science – Conduct research about the ingredients in the project and if it is safe for our environment

Who might be your collaboration partners?

- SPED
- Technology Instructors (computers course)
- Media Center (research/databases)
- School Counselors
- Other Content Area Teachers
- Community Members

Workflow (*Milestones of Learning*)

- Brainstorm ideas
- Create a Business Plan/Proposal
- Develop product and sample if needed
- Finalize cost, profit margin and financials
- Oral Presentation to launch marketing plan
- Finalize business plan (including marketing strategy)
- Final Evaluation of business, inventory, financials

Showcase of Student Learning (*End Product*)

- Digital (Google Slides, PPT, Prezi, Zoom, Google Tour, etc)
- By Hand (physical model/representation)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Loom, etc.)

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

- Allow for individual, small group, large group, and full group opportunities and collaboration
- Provide differentiated support for each student to reach grade-level standards.
- Model research process (evaluating resources, note taking, outlining, drafting, revising, etc.)

Hybrid Learning Environment*On-Site:*

- Ensure students have resources and/or software to use remotely.
- Allow for individual and small group collaboration.
- Provide lesson and content support to the group in order to reach content standards.
- Provide individual lessons and content support for each student to reach content standards.

Remote:

- Provide support to students via Zoom or email as they independently work on projects.
- Provide students time to facilitate with each other via apps, zoom, or other online components.
- Provide extra time and support for students who need it.
- Provide opportunities for students to Zoom, in classes, with other stakeholders or project contributors.

Remote Learning Environment

- Provide differentiated online support.
- Utilize interactive and collaborative online platforms or applications.
- Provide extra time and support for students who need it.
- Provide timely and effective feedback.
- Set up student opportunity to engage with community.

Instructional Example:

Energy Exploration

Compare models of energy, how they were captured and utilized - both historically and currently. Creation of energy producing mechanisms and research displays - creation of turbine, trifold, movie, presentation, essay.

Competency Codes Addressed:

ENG.MS 1-6, FCS.MS 4.1, ELA.MS 2.3, ELA.MS 2.5 8, ELA.MS 4.1, ELA.MS 4.2, ELA.MS 4.3, ELA.MS 5, MATH.MS 3.8, MATH.MS 3.10, SCI..MS 6, SCI. MS 15.1, SCI.MS 15.3, SCI.MS 16.1
HGSS.MS 1, HGSS.MS 2.4, HGSS.MS 4.5, HGSS.MS 5.6
SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Quality sources/credible sources
- Note taking and organization
- Collaboration
- Use of Technology
- Understanding of the content and material ideas.

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Growth Mindset to Integrate Diverse

Points of View

- Identify the Role/Needs of Self/Others when Managing and Solving Conflict

Elements of Collaboration

- **CTE and Math:** Calculate output based on wind speed, pitch of the blades increasing output
- **CTE and Science:** Energy consumption versus output of different types of energy sources. Explore weather patterns/natural resources for placement of wind turbines, oil derricks, etc.
- **CTE and English:** Research Solar, Wind, Nuclear and Fossil Fuel energy usage. Analyze the efficiency, effectiveness, cost/benefit, and develop a stance for the most effective.
- **CTE and History:** Research historical milestones in energy creation. Hydroelectricity through nuclear, solar, and wind energy. When they were developed, why. Explore maps and why certain areas utilize energy sources.

Who might be your collaboration partners?

Community:

- Nearby wind farms/oil fields/farmers/energy producers, city manager, lumberyards, contractors (construction), power companies, colleges with energy programs

In School:

- Tech Instructors
- Media Center
- Content area teachers
- SPED
- Counselors (job aspect)

Showcase of Student Learning (*End Product*)

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

Workflow (*Milestones of Learning*)

- Research modes of energy production
- Brainstorm/research history and geographic usages through history Look specifically at renewable energy opportunities
- Sketch an outline/blueprints, write a rough draft(non-construction), or create a presentation OR create a wind turbine
- Analyze the systems and come to a conclusion on the most efficient system

Showcase of Student Learning (*End Product*)

- Social media demonstrations, community showcase night, completed projects displayed in collaborative businesses.

Accommodation/Modification

Considerations *(per KSDE guidance)*

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

Progression toward Mastery

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

Learning Environment
Considerations

On-Site Learning Environment

Discuss the various types of energy and their history. Go through the curriculum lessons (20 lessons can be adapted) Explore the positive and negative aspects of each type of

energy. Progress with the construction of a wind turbine - creation of blades, base, and "gears." Test the model to determine the most efficient blade design, gear ratio and blade pitch.

Hybrid Learning Environment

Research and design takes place at home. Instruction and planning of projects takes place outside of school through virtual meetings, readings, and webquests. Construction and distribution of supplies at school.

3D printed parts - create at home, print at school. Construction of wind tunnels, testing of the pitch and output takes place at school.

Remote Learning Environment

Adaptation of project - discover how much energy is produced by revolutions per minute versus output, create video, create blade design, research different tower designs, compare various types of energy (solar, fossil fuels, wind, nuclear). Instruction on research skills, regular check-ins and small group meetings to ensure project advancement and answer questions.

Pre-recorded lessons, informational packets sent via email/mail, utilization of digital turn in platform (Google classroom, canvas, etc.).

Instructional Example:

Career Exploration Choice Board: Students having voice and choice in Career Exploration

Competency Codes Addressed:

*AFNR.MS 5.1, BC.BMAE.MS 1.1, AC.MS 7.1, MNFR.MS 4.1, TRAN.MS 6.1, LPSCS.MS 5.1, FCS.MS, ENG.MS, IT.MS
ELA.MS 2, ELA.MS 3, ELA.MS 5
SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6*

Elements of High-Quality Instruction

- Quality sources/credible source
- Note taking and organization
- Collaboration
- Use of Technology

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Growth Mindset to Integrate Diverse Points of View
- Identify the Role/Needs of Self/Others when Managing and Solving Conflict
- Conflict Management

Elements of Collaboration

- CTE and ELA--Constructing short presentations
- CTE and Math--Determining yearly salary and/or hourly wages

Who might be your collaboration partners?

- SPED
- Technology Instructors (computers course)
- Media Center (research/databases)
- School Counselors
- Other Content Area Teachers
- Community Members

Workflow (*Milestones of Learning*)

- Determine choices on choice board.
- Research career opportunities.
- Create Presentations.

Showcase of Student Learning (*End Product*)

- Social media demonstrations, community showcase night, completed projects displayed in collaborative business
- Digital (Google Slides, PPT, Prezi, Zoom, Google Tour)
- By Hand (physical model/representation)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Loom, etc.)

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment Considerations

Media Center Access, Collaboration with Educational Peers, Student access to computers and printers, Flexibility with interruptions and technology issues, sharing checked out resources/technology with fellow students, time for final presentations, access to College and Career Readiness Software.

Hybrid Learning Environment Considerations

In-class:

Teach research skills, check-ins to assess progress, instruct how to structure research and use technology appropriately, instruct how to access and use College and Career Readiness Software to research Career Exploration associated with the 7 Career Fields and 16 Career Clusters.

Home/Digital:

- Students should complete their Career Exploration Choice Board outside the classroom.
- Guidance on how to do this should be provided in some form, this could be through handouts, Digital/online/virtual Meetings, videos.
- Invite parents/community members to online final presentations. Parents can also help with the editing process (with guidance).

Remote Learning Environment Considerations*Instructional Consideration:*

- Mini-lessons (pre-recorded videos or Digital/online/virtual Meeting lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Invite parents/stakeholders to online final presentations
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.

Instructional Example:

Corn Plastic

Discuss the use of petroleum based and renewable plastics. Create and modify ratios to create different properties of plastic.

Competency Codes Addressed:

ENG.MS 1-6, HGSS, Math Science, FCS, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Quality sources/credible sources
- Note taking and organization
- Collaboration
- Use of Technology
- Understanding of the content and material ideas

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Reflect on Common Emotions and Responses

Cross-Curricular Collaboration Opportunities

- **CTE and Math:** Determine Ratios, calculate production need to meet needs
- **CTE and Science:** Soil science what nutrients are needed to grow corn, water consumption.
- **CTE and English:** Research use of plastics, analyze and defend stance of renewables vs. petroleum based.
- **CTE and History:** Research historical milestones with use of plastics, how the evolution of materials has changed, changes in demand.

Who might be your collaboration partners?

- Community: Local producers, grain elevators
- In School:
- Tech Instructors
- Media Center
- Content area teachers
- SPED
- Counselors (job aspect)

Workflow (*Milestones of Learning*)

- Research models of production.
- Brainstorm/research history and geographic usages throughout history.
- Look specifically at renewable.
- Analyze the systems and come to a conclusion on the most efficient system

Accommodation/Modification EL

- Sources in native language.
- Translations for software.
- Vocabulary, videos, guides all translated.
- Additional meeting times and guidance.

- Extended time.

Accommodation/Modification for SPED

Text Select: Provide text in a lower lexile that is still on topic, provide text in larger font, provide text with images.

Speech-to-text – Google Docs.

Text reader – Applications to read text/articles to students.

Reduced work – Focus less sources or pre-selected sources by instructor.

Reduction of required research sections.

Extended Time – Provide students more time to complete the assignment.

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

Discuss the various types of plastics and their use. Utilize framework from Kansas Corn website.

Hybrid Learning Environment

Research and design takes place at home. Instruction and planning of project takes

place outside of school through virtual meetings, readings, and webquests. Construction and distribution of supplies at school.

Plastics can be created with basic kitchen supplies at home, may require parental supervision

Remote Learning Environment

Adaptation of project - Focus on corn production as well as uses. Including, but not limited to, plant/soil science, land use, impacts of refuse.

Pre-recorded lessons, informational packets sent via email/mail, utilization of digital turn in platform (Google classroom, canvas, etc.).

Instructional Example:

Three Act Math Inquiry-Based Learning

Competency Codes Addressed:

*Math.M. 1 (all), Math.MS 2 (all), Math.MS 3 (all), Math.MS 4 (all), Math.MS 5 (all), Math.MS 6 (all)
ELA.MS 2, ELA.MS 4
SECD.MS. 2, SECD.MS.3, SECD.MS 4,*

Elements of High-Quality Instruction

- High levels of student engagement.
- Student inquiry.
- ELA/Writing integration.
- Low floor, high ceiling.
- Multiple methods/opportunities for problem-solving.
- Promotes a mathematical mindset.

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

- Student voice and choice.
- Increases student confidence toward mathematics.
- Perseverance and GRIT.
- Self-reflection.
- Responding to feedback by modifying work.
- Students learn from their mistakes in a safe way/environment.

Elements of Collaboration

- Writing/ELA
- Science

Who might be your collaboration partners?

- ELA
- Science
- Special Education Teachers
- EL Support Staff
- Content PLC
- Grade-Level PLC

Workflow (*Milestones of Learning*)

- Have individuals or as a group work through Act One: Students watch a video or view image(s) provided for Act One using the Notice and Wonder protocol. Using their noticings and wonderings, students collectively brainstorm questions they have regarding the video or image(s) and determine which of those questions can be answered using mathematics.
- Act Two: Students brainstorm and identify information needed to answer the questions that can be answered mathematically.
- Act Three: Student groups share out their findings (answers and reasoning). Teacher presents the actual answer to the students by revealing the final video or image(s).
- Sequel: Students reflect on their estimates made in Act One. Students reflect on their mathematics learning as a result of this work.

Showcase of Student Learning (*End Product*)

- Presentation of final answer with supporting data and evidence
- Student conversations and collaboration

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

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

On-Site Learning Environment Considerations

Utilize vertical nonpermanent surfaces (whiteboards) during student collaboration and work time. Have students make their “just right” predictions on a post-it note that one or two students then sort from least to greatest. Student collaboration is key. The teacher should make note of all student questions (notices and wonderings) on the whiteboard as they are shared out.

Hybrid Learning Environment

Students can view the Act One video or image(s) remotely, making note of their notices and wonders as they view the video. Students can also complete the Sequel phase of this work remotely. This leaves the final steps of Act One (sharing questions and revealing the actual question), Act Two, and Act Three to be completed in-person.

Remote Learning Environment

This work is highly collaborative. In the event that it must occur in a fully remote learning environment, teachers must consider and identify ways for students to collaborate virtually with one another to ensure student learning is fully maximized. This collaboration could be done in small-group virtual meetings (breakouts following whole-group introductions) or via email between students assigned to a specific group.

Instructional Example:

Park Design Project: Planning with a Budget

Competency Codes Addressed:

*MATH.MS 5.1, MATH.MS 5.2, MATH.MS 5.3,
MATH.MS 5.4, MATH.MS 5.5, MATH.MS 5.6
SECD.MS 2, SECD.MS 4, SECD.MS 6*

Elements of High-Quality Instruction

- Student choice.
- High levels of student engagement.
- Clear expectations.
- Freedom to ask questions.
- Teacher feedback.
- Accountability.
- Options for cross-curricular work and collaboration.
- Ability to answer essential questions.
- Precise language/vocabulary.

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

- Time management
- Student voice and choice
- Decision-making
- Problem-solving
- Perseverance
- Organizational skills
- Communication

Elements of Collaboration

- ELA – Write a narrative describing the park using precise language
- SCI – Solve problems or explain the forces and motion or engineering designs of different parts of the park equipment, or use this as an opportunity to make observations for life science activities

- HGSS – Explain how a new park will impact the surrounding community, research the history of the community that the park would be in
- ART – Designing the look of the park
- PE – Visit a nearby park for reference
- TECHNOLOGY – Design a digital version of the park

Who might be your collaboration partners?

- SPED and EL Teachers
- Cross-Curricular Collaboration Teachers

Workflow (*Milestones of Learning*)

- Hook: Students can identify familiar shapes that they find in playground equipment, or alternatively, they can describe their favorite park while explaining the shapes of the playground equipment or park features
- Students learn about finding the area and volume of different shapes that will be used in the park project
- Students are given time to brainstorm and sketch out what they want to do for their park
- Students will complete a final design of their park layout to include specific park or playground equipment (ex. slides, swings, merry-go-round, sandbox, paths)
- Students will find the area or volume of the equipment in their park (slides as triangles, merry-go-round as a circle, volume of a sandbox, etc.), and can answer questions to find other desired information (i.e. composite area/volume)
- Students can write a narrative using specific language or vocabulary terms

explaining the shapes of the equipment and their areas/volumes.

- Students can present their final product
- Showcase of Student Learning (*End Product*)**
- Physical or digital park design (paper, poster, Google, Microsoft, Photoshop, Paint, Desmos, etc.)
 - Calculations for area problems (worksheet, lined paper, etc.)
 - Written/typed narrative of park layout using precise language
 - Presentation of final product to peers or family

Accommodation/Modification Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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Learning Environment Considerations

On-Site Learning Environment

Look at pictures/videos of parks and ask students to call out what familiar shapes they see, shapes could then be drawn on top of the image to make it stand out to each student. Alternatively, ask students to share a description of their favorite park and prompt them to describe the setting using geometry vocabulary. Use the shapes that your students will be learning about to determine which shapes need to be used in the park project. Choose how you want students to share their final project (paper, digital, 3D, etc.), how many area or volume calculations are needed and how they will be displayed, and any additional questions students need to answer (i.e. Find the composite area...), and expectations for the written paper or presentation. This project could be given for individual students, partners, or even groups. A quick internet search will provide many examples of similar geometry park projects or worksheets that could be used to meet various needs. You can also adapt the theme to meet the interests of students like a city map, amusement park, video game map, or house blueprint. .

Hybrid Learning Environment

Milestones of learning can be broken up to meet the needs of the class. The initial hook can be done from home by sharing thoughts or images in a discussion board. Students

who don't have access to technology could do a quick draw/write at home using the same prompt and then share when they're back in class. Brainstorming, the final design, and the written narrative could also be done from home either digitally or on paper. Class time can be dedicated to instructional time, finding the area/volume of the different pieces of park equipment, and answering questions and presenting the final product. Activities done in class can be recorded and made available to students to review if they are stuck on their work at home. Use the shapes that your students will be learning about to determine which shapes need to be used in the park project. Choose how you want students to share their final project (paper, digital, 3D, etc.), how many area or volume calculations are needed and how they will be displayed, and any additional questions students need to answer (i.e. Find the composite area ...), and expectations for the written paper or presentation. This project could be given for individual students, partners, or even groups. A quick internet search will provide many examples of similar geometry park projects or worksheets that could be used to meet various needs. You can also adapt the theme to meet the interests of students like a city map, amusement park, video game map or house blueprint.

Remote Learning Environment

Students with access to technology: Hook and brainstorm time can be done through

a discussion board online or submitted electronically. "Class time" can be held through video conferences with the whole class or individual students/groups. Recordings of the class sessions can be recorded so that students can review them if they get stuck at home. Park design and questions can be done completely digitally and submitted through your platform of choice. Students could also work on paper and submit images of their work.

Students without access to technology: Instructions, work, and examples could be sent home through the mail with a return envelope and stamp. Phone conferences can be made to answer questions or work with students.

Use the shapes that your students will be learning about to determine which shapes need to be used in the park project. Choose how you want students to share their final project (paper, digital, 3D, etc.), how many area or volume calculations are needed and how they will be displayed, and any additional questions students need to answer (i.e. Find the composite area...), and expectations for the written paper or presentation. This project could be given for individual students, partners, or even groups. A quick internet search will provide many examples of similar geometry park projects or worksheets that could be used to meet various needs. You can also adapt the theme to meet the interests of students like a city map, amusement park, video game map, or house blueprint.

Instructional Example:

Mystery Powders

Competency Codes Addressed:

SCI.MS 2.1

ELA.MS 1, ELA.MS 2, ELA.MS 4

HGSS.MS 4

SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4,

SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Question(s):
- How can we determine the ingredients in a dry cookie mix by using physical and chemical properties and/or changes?
- How is chemistry used to solve crimes?

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

- Core development: Create caring community.
- Responsible decision making and problem-solving.
- Self-Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.
- Self-management: Understanding and practicing strategies for managing thoughts, behaviors, reflecting on perspectives, and setting and monitoring goals.
- Social awareness.
- Interpersonal skills.
- Students show the weight, height, and lifespan of each animal in word form, standard form, rounded form and as a place value model.

- Students write an expository outline for each animal.
- Students reflect on their learning and growth throughout the project with a digital presentation or a live presentation.

Showcase of Student Learning (*End Product*)

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

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

Elements of Collaboration

- ELA - story elements, creative writing, peer editing, read mystery, compare-contrast mystery story and movie adaptation
- HGSS - role of science in crime investigations, development of FBI, CSI, etc
- FCS - careers in Forensic Chemistry or related fields

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

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

Who might be your collaboration partners?

- SPED and ELL Teachers
- Guest speakers - community and/or via Zoom
- Core Teachers
- Essential Teachers - design and modeling, art, multimedia, speech/drama, music, FCS

Workflow (*Milestones of Learning*)

- Engage:
 - Teacher or invited guest tells a story about the Mystery of Cookie Mix Case (change the setting to fit the time of year or current events - KC Wolf's Good Luck cookies, Cupid's Friendship cookies, etc)
 - Class brainstorms how chemistry could help solve a mystery or crime.
- Explore:
 - Go over safety and procedures for labs, allow small groups to test specified known samples
 - Research agreed upon aspects of chemistry (physical vs chemical properties and change) or science in solving crimes, history of agencies, techniques.
- Explain:
 - Use additional mini-lessons and

resources for students to understand basic chemistry concepts - textbook, activities, videos, etc

- Have students share data gathered and compare observations from identified samples.
- Elaborate:
 - Have students test samples of mixes and either in lab groups or individually complete a CER graphic organizer.
 - Create a presentation of how chemistry is utilized in solving mysteries or crimes.
- Evaluation:
 - Each student writes a summary based on CER and identifies the mix believed to be the correct cookie mix.

Showcase of Student Learning (*End Product*)

- See Elaborate in Workflow -- Completion of CER chart and identify correct mixture
- Presentation of forensic history and chemistry concepts to class via choice list which could include, but not limited to original: trifold, science fair project trifold, news reporter video segment, create a model (physical or via app/program), and include explanations, slide presentation, original game (board, computer program), etc.
- And/or - see Evaluation in Workflow

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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Learning Environment Considerations

On-Site Learning Environment

In-Class Science:

- 5E Model (engage, explore, explain, elaborate, evaluate)
- Whole class participate in mini-lessons; small lab groups or individually: stations, activities, guided practice
- Present in either small groups or whole class findings of identified samples
- Research time online - in class, at home
- Create rough draft forensic chemistry

presentations and/or written story/article/report and share with one or two peers or teacher for informal feedback

- Create and share final presentations and/or written story/article/report - self reflections on rubrics, peer questions/comments at end of presentation, teacher feedback on rubrics

Hybrid Learning Environment

In-Class Science:

See above with modifications as needed and use district approved platform for instruction and resources (i.e., Google Classroom, SeeSaw, etc)

Virtual Meeting Science:

Possibly more direct instruction, discussion - (some aspects of explore, explain, elaborate, and evaluate)

At-Home:

- Use of district approved platform for instructions and resources
- Teacher created assignment, videos, online resources for all students to access
- Have small groups conduct partial testing at home with supplies on hand to share with class via online meeting or in class
- Research using technology, taking notes from a variety of sources (text, video, etc)
- Create rough draft and peer or adult edit for feedback
- Creation of end product
- Share information with approved audience - in class, family members, invited support staff or community members, etc. and use teacher provided feedback form or rubrics

Remote Learning Environment

- See Hybrid Learning and consider modifying all 5 E steps for more direct instruction and/or allow for more time in each step.
- Unless all students have access to materials for labs, activities - consider demonstration videos or online class meetings.
- Consider kits of consumable items in plastic bags that paras or volunteers could put together for pick up/ drop off sites.
- Provide printout of basic documents, readings, etc.

Instructional Example:

Redacted Poetry (Blackout/Erasure/Found)

Competency Codes Addressed:

*ELA.MS 1.2, ELA.MS 1.5, ELA.MS 2.2, ELA.MS 2.3, ELA.MS 2.4, ELA.MS 2.5, ELA.MS 3.1, ELA.MS 3.2, ELA.MS 3.4
SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4*

Elements of High-Quality Instruction

- Strategic thinking
- Word economy
- Speaking and listening skills
- Exploration of language and vocabulary

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

- Active Listening
- Effective Communication
- Apply Empathy and Understanding to others perspectives
- Recognize strengths/weaknesses of self
- Effective Time Management

Elements of Collaboration

- ELA and HGSS: Excerpts from articles, textbooks, magazines, newspapers, etc.
- ELA and Science: Excerpts from articles, textbook, magazine, newspaper, etc.
- ELA and VA: Completed work

Who might be your collaboration partners?

- Teachers of: science, HGSS, visual arts, media center, technology, SPED, EL

Workflow (*Milestones of Learning*)

- Introduce form and examples of redacted poetry
- Determine topic/purpose (allow flexibility/choice)
- Provide source material for students (page or pages from novel, textbook, magazine, newspaper, etc)
- Students present completed work orally
- Students present completed work visually (in visual arts or tech-based format)

Showcase of Student Learning (*End Product*)

- Student reads completed work (online/recording or in class)
- Display work (online collection or in class)

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression toward Mastery

Student reads completed work (online/recording)

Learning Environment Considerations

On-Site Learning Environment

- Media Center Access
- Collaboration with Educational Peers
- Student access to computers and printers
- Student access to visual art supplies
- Flexibility with interruptions and technology issues
- Time for final presentation

Hybrid Learning Environment

In class:

Direct instruction, check-ins to assess progress, allows for verbal peer collaboration/feedback, visual art display.

Home/Digital:

Source material should be available online for editing/redacting, oral presentation may be done live or as a video performance, visual presentation can be completed using available technology, or the oral and visual presentations may be completed together as a "poster" or slide show that combines each student reading the poem during a visual presentations.

Remote Learning Environment

Instructional Consideration:

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

Student Practice:

- Handouts/resources are digital (such as

- Google Docs, video links).
- Provide guidance for parental editing and project suggestions.
 - Invite parents to online final presentations.
 - Have regular students check in for progress. This can be done through office hours and/or submission of homework.

Instructional Example:

Menu System for Colonial America

Competency Codes Addressed:

HGSS.MS 1.1, HGSS.MS 1.2, HGSS.MS 1.3 HGSS.MS 2.1, HGSS.MS 2.2,, HGSS.MS 3.1, HGSS.MS 3.2, HGSS.MS 3.3, HGSS.MS 5.1, HGSS.MS 5.2, HGSS.MS 5.3, HGSS.MS 5.4, HGSS.MS 5.5, HGSS.MS 5.6

ELA.MS 1.1, ELA.MS 1.8, ELA.MS 1.9, ELA.MS 2.2, ELA.MS 2.3, ELA.MS 2.5, ELA.MS 3.1, ELA.MS 3.2, ELA.MS 3.3, ELA.MS 4.1, ELA.MS 4.2, ELA.MS 4.3, ELA.MS 5.1, ELA.MS 5.2, ELA.MS 5.3, ELA.MS 5.4 SECD.MS 1, SECD.MS 2, SECD. MS 3, SECD.MS 4, SECD.MS 6

Elements of High-Quality Instruction

- Student voice and choice on the tasks they choose to complete and how they show their mastery of the competencies.
- Students set and track their own learning goals.
- Rubrics that show what it will require to produce proficient work for each menu option.
- Students must choose at least 1 assignment in each major category - government, geography, economics and culture. To achieve proficiency for the unit student must complete any combination of assignments that will equal at least 800 points.

Government

- Research Project (300 possible)
- Book Review (100 possible)
- Article Review (50 possible)
- Game Creation (200 possible)

- Unit Test (100 possible)
- Concept Map of unit test content (50 possible)
- Geography
- Research Project (300 possible)
- Book Review (100 possible)
- Article Review (50 possible)
- Game Creation (200 possible)
- Unit Test (100 possible)
- Concept Map of unit test content (50 possible)

Economics

- Research Project (300 possible)
- Book Review (100 possible)
- Article Review (50 possible)
- Game Creation (200 possible)
- Unit Test (100 possible)
- Concept Map of unit test content (50 possible)

Culture

- Research Project (300 possible)
- Book Review (100 possible)
- Article Review (50 possible)
- Game Creation (200 possible)
- Unit Test (100 possible)
- Concept Map of unit test content (50 possible)

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others

- Active Listening and respectful communication skills

Elements of Collaboration

- Could work with music or art teachers to study the contemporary art that was popular at the time and explain how it reflected society as a whole. Could work with the PE teacher to replicate and teach other students the games that were popular among children during the time period.

Who might be your collaboration partners?

- Library-Media Specialist; Art; Music; Dance; PE

Workflow (*Milestones of Learning*)

- This instructional framework could cover a significant period of time. It could be modified by reducing the number of points needed/offered. You could also scaffold this by giving more specific topics for each of the main categories or by providing certain resources to students thus limiting the scope of each activity.

Showcase of Student Learning (*End Product*)

- Could include: Research paper, video, podcast, timeline, prototype, model, digital story, multimedia presentation, newscast, music, blog, etc.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

On-site considerations would include access to the library, primary source documents via the internet, other internet research availability and/or sources distributed by the teacher for some topics/areas within the larger subject of Colonial America. Class time would be used for direct instruction (lecture), research by individual students, creation of the final products that show mastery. Could also include time for peer critique and feedback.

Hybrid Learning Environment

Consideration would have to be given to the accessibility of internet resources for research purposes. Students without internet access at home could use on-site time for research and creation of products to show mastery of the competencies. On-site time would best be used for group activities and discussion of the particular topics of government, geography, economics and culture. It would also be necessary for teachers to meet with students (especially those without regular internet access) to give feedback on the progress and help guide their research in the proper direction.

Remote Learning Environment

Access to research and project creation tools would be of primary concern during remote learning. It may be necessary to provide hard copies of sources and documents to students that have no, or limited, access to the internet. Meetings in small groups or individually with students via technology would help to provide feedback on product, maintain progress toward completion and allow for discussion of challenging content. Students would be able to either share their work with their peers via technology, or perhaps there could be a class webpage or google document where student work could be displayed and shared. This could also be shared with families and other stakeholders. Lectures and other direct instruction could be provided asynchronously online, or during "Zoom" type meetings.

Instructional Example:

Scavenger Hunt Project

Competency Codes Addressed:

*HGSS MS 1.1, HGSS MS 1.3, HGSS MS 2.4, HGSS MS 3.5, HGSS MS 5.4
ELA MS 1.1, ELA MS 4.1, ELA MS 1.9
SCI MS 7.3, SCI MS 8.2, SCI MS 10.2, SCI MS 9.1
SECD.MS 1, SECD.MS 2, SECD. MS 3, SECD.MS 4,
SECD.MS 6*

Elements of High-Quality Instruction

- Using prior knowledge
- Research skills
- Problem-solving
- Quality note taking
- Collaboration
- Public speaking

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration

- ELA/ HGSS: Excerpts from articles, textbooks, magazines, newspapers, etc.
- HGSS and Science: Excerpts from articles, textbook, magazine, newspaper, etc.
- HGSS and Music: Music from a given time

period

- HGSS and Art: Artwork and artists from a given time period

Who might be your collaboration partners?

- SPED
- ELL
- ELA
- Science
- Music
- Art
- Technology

Workflow (*Milestones of Learning*)

- Read, discuss and research a time period in history or an era
- Students find articles, stories, music, artifacts from that time period
- Demonstrate a task from the given time period
- Present your findings to class or electronically

Showcase of Student Learning (*End Product*)

In class:

- Create a presentation to share with the class. Use a choice board to give students options for different types of presentations. Share items you found and a task you can demonstrate.

Digital:

- Create a powerpoint or slide show. One slide for each item you located or task you can demonstrate.

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

Traditional instruction over a time period using note taking, lecture, research, text, etc.

Students locate a determined number of artifacts and demonstrate a determined number of demonstrations from the time period studied.

Hybrid Learning Environment

In class:

- Instruction, note taking, lecture, research, text, etc.

Outside class:

- Project will be submitted via google slides or PowerPoint.
 - Students will create a slideshow with one slide per entry. On each slide, they will include a selfie of themselves with the artifact, item or a self of them performing a task. Each slide can include video.
 - Final presentation will be using zoom and share out with class.

Remote Learning Environment

- Project will be submitted via google slides or PowerPoint.
 - Students will create a slideshow with one slide per entry. On each slide, they will include a selfie of themselves with the artifact, item or a self of them performing a task. Each slide can include video.
 - Final presentation will be using zoom and share out with class.

Instructional Example:

Museum Exhibit

Competency Codes Addressed:

ELA.MS 1.9, ELA.MS 2.3, ELA.MS 2.5, ELA.MS 2.6, ELA.MS 3.1, ELA.MS 4.1, ELA.MS 4.2, ELA.MS 4.3, ELA.MS 4.5, ELA.MS 5.1, ELA.MS 5.2, ELA.MS 5.3, ELA.MS 5.4

SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

VA.MS 1.1, VA.MS 1.2

HGSS.MS - All

Elements of High-Quality Instruction

- Quality sources/credible source.
- Research writing: Note taking and organization.
- MLA formatting .
- Work Cited page.
- Producing a well-developed argument.
- Supporting an argument with evidence from texts.
- Authentic Audience (Museum Curators if possible).
- -Students select an event or person from history, research, and create a presentation to persuade a museum to have an exhibit for that event/person because of their impact on the state/ country. Students can design the museum exhibit as well. For an authentic audience - present to local museum employees.

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

- Relationships with Others
- Active Listening
- Effective Communication

- Apply Empathy and Understanding to others perspectives
- Recognize strengths/weaknesses in self
- Conflict management skills
- Growth Mindset to integrate diverse points of view
- Effective Time Management

Elements of Collaboration

- **HGSS:** the topic could be a famous person or a famous event from history or current events.
- **Science:** the topic could be a famous scientist, scientific discovery, or part of scientific history.
- **Art:** design the museum exhibit, either digitally or physically.

Who might be your collaboration partners?

- HGSS teacher
- Science teacher
- Library/Media Specialist
- Museum employees as experts and authentic audience
- Art teacher
- SPED teacher
- EL teacher

Workflow (*Milestones of Learning*)

- Presearching: students gather basic information about potential research topics.
- Students select research topic/person, write research question.
 - As students research, lessons on the following topics:
 - Search techniques, including keyword searches.

- Citing sources.
- Taking notes and avoiding plagiarism.
- Analyzing sources for credibility and relevance.
- Students research, determine their reason and evidence.
- Students prepare a showcase of student learning.

Showcase of Student Learning (*End Product*)

- Presentation
- Video
- Write a paper
- Create a brochure
- Design the museum exhibit (virtually or physically)

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

Allow student choice in working independently or in a group, determine how much teacher guidance is necessary for topic selection. Determine how much guidance students will need to complete the research. If time or research skills are a concern, consider pre-selecting sources or sites for students to use in their research.

Hybrid Learning Environment

- On-Site: check-ins with students, lessons on research skills, students find resources and print for home reading if applicable.
- **Remote:** students continue research and developing an argument, students practice or work on their showcase of learning.

Remote Learning Environment

Consider student access to resources while off-site. Provide resources to students who need them.

Instruction: Lessons can be 1) filmed and uploaded to a shared platform 2) demonstrated during a live virtual lesson.

Student work: students work on their research and note-taking in Google Docs or Slides, using Google Classroom for teachers to check in frequently. Presentations can be given virtually or recorded and shared.

Instructional Example:

Archaeology Dig

Competencies Addressed:

HGSS.MS 3, HGSS.MS 4, HGSS.MS 5

ELA.MS 2.1, ELA.MS 2.5

SECD.MS 1, SECD.MS 2, SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Hands-on learning.
- Open-ended questions.
- Analyzing primary sources (artifacts can be bought, made, or pictures).
- Support an argument with evidence.
- Draw conclusions based on evidence.

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

- Accepting and Respecting Similarities and Differences.
- Growth Mindset to Integrate Diverse Points of View.
- Active Listening and Respectful Communication Skills
- Effective Time Management.
- Apply Empathy and Understanding to Others' Perspectives.

Elements of Collaboration

- Art – to help students make a reproduction of an artifact, to help determine possible tools and materials that were used in making the original artifacts

Who might be your collaboration partners?

- SpEd
- EL

Workflow (*Milestones of Learning*)

- Students are placed in groups and given a selection of artifacts -these can be buried in a container of sand ("dig site") or simply given to the students
- Students will choose roles (leader, digger, scribe, artisan) and then use appropriate tools to uncover the artifacts (if using a dig site; if not, adjust as needed)
- As artifacts are uncovered, students work together to fill out their "paperwork for the museum." This contains questions about what students think the artifact is for, made from, etc. It also includes areas for drawing the artifact.
- Students write questions they have about the artifacts and/or the civilization that created them.
- These questions can be used as the basis for PBL activities or for teacher directed instruction.

Showcase of Student Learning (*End Product*)

- This will depend on how you run the dig.
- If you use it as an introduction to a unit, the paperwork will be the end product.
- If it is used as the springboard for a driving question, the PBL will determine the end product.
- If this is used as a culminating activity, students could choose one or more related artifacts and use knowledge gained from the unit to explain its purpose, construction, significance, etc. Students could even create a reproduction of the artifact(s) they chose.

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

- Access to artifacts: buying, making, or borrowing items. These could be real, replicas, or something modern that students can 'imagine' are artifacts. If this isn't possible, consider printing off pictures of artifacts or collecting images onto a document.
- Dig site materials: see resources.
- Placing students into groups.
- Time for activity and clean up (you will

also need to time to rebury items if you have multiple classes in one day).

Hybrid Learning Environment

- In class - complete the dig and numbering artifacts, upload pictures of each artifact so that group members can complete paperwork at home.
- At home - complete paperwork and questions.

Remote Learning Environment

- Record someone digging the site and have students watch, then fill in paperwork (can collaborate on a Google Doc, break out groups on Zoom, etc.).
- Take pictures or video of artifacts from all angles and post/email for students to look over in order to complete paperwork.

Instructional Example:

Create Commercial

Competency Codes Addressed:

ELA.MS 5.2

HGSS.MS 3.2, HGSS.MS 5.1

SCI.MS 11, SCI.MS 1, Math.MS (All competencies could be addressed)

SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High-Quality Instruction

- Quality sources/credible source
- Research writing: note taking and organization
- Collaboration
- Use of Technology

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

- Appropriate Use of Media/Technology.
- Effective Time Management.
- Positive Classroom Behavior.
- Recognize strengths/weaknesses in self.
- Effective Communication.
- Demonstrate empathy in a variety of settings and situations.
- Respect and Empathy for others.
- Active Listening and respectful communication skills.
- Identify Bullying Behavior.
- Bystander vs. Upstander. Relationships with Others.
- Conflict Management Skills.
- Appropriate and Inappropriate Uses of Social Media.
- Identify and Understand Safe and Risky Behaviors, Including the Impact.
- Respond to Peer Pressure.
- Personal Care.

- Personal Impact on Helping Others.

Cross-Curricular of Collaboration

- SPED
- Technology Instructors (computers course)
- Media Center (research/databases)
- School Counselors
- Other Content Area Teachers
- Community Members (Local TV Network)

Who might be your collaboration partners?

- SPED
- Technology Instructors (computers course)
- Media Center (research/databases)
- School Counselors
- Other Content Area Teachers
- Community Members (Local TV Network)

Workflow (*Milestones of Learning*)

- 1) Brainstorm Specific Topic, 2) Completed Research (Concept Flow Chart or notes), 3) Outline/Section Creations, 4) First Recording/Draft, 5) Peer Editing, 6) Revise 7) Finalize and Create Final Recording, 8) Publish to Community/Stakeholders

Showcase of Student Learning (*End Product*)

- Digital (Google Slides, Canva, PPT, Prezi, Zoom, Google Tour)
- By Hand (physical model/representation)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Loom, etc.)

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery

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

Learning Environment Considerations:

On-Site Learning Environment

Media Center Access, Collaboration with Educational Peers, Student access to computers and printers, Flexibility with interruptions and technology issues, sharing checked out resources/technology with fellow students, time for final presentations.

Model research process (evaluating resources, note taking, outlining, drafting, revising, etc.)

Hybrid Learning Environment

In-class:

- Teach research skills, check-ins to assess progress, instruct how to structure research and use technology appropriately.

Home/Digital:

- Students should complete research, outline, and revision outside the classroom. Guidance on how to do this should be provided in some form, this could be through handouts, Meet/Zoom Meetings, Loom videos .
- Invite parents/community members to online final presentations. Parents can also help with the editing process (with guidance).

Remote Learning Environment

- Instructional Consideration: Mini-lessons (pre-recorded videos or Zoom/Google Meet lessons).
- Student Practice: Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Invite parents/stakeholders to online final presentations.
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.

Instructional Example:

Resiliency Units

Competency Codes Addressed:

LA.MS 2 (all), ELA.MS 3 (all), ELA.MS 4 (all),

ELA.MS 5 (all)

HGSS.MS 1.1

SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4,

SECD.MS 5, SECD.MS 6,

Elements of High-Quality Instruction

- Pre Assessment
- Model and practice skills
- Model high-quality student-to-student conversations
- Ask and answer open-ended questions
- Students participate in collaborative work with peers
- Technology Integration

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

- Good Character Expectations
- Appropriate Use of Media/Technology
- Effective Time Management
- Self-Regulation
- Resiliency
- Identify External Supports
- Identify Self-Help Strategies
- Identify techniques to manage stress
- Effective Communication
- Utilize External Supports to Overcome Obstacles
- Analyze factors that lead to achievements
- Respect and Empathy for Others
- Active Listening and Respectful Communication Skills

Elements of Collaboration

- SECD and HGSS – Research famous person and describe what experiences have caused them to be resilient
- SECD and ELA – Use writing process to explain importance of growth mindset in school and life
- SECD and PE – Discuss how mindfulness could be used before athletic event
- SECD and Art – Create self portraits before and after using coping skills

Who might be your collaboration partners?

- School Counselors, Technology teacher, homeroom teachers, ELA teachers, SPED teacher, PE/Art/Music teachers

Workflow (*Milestones of Learning*)

- Pre-assess to determine what skill(s), ex: Emotional Regulation, Personal Safety, Problem Solving Skills, Coping Skills, Growth Mindset, Mindfulness, Self Care, Relationships with Peers, students need to work on
- Model and practice skills using mini-lessons, including respectful discussion skills
- Give opportunities for practicing skills using a variety of ways (role playing, centers, in class discussions, online discussions, working with a group, etc.)
- Assess understanding of skills.

Showcase of Student Learning (*End Product*)

- Digital (Google Slides, Canva, PPT, Prezi, Zoom, Google Tour)
- By Hand (physical model/representation)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Loom, etc.)

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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Learning Environment Considerations

On-Site Learning Environment

- Students are going to have experienced trauma from this crisis, start with the very basics.
- Access to media center.
- Small group learning for each component.
- Individual learning/session if needed.
- Modeling research process (evaluating resources, note taking, outlining, drafting, revising, etc.).

Hybrid Learning Environment

- In person: Same as on-site.
- Home/digital:
- Record lessons given in person to post online for students at home.
- Check-in for understanding.

Remote Learning Environment

- Provide additional information/support for parents.
- Meet with small groups to allow students opportunity to practice skills.
- Instructional Consideration: Mini-lessons (pre-recorded videos or Zoom/Google Meet lessons).
- Student Practice: Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Invite parents/stakeholders to online final presentations.
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.

Instructional Example:

High-Quality Collaborative Conversations

Competency Codes Addressed:

ELA.MS 1 (all), ELA.MS 2 (all), ELA.MS 3 (all), ELA.MS 4 (all)

*HGSS.MS 1 (all), HGSS.MS 3 (all), HGSS.MS 4 (all)
SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4,
SECD.MS 5, SECD.MS 6*

Elements of High-Quality Instruction

- Model high-quality student-to-student conversations
- Ask and answer open-ended questions
- Students support claims by citing text evidence
- Students access complex texts
- Students participate in collaborative work with peers
- Students apply peer-led conversations to a piece of writing to showcase learning and understanding of the text/topic/concept

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Relationship with Others
- Growth Mindset to Integrate Diverse Points of View

Elements of Collaboration

- Social Studies – Utilize articles, textbooks, magazines, newspapers, etc. connected to Social Studies content/learning
- Science – Utilize articles, textbook, magazine, newspaper, etc. connected to Science content/learning

Who might be your collaboration partners?

- Social Studies (HGSS)
- Science
- Special Education Team
- EL Support Staff
- Content PLC
- Grade-Level PLC
- Speech and Debate/Forensics

Workflow (*Milestones of Learning*)

- Model cooperative learning and collaborative conversation routines
- Discuss the purpose of open-ended, text-dependent questions
- Pose and respond to open-ended questions in small groups
- Students share out conversations and citation of text evidence to support responses
- Apply knowledge from student conversations and share outs to quick write about the text

Showcase of Student Learning (*End Product*)

- Summary of group conversations
- Small group presentations to whole class
- Individual quick writes

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

- Students are able to access the text collaboratively either on paper or electronically. Students will be provided background information related to the text being accessed and will be given essential ideas/questions to consider while reading the text. This essential idea/question will directly correlate with the text and prepare students to answer questions related to the grade-level

standards. Students will access the text collaboratively as a whole group, in small groups, or individually. After accessing the text, students will be provided open-ended questions (one at a time) related to the text and the grade-level standards being addressed. Students will respond to these questions collaboratively in small groups preparing a response to share with the whole class. Following small group discussions, a spokesperson/representative from each group will share their group's answer to the open-ended question presented. Groups then respond to, ask questions of, and clarify the responses of other small groups. Students express their learning in relation to the essential idea/question in written form to illustrate their level of understanding/mastery.

Hybrid Learning Environment

- Digital/Virtual – Students are able to access the text independently either on paper or electronically. Students will be provided background information related to the text being accessed and will be given essential ideas/questions to consider while reading the text (recorded video or live virtual meeting). This essential idea/question will directly correlate with the text and prepare students to answer questions related to the grade-level standards. Students will access the text collaboratively as a whole group, in small groups, or individually.
- In-Person – After accessing the text, students will be provided open-ended questions (one at a time) related to the

text and the grade-level standards being addressed. Students will respond to these questions collaboratively in small groups preparing a response to share with the whole class. Following small group discussions, a spokesperson/representative from each group will share their group's answer to the open-ended question presented. Groups then respond to, ask questions of, and clarify the responses of other small groups.

- Either Setting – Students express their learning in relation to the essential idea/question in written form to illustrate their level of understanding/mastery.

Remote Learning Environment

- This work is highly collaborative. In the event that it must occur in a fully remote learning environment, teachers must consider and identify ways for students to collaborate virtually with one another to ensure student learning is fully maximized. This collaboration could be done in small-group virtual meetings (breakouts following whole-group introductions), via email between students assigned to a specific group, through a discussion board platform within a learning management system, or even within a running Google Doc. Small group size should not exceed three to five students.

Instructional Example:

Digital Storytelling

Competency Codes Addressed:

*HGSS.MS 1.1 HGSS.MS 1.2 HGSS.MS 1.3 HGSS.MS 1.4 HGSS.MS 1.5 HGSS.MS 2.1 HGSS.MS 2.2 HGSS.MS 2.3 HGSS.MS 2.4 HGSS.MS 2.5 HGSS.MS 2.6 GSS.MS 3.1 HGSS.MS 3.2 HGSS.MS 3.3 HGSS.MS 3.4 HGSS.MS 3.5 HGSS.MS 3.6 HGSS.MS 4.1 HGSS.MS 4.2 H GSS.MS 4.3 HGSS.MS 4.4 HGSS.MS 4.5 HGSS.MS 4.6 HGSS.MS 5.1 HGSS.MS 5.2 HGSS.MS 5.3 HGSS.MS 5.4 HGSS.MS 5.5 HGSS.MS 5.6 HGSS.MS 5.7
ELA.MS 1.1 ELA.MS 1.3 ELA.MS1.5 SECD.MS 5, SECD.MS 6
ELA.MS1.7 ELA.MS1.8 ELA.MS1.9 ELA.MS2.2 ELA.MS2.3 ELA.MS2.4
ELA.MS2.5 ELA.MS2.6 ELA.MS 2.7 ELA.MS2.9 ELA.MS3.1
ELA.MS3.2 ELA.MS3.3 ELA.MS3.4 ELA.MS3.5
ELA.MS4.1 ELA.MS4.2
ELA.MS4.3 ELA.MS4.4
SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4,*

Elements of High-Quality Instruction

- Technology Integration
- Research and analysis skills
- Writing for a global audience
- Student Choice and Voice
- Creativity
- Celebration of student learning and success

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

- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Understand Behavioral Choices Impact Success

Elements of Collaboration

- Use topics from multiple disciplines to create magic in the classroom.
- Incorporate art and music from the time period.
- PE- Play games or dances unique to the era you are studying.
- Technology/ STEAM integrated into the final project

Who might be your collaboration partners?

- HGSS teachers
- ELA teachers
- MTSS interventionist
- SPED/EL teachers
- Tech/STEAM teachers
- Tech Integration
- Music, PE and Art Teachers
- Guest Speakers from the Global Classroom

Workflow (*Milestones of Learning*)

- Using choice board select project
- Research your topic
- Create a storyboard
- Establish mini deadlines for project
- Analyze and reflect on what could be improved
- Red Carpet Debut to celebrate learning

Showcase of Student Learning (*End Product*)

- Student Choice and Voice Board

Accommodation/Modification

Considerations (*per KSDE guidance*)

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

Progression Toward Mastery

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

Learning Environment Considerations

On-Site Learning Environment

This model is student driven. Teachers will facilitate learning by utilizing mini-lessons to establish a foundation of learning. Emphasis will be on developing or refining research skills, improving writing techniques, and empowering students to think deeply and creatively. It will be essential to frequently provide meaningful feedback and create opportunities for students to collaborate with peers. The teacher will introduce the project and then establish mini benchmarks to ensure that the students are learning, actively engaged in the process, and have the opportunity to experience educational magic through student choice and voice.

Hybrid Learning Environment

A similar process will occur as the classroom model. It will just be adapted to fit the needs of a hybrid environment. While in the classroom, teachers will facilitate learning through mini lessons on specific topics and provide feedback/reflection opportunities. While at home/away from the teacher students will work to research, create, reflect and improve their final product. This model will still be student driven. Teachers will facilitate learning by utilizing mini-lessons which can be given in person or a digital/text resource to establish a foundation of learning. Emphasis will be on developing or refining research skills, improving writing techniques, and empowering students to think deeply and creatively . It will be

essential to frequently provide meaningful feedback and create opportunities for students to collaborate with peers. The teacher will introduce the project and then establish mini benchmarks to ensure that the students are learning, actively engaged in the process, and have the opportunity to experience educational magic through student choice and voice.

Remote Learning Environment

A similar process will occur as both the classroom and hybrid models. It will just be adapted to fit the needs of a remote learning environment. Teachers will facilitate learning through mini lessons. The delivery method can vary such as presenting live on a group meeting, pre-record your lesson for students to watch later, one on one video conference or phone call, or providing a hard copy text source. These mini lessons will be short (approximately five minutes) on specific topics. While independently working students will research, analyze, create, reflect and improve their final product. This model will still be student driven. Emphasis will be on developing or refining research skills, improving writing techniques, and empowering students to think deeply and creatively. It will be essential to frequently provide meaningful feedback and create opportunities for students to collaborate with peers. The teacher will introduce the project and then establish mini benchmarks to ensure that the students are learning, actively engaged in the process, and have the opportunity to experience educational magic through student choice and voice.

