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ABSTRACT

The materials describe Kentucky's strategy for reforming the state standards for introductory Spanish second language instruction. They begin with a course description outlining the shift in orientation from grammar instruction to development of communicative competence. A subsequent section suggests ways in which the teacher might identify targeted, course, and supporting outcomes that correspond to the state's six learning goals and 75 learning outcomes. Selection of course content is then discussed, and an outline of sample content is presented. Several charts indicate how teachers may adapt traditional second language instruction techniques to meet the state's new standards for instruction, learning processes, and assessment. Sample assessment strategies are listed. Finally, a sample format for developing an instructional unit is detailed. The state's six general learning goals and the learning outcomes specifically relevant to second language instruction are appended. (MSE)

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Transitional Course Outline

Spanish I

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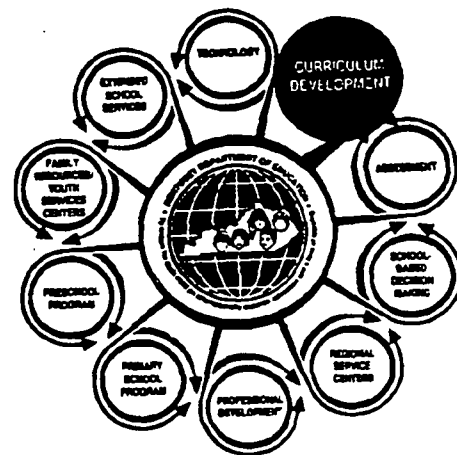
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SAMPLE TRANSITIONAL COURSE OUTLINE SPANISH I 2431

For Kentucky to achieve the vision of KERA, education in the Commonwealth must experience a multifaceted reform. As the classroom begins this transition, professional development, curriculum, instruction, and assessment must also undergo significant changes. It is essential that these changes be made through a process which emphasizes the relationships and connections existing among these critical components of education. The Kentucky Department of Education is providing help to teachers and schools attempting to make this transition by offering the following sample course outline as a starting point for course development.



Traditionally, instruction has focused on student acquisition of discrete facts and skills. The expectations of KERA shift the focus to student use and application of knowledge; therefore, changes in the selection of content, instructional strategies, and assessment methods are necessary. There are many different ways to define a course outline; the following provides **one example**.

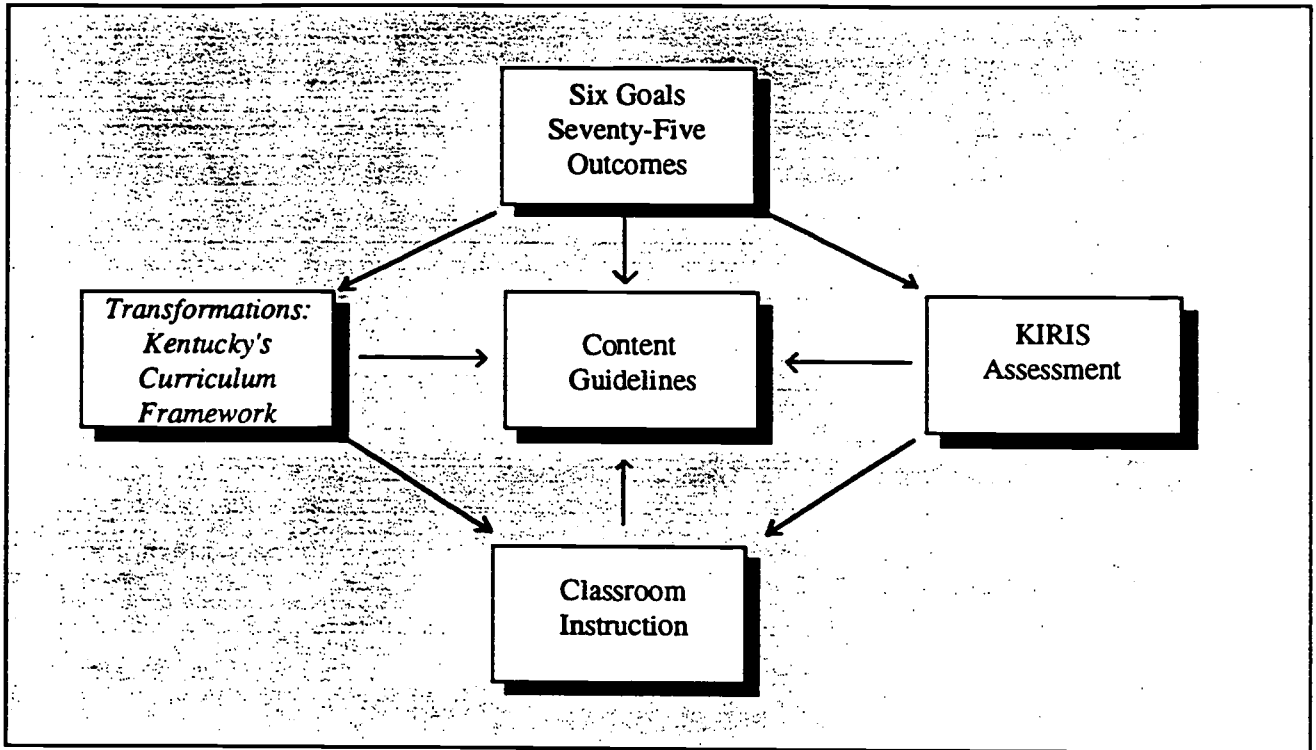
COURSE DESCRIPTION

Spanish I targets developing student use of the basic communication skills of speaking, listening, reading, and writing within a cultural context and in authentic situations. Because of the focus on communicative skills, emphasis is no longer placed on studying the **structure** of language (grammar), but rather on the **purpose** of language (communication). A goal is to shift from knowing **about** the language to developing skill in **using** the language. To target understanding and communicating in a second language as a learner outcome signals a call for second language proficiency as a requirement for every student. This course outline provides an example for making the transition in beginning level Spanish.

The Spanish I course is designed around the concept that real use of the foreign language is possible from the earliest days of class. It provides both the contexts and the content for communication and development of the four basic skills of speaking, reading, writing, and listening. The course is designed to give students initial reference points for the meaningful use of language and begins by helping students learn to communicate about themselves and their environment. In addition to providing a logical context for language use, the course is designed to introduce students to language learning which is never separate from language use. Therefore, the structure of language (grammar) and the material of language (vocabulary) are always accompanied by purpose (function) and setting (culture). In the Spanish I course these elements are framed to provide a logical accompaniment to the context.

TARGETING OUTCOMES

KERA requires that the focus of instruction should be on Kentucky's six learning goals and seventy-five outcomes. These are the foundation of *Transformations: Kentucky's Curriculum Framework* and the KIRIS assessment. Likewise, the goals and outcomes must be the basis of locally adopted curriculum and units developed by curriculum writing committees and teachers. This approach to curriculum and unit development not only will help students demonstrate achievement of the learner outcomes but also reflects the connections among curriculum, instruction, and assessment.



It is important to recognize that teaching the seventy-five learner outcomes is a shared responsibility among the instructional staff at a school. In deciding which outcomes to target for a particular course, it is critical to consider both discipline requirements and student needs.

Teachers may find it helpful to identify three types of outcomes for each course. The **targeted outcomes**, selected from the seventy-five learner outcomes, are those which the teacher intends to assess. Culminating performances and evaluations should reflect these outcomes. **Course outcomes** are developed by teachers to connect the targeted outcomes with the purposes of the course. They become the focus of instruction as the teacher presents the content. **Supporting outcomes** (also chosen from the learner outcomes) are outcomes which will be addressed but are not the main focus of evaluation. These outcomes are listed in Appendix A.

GOALS AND OUTCOMES CORRELATION CHART

This chart shows the way in which course outcomes (found on page 4), targeted outcomes (found on page 4), and the supporting learner outcomes for Spanish I reflect the KERA goals in instruction.

KERA Goals	Course Outcomes	Targeted Learner Outcomes	Supporting Learner Outcomes
Goal 1	✓	✓	✓
Goal 2	✓	✓	✓
Goal 3*			✓
Goal 4*			✓
Goal 5	✓		✓
Goal 6	✓		✓

*Goals 3 and 4 will not be formally assessed on the KIRIS assessment.

COURSE OUTCOMES

1. Students will use Spanish to handle basic social situations, manage routine travel, and carry out simple transactions at the market, post office, airport, bank, or other facility while traveling, working, or living in a real or simulated Spanish-speaking environment.
2. Students will communicate in Spanish about themselves and answer basic questions about their needs and preferences.
3. Students will read and write simple tenses in Spanish.

TARGETED LEARNER OUTCOMES

KERA Goal 1 Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use research tools to locate sources of information and ideas relevant to a specific need or problem.
- 1.2 Students construct meaning from a variety of print materials for a variety of purposes through reading.
- 1.4 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.
- 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through writing.
- 1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

KERA Goal 2 Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

- 2.27 Students complete tasks, make presentations, and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.
- 2.28 Students understand and communicate in a second language.

CONTENT

Instruction should focus on learner outcomes by bringing together the process skills and core concepts with important information from the discipline. To make learning meaningful for students, teachers should go beyond the traditional resource of the textbook as they organize the content around concepts, themes, and essential questions. It is critical that the objective of “covering” facts be replaced with the belief that application and depth of understanding are important.

RATIONALE FOR SUGGESTED CONTENT

The content of the sample course has been chosen to provide the learners with enough language proficiency to meet the overall course outcome of using Spanish while traveling in a Spanish-speaking country or functioning successfully in the Spanish-speaking environment of the classroom. The learners will be able to talk simply about themselves and answer basic questions about their needs and preferences. They will learn to handle basic social situations, manage routine travel, and carry out simple transactions at locations such as the market, post office, airport, or bank. In addition, they will learn to read and write in simple tenses as they experience these situations even in the simulated Hispanic culture of the classroom.

With this approach, language is used in a natural context. Minimal time is devoted to formal lecture on grammar and vocabulary, instead active student involvement is maximized to facilitate the important skills of listening, speaking, reading, and writing. All content material and lesson plan organization should be developed with the idea that communicative proficiency is primary and grammar is secondary. In other words, grammar is important in supporting student proficiency and understanding but should not stand alone or be taught in isolation.

The context in which language is taught is as crucial as the content. Activities should incorporate the four language skills of speaking, listening, reading, and writing. They should be presented in an authentic setting as students progress toward the Novice-High level of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Those skills will be infused with the development of grammar, vocabulary, and cultural awareness necessary to support the expression of the ideas. The context may vary from teacher to teacher according to background experience, texts, materials, or teacher preferences.

CONTENT GUIDELINES

Spanish I

Context	GRAMMAR	VOCABULARY	FUNCTIONS	CULTURE
Families Self Others	<i>to be</i> <i>to have</i> indefinite articles subject pronouns	family members	describing self describing family saying hello/ good-bye	Hispanic names family structures
School Life Class School	cardinal numbers ordinal numbers	classroom objects school furnishings	making introductions describing others	differences in education systems
Food/drink	regular -ar verbs negation	food drink	expressing likes/dislikes	the café as a part of Hispanic culture
Travel/ Transportation	<i>to go</i> immediate future adjectives of nationality venir--present tense	countries types of transportation	reading transportation schedules recounting trips	geography of Hispanic world role of public transportation basic geography facts
Daily Life	yes/no questions definite articles	colors clothing days of the week	describing house, rooms describing daily routine	typical daily schedules calendar typical housing
Shopping	adjectives of quantity definite articles	shops vendors currency	changing money buying items	shopping differences customs, trends

INSTRUCTIONAL STANDARDS

In order to assure that all students are able to achieve high levels of learning, changes are needed in instructional practices. These changes involve active student participation and input while teachers continue to become more skilled as coaches, encouragers, and facilitators. The following chart illustrates recommended additions and adjustments.

From Instruction Which	To Instruction Which
Emphasizes the routine memorizing of lists of vocabulary, groups of verbs and verb endings	Provides opportunities to use the language, applying and connecting skills with needed vocabulary and grammar to support communicative accuracy
Relies heavily on memorization of isolated phrases, words, and dialogues	Uses a variety of instructional and assessment techniques and uses memorization when appropriate
Focuses curriculum on chapters in the textbook and on covering material	Focuses on learning goals, outcomes, and identified content to facilitate communicative abilities
Considers language study as a body of knowledge largely distinct from the rest of the curriculum	Recognizes the connections between language study and other areas of study, such as English language arts, art, science, mathematics, and social studies
Relies heavily on text-driven instruction	Uses a variety of approaches and realia while using the text as one resource
Delivers instruction about the language in English with examples given in Spanish	Uses Spanish as the primary language of instruction with English used only where necessary for clarification
Focuses on the teacher as the primary learning source for the classroom	Uses the teacher as a facilitator in language learning with opportunities provided for student-directed activities and contact with native speakers

LEARNER STANDARDS

Classroom instruction should provide learning opportunities which develop students' abilities to think critically, solve problems, and learn independently. The following chart illustrates how students become active, investigative learners who can demonstrate learning in meaningful ways.

From A Learner Who	To A Learner Who
Is expected to work at uniform tasks with little input into what should be learned or how it should be accomplished	Is given a share of the responsibility for his/her learning with opportunities to pursue personal interests as found and expressed in the language
Receives knowledge passively	Is engaged in a variety of activities designed to encourage communication from the earliest days of class
Tries to translate from Spanish to English and English to Spanish	Establishes the habit of handling questions, tasks, and skills in Spanish, understanding that Spanish is not just English in code
Views Spanish as an isolated class with little connection to present circumstances	Makes connections to other disciplines and also attempts to use Spanish to communicate with others in school and the larger community
Works in isolation on chapter questions, worksheets, and tape drills which target lower-level thinking skills	Uses oral and written language to communicate both individually and collaboratively
Focuses on cultural differences	Learns to understand his/her own culture better while developing an appreciation for other cultures
Thinks language learning is a set of vocabulary lists and grammar rules	Appreciates the challenge of language learning in context through a whole language approach to literature and culture

ASSESSMENT STANDARDS

Assessment and instruction are directly connected. Assessment in the classroom should reflect a continuous process which evaluates student learning. The information gained can guide teachers in adjusting instructional strategies and methods. Assessments no longer have to be only paper/pencil exams given on a scheduled day. Instead they can be authentic, meaningful performances which allow students to participate in the evaluation process and, often, be involved in the design of the assessment. The following chart provides examples of a variety of assessment methods:

From Assessment Which	To Assessment Which
Stresses what a student knows about a grammatical or cultural concept	Places importance on how well a student uses learned concepts and facts to enhance communicative ability
Focuses on when students learn material	Places importance on what and how well a student has learned to communicate
Is often standardized from the textbook publisher	Is designed with teacher and student input to address individual student needs
Relies heavily on end of the chapter or end of the unit quizzes or tests	Uses a wide variety of authentic assessment techniques, including portfolios and performance events
Relies heavily on fill-in-the blank, multiple choice, and matching formats	Concentrates on authentic, contextualized assessments which allow for more than one valid student response
Establishes a level of "acceptable" proficiency which may vary from classroom to classroom	Uses elements of the ACTFL proficiency guidelines as they apply to students in all skill areas
Rewards students for the ability to recall isolated, decontextualized vocabulary and grammar	Reinforces students for the ability to use vocabulary and grammar in communicative experiences
Permits only the teacher to know the standards	Recognizes that both the students and teacher know the standards for evaluation
Involves only the teacher in assessing student progress	Includes the student, other learners, and the teacher in assessing student progress

The following are some examples of assessment strategies which might be used in a Spanish I course.

- Prepare a family album for presentation to the class, labeling each picture in Spanish.
- Conduct paired interviews in Spanish about family members including their likes, dislikes, and interests.
- Write letters in Spanish to penpals introducing yourself and describing your school, home, and daily activities.
- Use selected pieces of authentic art to illustrate family relationships and describe the relationships in Spanish.
- Research a variety of places in the Spanish-speaking world and write postcards in Spanish to classmates telling about your "vacation" to those places.
- Research monetary units in different Spanish-speaking countries and the exchange rate compared to dollars. Assess the information in a variety of ways for an extended period of time.

Standards of performance for students participating in a Spanish I course can be based on the demonstrators of learning found in *Transformations: Kentucky's Curriculum Framework*, Volume I. These demonstrators should reflect the targeted outcomes.

SAMPLE UNIT DEVELOPMENT FORMAT

As teachers begin developing instructional units, they are encouraged to refer to the curriculum planning map found in Volume II, page 54 of *Transformations: Kentucky's Curriculum Framework*. The curriculum planning map is a tool designed to help teachers as they work through the process of designing units. After teachers determine the major focus of a unit, they will develop activities aimed at preparing students for demonstrations of learning on culminating performances.

The following sample unit corresponds to a theme which teachers may develop by using the matrix on page 6. It is offered only as an example of the type of unit that teachers may design for their classrooms but is only partially developed.

Instructional Unit: Spanish City A-Z

Unit Description:

The purpose of this unit is to provide an overview of vocabulary and grammar to enable students to discuss major buildings and cultural sites in a Spanish city. Students will examine a larger issue using the city geography as a starting point, accessing city maps, and economic information.

Targeted Outcomes (Major Focus):

- 1.3 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.
- 1.7 Students organize information and communicate ideas by **visualizing** space configurations and movements.
- 1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **speaking**.
- 2.28 Students understand and communicate in a **second language**.
- 5.1 Students use **critical thinking** skills in a variety of situations that will be encountered in life.
- 5.3 Students create and modify their understanding of a **concept** through organizing information.

Unit Organizer (Major Focus): Directions and relevant cultural distinctions in a Hispanic city or country.

Essential Questions--Guide and maintain focus of instruction and learning.

1. How do you give directions in Spanish?
2. What are the major buildings commonly found in a Hispanic city?
3. What are the alternative routes for the walking tour and what are the advantages/disadvantages of each?

Culminating Performance:

Simulation: Your Spanish I class is planning a trip to Mexico City over spring break. A tour company is handling transportation and lodging, but your teacher has given you permission to plan the daily itinerary during your stay. After consulting guidebooks and other resources, decide what buildings, monuments, historical sites, and cultural centers you will visit. Prepare maps of a walking tour of the city center and another city map indicating other places you will visit. Present your suggestions and directions for the walking tour to the rest of the class.

Rubric for Culminating Performance:

The performance will receive a 3 if it

- Uses accurate utterances.
- Maintains flow of presentation without pauses.
- Communicates consistently with few or no syntactical errors.
- Demonstrates knowledge and function of vocabulary, grammar, or pronunciation.
- Includes accurate map with tour clearly marked, appropriate scale, and legend which clearly indicates sites.
- Contains accurate, detailed geographic and cultural information.

- Presents a logically planned tour of the city.
- Enhances presentation with effective delivery techniques.
 1. purposeful body language and gestures
 2. eye contact
 3. projection
 4. organization
 5. proper ending
 6. precise inflection
- Evidence of planning enhances final performance.

A performance will receive a 2 if it

- Uses memorized utterances reasonably.
- Maintains adequate flow of presentation with only minor pauses.
- Communicates effectively despite syntactical errors.
- Demonstrates knowledge and function of vocabulary, grammar, or pronunciation without significant impediment.
- Includes map which is generally accurate with most sites marked.
- Contains geographic and cultural information which is accurate and contains some detail.
- Presents a walking tour which shows evidence of some planning.
- Demonstrates control of delivery techniques.
 1. body language and gestures
 2. eye contact
 3. varied inflection
 4. organization
 5. introduction and conclusion
 6. inflection
- Shows some evidence of planning.

A performance will receive a 1 if it

- Uses inappropriate or incorrect utterances.
- Contains long and awkward pauses which distract from presentation.
- Fails to communicate due to syntactic errors.
- Shows little or no evidence of knowledge and function of vocabulary, grammar, or pronunciation.
- Includes map which is inaccurate, incomplete, or which is not easy to follow.
- Contains geographic and cultural information which is inaccurate and lacks detail.
- Presents a walking tour which shows little evidence of planning.
- Lacks effective delivery techniques.
 1. body language and gestures
 2. eye contact
 3. varied inflection
 4. organization
 5. introduction and conclusion
 6. inflection
- Little or no evidence of planning distracts from performance.

Supporting Knowledge/Content:

- Appropriate grammar and vocabulary
- Major buildings and sites in an Hispanic city
- Giving directions

Supporting Skills/Abilities/Demonstrators:

- Gather, analyze, compile and use relevant information from a variety of sources for a specific purpose
- Predict and evaluate consequences of particular decisions
- Respond to oral and written commands
- Evaluate personal, cultural, and economic considerations in making decisions
- Map skills
- Presentation skills

Supporting Activities:

In the process of unit development, it is important that teachers develop activities which prepare students to do well on the culminating performance. In this case, it means that teachers understand the need to provide students opportunities in using language while learning grammatical structures. While early experiences will, of necessity, be conducted at a simple linguistic level, situations which are used should be relevant and engaging for the students. Mastery of grammar should be driven by communication needs of the student in these contexts of significance. Some practice focusing on particular grammar points may be appropriate from time to time, but it should only be viewed as a means to the end of contextualized language use.

The following activity is offered as an example which might be used to help students prepare for the culminating performance.

Activity: "Which Way From Here?"

You have been approached by a family of tourists who speak only Spanish. After they introduce themselves, they ask you for help in finding several sites in the area. They ask you about the general locations of the stadium, the art museum, the post office and other buildings. Finally, they ask about the destinations they are most interested in visiting first. Discuss the best way to get from place to place, including alternate routes. After the conversation, wish them luck and tell them good-bye.

==== Notes =====

**APPENDIX A:
SUPPORTING
LEARNER OUTCOMES**

KERA Goal 1 Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.4 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.
- 1.13 Students construct meaning and/or communicate ideas and emotions through the **visual arts**.
- 1.14 Students construct meaning and/or communicate ideas and emotions through **music**.
- 1.15 Students construct meaning from and/or communicate ideas and emotions through **movement**.

KERA Goal 2 Students shall develop their abilities to apply core concepts and principles from **mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies** to what they will encounter throughout their lives.

- 2.2 Students identify, compare, and contrast **patterns** and use patterns to understand and interpret past and present events and predict future events.
- 2.19 Students recognize the **geographic interaction between people** and their surrounding in order to make decisions and take actions that reflect responsibility for the environment.
- 2.21 Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and **human relationships**.
- 2.22 Students **create products and make presentations** that convey concepts and feelings.
- 2.23 Students analyze their own and others' artistic **products and performances**.
- 2.24 Students **appreciate creativity and values of the arts** and the humanities.
- 2.26 Students recognize **differences and commonalities in the human experience** through their productions, performances, or interpretations.
- 2.27 Students complete tasks, make presentations, and create models that demonstrate awareness of the **diversity of forms, structures, and concepts across languages** and how they may interrelate.

KERA Goal 3* Students shall develop their abilities to become self-sufficient individuals.

- 3.3 Students demonstrate the ability to be **adaptable and flexible** through appropriate tasks or projects.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 3.7 Students demonstrate the ability to **learn on one's own**.

KERA Goal 4* Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

- 4.1 Students effectively use interpersonal skills.
- 4.2 Students use **productive team membership** skills.
- 4.4 Students demonstrate the ability to accept the **rights and responsibilities for self and others**.
- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a **multicultural and world view**.

KERA Goal 5 Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.4 Students use a **decision-making** process to make informed decisions among options.

5.5 Students use **problem-solving** processes to develop solutions to relatively complex problems.

KERA Goal 6 Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students address situations (e.g., topics, problems, decisions, products) from **multiple perspectives** and produce presentations or products that demonstrate a broad understanding. Examples of perspectives include: economic, social, cultural, political, historic, physical, technical, aesthetic, environmental, and personal.

6.3 Students expand their understanding of existing knowledge by **making connections** with new and unfamiliar knowledge, skills, and experiences.

* Goals 3 and 4 will not be formally assessed on the KIRIS assessments



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