

KANSAS
CURRICULAR STANDARDS
for
LISTENING,
VIEWING,
SPEAKING,
and related areas



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Introduction

Charge

The Kansas Listening, Viewing, and Speaking Standards Committee were charged with the following duties:

- to bring greater clarity and specificity to the standards used to measure student skill development in the communications areas;
- to review current state standards;
- to establish benchmarks for the following areas: listening, viewing, speaking, information retrieval, media products, media literacy and forensics;
- to develop a document for use by teachers in Kansas schools;
- to present a purpose for the standards.

The basis of this work is influenced by philosophies similar to the following:

“New research indicates that the arts, where they are robustly present in the curriculum, can transform the contexts and conditions in classrooms and open new possibilities for teaching and learning” (Stevenson and Deasy, 2005). It is our hope that by, “...bringing the arts centrally into the school curriculum we can create powerful contexts and conditions for teaching and learning—a foundation for improved school performance on a range of measures.” Thus, this research suggests ways in which “the arts can inform how we think about education itself and may provoke school leaders to examine the role that the arts play in their schools” (Lauren M. Stevenson, Principal’s Research Review, March 2006).

Committee Background Information

This committee has worked within a limited time frame from September 2005 thru June of 2006. The committee came together nine times during this period for two eight-hour meetings per session. The membership of the committee included individuals from all areas of the state and from various levels of instruction. The members included elementary, middle, and high school teachers, media specialists, and a university professor. A strong effort was made to create a document that would flow from level to level with a well-organized method for teaching the skills needed for effective communication. The committee worked to establish a communication skills-based document that would apply across curricular areas. The intent was to revise standards that could be applied to all subjects. Additionally, the committee created standards in the areas of media literacy and forensics (competitive speech, policy debate, and Lincoln/Douglas debate). These two standards are intended to apply only to grades 6-12.

Purpose

This document represents revisions of the *Kansas State Department of Education Curricular Standards for Listening, Viewing, Speaking and related Research and Technology* (1999). The benchmarks for all five areas have been reviewed and revised. Indicators for each benchmark have been written for levels basic, intermediate, proficient, and advanced. In addition, new standards have been written for media literacy and forensics. The goal of the writers was to create a document to guide teachers in the instruction of these communication arts skills in a sequential and incremental manner.

Scope and Definitions

The benchmarks and indicators for listening, viewing, and speaking are based on three comprehensive definitions published in the National Communication Association’s *Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements* (1998). Each definition reflects the process of using the skill area (listening, viewing, and speaking) and adapting the messages for different communication purposes.

- **Listening.** Listening is the process of receiving, constructing meaning from, and responding to spoken and /or nonverbal messages. People apply different listening skills

depending on whether their goal is to comprehend information, critique and evaluate a message, or appreciate a performance.

- **Viewing.** Viewing is the process of receiving, constructing meaning from, and responding to objects, images, sounds, and words. People apply different viewing skills for different purposes: to understand information, critique and evaluate a message, or appreciate a performance.
- **Speaking.** Speaking is the act or process of transmitting and exchanging information, ideas, and emotions using oral language. Whether in daily interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt to their listeners.

These definitions demonstrate that listening is more than hearing; it is a conscious and teachable skill. Viewing is more than watching. Like its counterparts reading and listening, the process of viewing can be taught and adapted to a variety of purposes. Finally, speaking is more than giving public speeches, but whether the speaking situation is formal or informal, involves two people, a small group, or an audience, there is always a teachable process of composition and presentation for producing the speaker's own personal oral messages. Also included in the document are standards for information retrieval, media products, media literacy, and forensics. The document speaks of the use of technology but does not limit itself to any single application of technology. Information retrieval skills include the ability to interview a primary source and techniques that can be used in Internet research. Media products cover the range of audiovisual aids, from classroom posters and show-and-tell objects to well-defined video or computer productions. Media literacy simply refers to journalistic formats, principles, and products. Forensics is the umbrella term that encompasses competitive speaking and all types of debate. It is important to note that all italicized words can be found in the glossary of this document. To reiterate, the purpose of these standards is not to define or limit the curriculum but rather to establish guidelines to suggest developmentally appropriate skill levels.

Standards Usage Template

Standards: General statements that address the categories of topics which students are expected to achieve.

Benchmarks: Specifically, what a student should know and be able to do regarding the standards.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p><i>The knowledge and skills a student demonstrates in fulfillment of the benchmark.</i></p>	<p>The student</p> <p><u>Suggestions</u> for student activities that would fulfill the benchmark and indicator requirements.</p>
<p>Teacher Notes:</p> <p><u>Teacher Clarifications</u></p>	