Preface

"Each child, every child, in this Commonwealth must be provided with an equal opportunity to have an adequate education."

Supreme Court Opinion

Central to educating all children is the design and implementation of challenging, stimulating learning experiences. These emanate from a curriculum focused on Kentucky's learner goals and academic expectations, instructional approaches which actively engage students, and powerful assessments which identify learning growth and provide direction for future instruction.

KRS 158.6451 (4) directed the Kentucky Department of Education to design a curriculum framework which addresses Kentucky's goals, academic expectations, and assessment strategies and provides "....direction to local districts and schools as they develop their curriculum." Transformations: Kentucky's Curriculum Framework addresses that challenge. The two volumes offer further explanation of the academic expectations, suggestions on teaching strategies and activities, and multiple resources to assist with the development of curriculum and instructional units.

While the use of this framework is not mandated, it has been designed to provide guidance and assistance in the development of local curriculum. Designing a curriculum which prepares each student to be successful in life becomes a challenge and responsibility for all of Kentucky's educators, but it is just the first step. The implementation of that curriculum is the critical component in assuring that each child achieves the six learning goals identified in the Kentucky Education Reform Act (KERA).
Mission

The mission of the Kentucky Department of Education, as the national catalyst for educational transformation, is to ensure for each child an internationally superior education and a love of learning through visionary leadership, vigorous stewardship, and exemplary services in alliance with schools, school districts, and other partners.

Philosophy

These beliefs were used as guiding thoughts in the development of the curriculum framework.

WE BELIEVE

All children can learn at high levels, and they

...possess a curiosity and desire to learn.
...respond positively to success and enthusiasm.
...develop and learn at different rates.
...demonstrate learning in different ways.
...learn by being actively involved, by taking risks, and by making connections.

Successful schools are for students, and they

...expect a high level of achievement.
...provide the time and instruction to achieve student success.
...provide connections with home and community experiences.
...ensure a safe, positive environment.
...create opportunities to explore and grow.

Effective instruction facilitates learning, and it

...addresses identified academic expectations.
...assures success and risk taking.
...employs a variety of effective techniques to address learning diversity.
...aligns curriculum, instruction, and assessment.
...connects curricular offerings to the life experiences of students.
...encourages self-direction and life-long learning.
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Volume I
Introduction

"Please, sir, draw me a sheep." With these simple words the Little Prince initiates his relationship with the aviator in St. Exupéry's The Little Prince. The Little Prince's incessant demand of the pilot to draw a sheep is finally met with some feeble attempts. One sheep is too old, another too sick, and another won't do because it is a ram. Finally, in desperation the pilot hands the Little Prince a sketch of a box with three holes drawn in the side. "Here," he says, "the sheep that you want is inside." The Little Prince's face lights up, and he says that is exactly the sheep he needs.

The sheep, drawn by the aviator, required the Little Prince to use imagination and creativity to see his vision. So, too, Transformations: Kentucky's Curriculum Framework is a "sheep" that can be fully seen and realized only through the vision and leadership of the local school district, school personnel, and school councils. The main function of the framework is to help districts and schools design the curriculum they envision for their students.

The framework is designed for all students. While the student expectations are constant, the delivery mechanisms such as instructional strategies, resources, and amount of time will vary according to individual student needs.

Purpose

Transformations: Kentucky's Curriculum Framework is the response to the KRS 158.6451(4) which addresses the requirements of the curriculum framework. It "...shall provide direction to local districts and schools as they develop curriculum." A district's or school's curriculum should reflect local conditions, needs, and beliefs. It is not mandatory that this curriculum framework be used; however, it does offer assistance as local curricula are designed to meet the state's six learning goals and academic expectations. The document itself has undergone a transformation since its inception and will continue to change as KERA progresses.

What is curriculum?

The real curriculum is the one experienced by the student. It is, therefore, imperative that a written curriculum be a coherent, organized set of instructional opportunities which focuses on student learning. It must provide rich, engaging experiences connected to real-life situations.
What is a curriculum framework?

A framework presents parameters to assist in the development of curriculum. It is not a curriculum guide nor is it designed to be used as a tool for the delivery of instruction. It can serve as a major resource for the creation of districts' and schools' curricula, instruction, and performance assessments and for professional development.

Kentucky's Curriculum Framework

More than 100 teachers, counselors, administrators, regional service center consultants, and university personnel were significantly involved in the development of this framework. It is truly Kentucky's curriculum framework.

This document is designed to

- provide direction to local teams of teachers, administrators, media/library specialists, students, parents, and community representatives as they develop curriculum unique to their districts and schools.
- effect change by establishing capacity in districts and schools.
- provide support as districts and schools plan and initiate activities that undergird the transformation process.

The curriculum framework is made up of two volumes which complement each other in the development of local curricula.

Volume I contains the goals, academic expectations, and their expansions. Each academic expectation has one or more accompanying pages that include the following:

- Demonstrators are further definitions of the academic expectations which indicate student progress toward the outcome. Local curriculum writers may choose to delete, add to, or use these demonstrators in their entirety. Although the demonstrators are identified as appropriate for elementary, middle, and high school levels, they are not grade level specific. The demonstrators should be read from the bottom to the top of each column, but are not to be considered linear and need not be demonstrated sequentially. This structure was designed to reflect the student's growth toward the academic expectations throughout the educational experience.

- Learning Links are ideas for making connections to real-life situations and other content areas.

- Related Concepts are samples of topics and processes within the content areas; they are found only in Goal 2.
The following components of the Kentucky Education Reform Act (KERA) ensure for each child equal educational opportunities that focus on preparing the whole child for life. These components of KERA stress the connections to the learning experiences of students.

- **Preschool programs** support at-risk students by providing a curriculum to prepare them for success in primary school.

- **Primary School programs** provide children with non-competitive classrooms using developmentally appropriate practices.

- **Kentucky's assessment program (KIRIS)** reflects real-life learning experiences and holds districts/schools accountable for student learning.

- **Professional development** of administrators and teachers is central to transforming the learning environment and is critical to the success of KERA.

- **Regional Service Centers** are local, instructional resources for school districts and schools.

- **School-based councils** composed of teachers, parents, and administrators share decision-making on issues affecting curriculum, instruction, and assessment.

- **Expanded technology (KETS)** supports curriculum, assessment, and professional development; enhances communication; and facilitates administrative support services.

- **Extended School Services** programs offer expanded learning opportunities for students.

- **Family Resource and Youth Service Centers** support curriculum and instruction by addressing students' needs for physical and emotional wellness.

**Transformations:** Kentucky's *Curriculum Framework* is an evolving document. It will continue to be developed and refined as the implementation of KERA changes the way instruction is implemented and evaluated. To touch all children and facilitate effective instruction, open it, use it, and begin to transform the learning environment.
• **Teaching/Assessment Strategies** are samples of techniques that might be used to transform classroom instructional/assessment practices.

• **Ideas for Incorporating Community Resources** suggest resources available throughout Kentucky to extend the classroom beyond the school building.

• **Activities** are suggestions which involve students in engaging instructional/assessment experiences. They are coordinated with the demonstrators and state assessments. In Goal 2, there are activities which show how the core concepts can be applied across the curriculum. Also, the "Variations on a Theme" show how a single theme may be woven through the content areas.

• **Reflections** explain why the academic expectation is important for the students to achieve.

**Volume II** centers on the main processes which local districts and schools will use to develop curriculum and instruction that meet their needs. It includes models, samples, examples, and guides to enable school-based councils, teams of teachers, and other curriculum writers to turn their own vision into reality. Volume II contains the following sections:

• **Transforming the Learning Environment** suggests ways in which the learning environment might be changed to foster sustained learning for all students and provides resources which address this aspect of curriculum development and instructional design.

• **Alternative Uses of School Time** provides ideas and examples of changed school schedules and calendars. The ideas are based upon the premise that a school’s schedule should be established around curricular needs, rather than around a calendar or clock.

• **Local Curriculum Development Guide** suggests steps to follow as curriculum developers work through the processes of designing curriculum and instruction.

• **Bringing It All Together** helps to answer the teachers’ questions, "What do I do now?" It presents one teacher’s response to the demands for changing classroom practices, such as implementing standards-based instruction, developing culminating performances, and designing scoring rubrics.

• **Resources** identify teaching/assessment strategies, instructional and community resources, model-teaching sites, and key readings that will prove useful.

**KERA Strands Support Transformation**

As local curriculum committees and teams begin to develop curriculum, it is important that a holistic approach to instruction be used. Social, emotional, aesthetic, physical, and intellectual needs of students must be addressed in order to provide the optimum environment for learning.
Kentucky’s Learning Goals And Academic Expectations

The centerpiece of Kentucky’s education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA

All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. All Kentucky students are expected to achieve the goals and academic expectations.

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 reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
   1.2 Students make sense of the variety of materials they read.
   1.3 Students make sense of the various things they observe.
   1.4 Students make sense of the various messages to which they listen.
   1.5-
   1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
   1.10 Students organize information through development and use of classification rules and systems.
   1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
   1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of and communicate ideas with movement.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

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.

Science
2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics
2.7 Students understand number concepts and use numbers appropriately and accurately.
2.8 Students understand various mathematical procedures and use them appropriately and accurately.
2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
2.10 Students understand measurement concepts and use measurements appropriately and accurately.
2.11 Students understand mathematical change concepts and use them appropriately and accurately.
2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
2.13 Students understand and appropriately use statistics and probability.
Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

**Vocational Studies**

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

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

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

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.**

   5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

   5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

   5.3 Students organize information to develop or change their understanding of a concept.

   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.

*Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state’s academic assessment program.*
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 connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

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

The academic expectations were adopted by the State Board for Elementary and Secondary Education; they indicate what students are expected to demonstrate.

Goal 2: Apply Core Concepts and Principles

Academic Expectation

228: Students understand and communicate in a second language.


Related Concepts: Listening / Speaking / Writing / Reading / Culture

Elementary Demonstrators

- Communicate basic ideas in a second language.
- Respond to a discourse on a specific topic when listening to a second language.
- Recognize basic ideas from text written in a second language.
- Practice writing simple messages using a second language.
- Listen to and imitate a variety of languages.
- Identify some important people, holidays, and geographic areas.

Middle School Demonstrators

- Communicate opinions on a specific topic in a second language.
- List to and interpret the main ideas of a discourse in a second language.
- Communicate simple ideas in writing in a second language.
- Read and interpret brief passages written in a second language.
- Identify some important dates, events, and people, and discuss their significance.

High School Demonstrators

- Communicate complex ideas in real-life situations in a second language.
- Analyze and respond to topics in an extended discourse offered by speakers using native-like discourse strategies in a second language.
- Communicate complex ideas in writing in a second language.
- Analyze written text and make appropriate inferences in a second language.
- Handle routine social situations.
- Discuss the significance of the geography, history, and political contributions of the target culture.

Sample Teaching/Assessment Strategies:


These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Access public and private library collections of foreign language film, video, and print material.
- Interview local foreign language speakers, including teachers and students, Peace Corp volunteers, missionaries, and migrant workers.
- Identify and visit local businesses (e.g., import stores, travel agencies, and restaurants) that have foreign clients.
- Find sources for foreign videos, cookbooks, and objects such as money, advertisements, and brochures.

The related concepts (in Goal 2) are topics and processes that might be included in the instructional unit.

The learning goals change the schools’ curricula to focus on academic expectations.

The learning links suggest real-life applications and connections across other content areas.

The teaching/assessment strategies suggest instructional approaches and can be used across disciplines.

Ideas are provided on how to use community resources to enhance instruction.
Core Concept: Second Language Proficiency

**Sample Elementary Activities**

- Draw and put foreign language labels on the floor plan of your house or apartment. Include one sentence about each room, PE, P
- Play "Follow the leader" giving all commands in the target language. Use different classes (e.g., gym, science) to do this, PE, P
- Read short stories (e.g., "The Little Red Hen") aloud in the target language, PE, P
- Correspond with a pen pal in a foreign country where the target language is spoken. Write letters in your own language and read letters in the target language, PE, O, P
- Sing songs in the target language, PE
- Interview a person who speaks the target language, PE, O, P
- Learn a song in American Sign Language and perform the song for an audience, PE

**Applications Across the Curriculum**

**Variations on a theme: Songs or Stories**

**Language Arts**
- Listen to a variety of songs in the target language. PE, OE
- Select a number of songs with the same theme in the target language. PE, O, P

**Mathematics**
- Compare the rhythm of the best of the selected songs in the target language. PE, P

**Social Studies**
- Make costumes representing the country or countries where the songs of the target language are sung. Wear the costume during the performance. PE, O, OE

**Practical Living**
- Use the target language, perform a selection of songs alone, and with a group. PE

**Vocational Education**
- Create an invitation and program of the songs in the target language for a performance. PE

**Reflections**

There is an unfortune joke often heard around, "What do you call someone who speaks three languages? Bilingual" What do you call someone who speaks two languages? Biliteracy. What do you call someone who speaks one language? American? I'll call, but the real students around the globe are required to be well-versed in several languages, while all too frequently students in America's schools are fluent in only one (e.g., English).

To target understanding and communicating in a second language as an academic expectation signals a call for change from the status of foreign language as an hours elective, to the need for proficiency in a second language as a required element in the education of every student.

The world is a community. As members of a leading society in the Western world, it is only prudent that all students develop the ability to communicate in a second language.

With competence and proficiency in a second language, every student is more fully prepared to be a citizen of the global village. Learning another language is not merely an enhancement to a well-rounded education. Rather, it is a prerequisite for every student as they begin to better understand the world around them.

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**Goal 2 activities focus on content area.**

Many of the concepts can and should be taught across disciplines (e.g., career path, employability attributes, and post-secondary opportunities search should be integrated in content areas other than vocational).

These suggested activities can be used in other disciplines.

**Reflections** provide insights why academic expectations are important for students.
Students at Collins Lane Elementary in Franklin County enjoy reading. Photo by Rick McComb.