

GRADE  
**K**

# Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

2021

## STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

### ERIC DAVIS

Chair: Charlotte – At-Large

### JILL CAMNITZ

Greenville – Northeast Region

### TODD CHASTEEN

Blowing Rock – Northwest Region

### ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

### REGINALD KENAN

Rose Hill – Southeast Region

### DONNA TIPTON-ROGERS

Brasstown – Western Region

### MARK ROBINSON

Lieutenant Governor: High Point – Ex Officio

### AMY WHITE

Garner – North Central Region

### J. WENDELL HALL

Ahoskie – At-Large

### DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

### OLIVIA OXENDINE

Lumberton – Sandhills Region

### JAMES FORD

At-Large

### CATHERINE TRUITT

Superintendent & Secretary to the Board: Cary

### VACANT

Southwest Region

The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision and Mission Statements, go to <https://stateboard.ncpublicschools.gov>.

## NC DEPARTMENT OF PUBLIC INSTRUCTION

**Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825**

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

### Inquiries or complaints regarding discrimination issues should be directed to:

Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI  
6301 Mail Service Center, Raleigh, NC 27699 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the Web: [www.dpi.nc.gov](http://www.dpi.nc.gov)

# Quick Reference Guide

GRADE  
**K**

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

## TABLE OF CONTENTS

*Introduction* ..... 5

### *North Carolina Standard Course of Study by Grade Level*

- Arts Education ..... 6
  - Dance ..... 6
  - Music ..... 7
  - Theatre Arts ..... 8
  - Visual Arts ..... 9
- Computer Science ..... 10
- Digital Learning ..... 12
- English Language Arts ..... 14
- English Language Arts Extended Content Standards ..... 19
- Healthful Living ..... 22
  - Health Education ..... 22
  - Physical Education ..... 23
- Mathematics ..... 24
- Mathematics Extended Content Standards ..... 27
- Science ..... 28
- Science Extended Content Standards ..... 29
- Social Studies ..... 30
- Social Studies Extended Content Standards ..... 32

### *North Carolina Standard Course of Study by Proficiency Level*

- English Language Development (for English Language Learners) ..... 33
- Guidance ..... 36
- World Languages ..... 43



# INTRODUCTION

This *Quick Reference Guide for The North Carolina Standard Course of Study* is a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple content areas. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for educators teaching multiple disciplines or collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards>.

North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do by the end of a grade and/or course.

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction>.

- a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, and Social Studies.
- b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A one-page summary and standards for all proficiency levels are included for Guidance and World Languages. A one-page summary and rubrics for proficiency placement are included for English Language Development. A one-page summary in the 6th-8th grade guides, organized by course, is provided for Career and Technical Education.

# ARTS EDUCATION – DANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### CREATION AND PERFORMANCE

---

***K.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.***

- K.CP.1.1 Identify components of the elements of dance movement (body, time, space, energy).
- K.CP.1.2 Execute spontaneous movement during improvisational explorations.
- K.CP.1.3 Understand that dance has a beginning, middle, and end.
- K.CP.1.4 Create dance movement to represent words, ideas, experiences, and feelings.

***K.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.***

- K.CP.2.1 Understand how to control body and voice in personal and general space.
- K.CP.2.2 Recognize that concentration is an important part of dance.
- K.CP.2.3 Identify improvements made in dance based on teacher feedback.

### DANCE MOVEMENT SKILLS

---

***K.DM.1 Understand how to use movement skills in dance.***

- K.DM.1.1 Illustrate the difference between whole body movement and isolation of body parts.
- K.DM.1.2 Discriminate between moving and stillness.
- K.DM.1.3 Recognize basic locomotor and non-locomotor (axial) movements.
- K.DM.1.4 Use the element of time (tempo) in movement.
- K.DM.1.5 Use directions, levels, and pathways in general space.

### RESPONDING

---

***K.R.1 Use a variety of thinking skills to analyze and evaluate dance.***

- K.R.1.1 Identify examples of movement skills and elements observed in dance performed by peers.
- K.R.1.2 Interpret the meaning of various dance movements and dances.

### CONNECTING

---

***K.C.1 Understand cultural, historical, and interdisciplinary connections with dance.***

- K.C.1.1 Use dance to illustrate how people express themselves differently.
- K.C.1.2 Recognize connections between dance and concepts in other curricular areas.

# ARTS EDUCATION – MUSIC

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MUSICAL LITERACY

---

***K.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.***

- K.ML.1.1 Exemplify proper technique when singing and playing a variety of music.
- K.ML.1.2 Use accurate pitch to imitate two-pitch melodic patterns.
- K.ML.1.3 Execute simple rhythms using body, instruments, or voice.
- K.ML.1.4 Recognize how music changes (such as dynamics and tempo).
- K.ML.1.5 Illustrate a steady beat.

***K.ML.2 Interpret the sound and symbol systems of music.***

- K.ML.2.1 Interpret iconic symbols for rhythms.
- K.ML.2.2 Recognize iconic symbols for at least two different pitches.
- K.ML.2.3 Recognize by sound quarter notes and quarter rest durations.

***K.ML.3 Create music using a variety of sound and notational sources.***

- K.ML.3.1 Use improvisation to produce one-phrase responses using two different pitches.
- K.ML.3.2 Select vocal and/or instrumental sounds to accompany readings, stories or dramatizations.
- K.ML.3.3 Create patterns that illustrate a steady beat.

### MUSICAL RESPONSE

---

***K.MR.1 Understand the interacting elements to respond to music and music performances.***

- K.MR.1.1 Use singing, playing, and/or moving to respond to a variety of musical ideas.
- K.MR.1.2 Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music.
- K.MR.1.3 Recognize that music is performed in a variety of settings and for a variety of purposes.
- K.MR.1.4 Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting).
- K.MR.1.5 Classify sound sources as musical or environmental.

### CONTEXTUAL RELEVANCY

---

***K.CR.1 Understand global, interdisciplinary, and 21st century connections with music.***

- K.CR.1.1 Use music to illustrate how people express themselves differently.
- K.CR.1.2 Recognize the relationships between music and concepts from other areas.



# ARTS EDUCATION – THEATRE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMMUNICATION

---

#### ***K.C.1 Use movement, voice, and writing to communicate ideas and feelings.***

- K.C.1.1 Use non-verbal expression to communicate movement elements.
- K.C.1.2 Recognize how vocal variety is used to demonstrate feelings.
- K.C.1.3 Use drawing (pre-writing) to communicate the main idea of stories.

#### ***K.C.2 Use performance to communicate ideas and feelings.***

- K.C.2.1 Use dramatic play to improvise stories and situations.
- K.C.2.2 Use dramatic play to re-enact stories from texts read aloud.

### ANALYSIS

---

#### ***K.A.1 Analyze literary texts and performances.***

- K.A.1.1 Recall the basic parts of a story, such as characters, setting, and events.
- K.A.1.2 Analyze events in relationship to the setting where they take place in formal and informal productions.

### AESTHETICS

---

#### ***K.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.***

- K.AE.1.1 Compare an audience space to a presentation space.
- K.AE.1.2 Understand how costumes enhance dramatic play.

### CULTURE

---

#### ***K.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.***

- K.CU.1.1 Use theatre arts to illustrate how people express themselves differently.
- K.CU.1.2 Identify the cultural/historical contexts of stories that are acted out.

#### ***K.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.***

- K.CU.2.1 Understand how to attend to others when they are sharing.
- K.CU.2.2 Recognize the role of the director or acting coach.



# ARTS EDUCATION – VISUAL ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### VISUAL LITERACY

---

#### ***K.V.1 Use the language of visual arts to communicate effectively.***

- K.V.1.1 Identify various art materials and tools.
- K.V.1.2 Create original art that expresses ideas about oneself.
- K.V.1.3 Recognize various symbols and themes in daily life.
- K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.
- K.V.1.5 Recognize characteristics of the Principles of Design, including repetition and contrast.

#### ***K.V.2 Apply creative and critical thinking skills to artistic expression.***

- K.V.2.1 Recognize that artists may view or interpret art differently.
- K.V.2.2 Use sensory exploration of the environment as a source of imagery.
- K.V.2.3 Create original art that does not rely on copying or tracing.

#### ***K.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.***

- K.V.3.1 Use a variety of tools safely and appropriately to create art.
- K.V.3.2 Use a variety of media to create art.
- K.V.3.3 Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.

### CONTEXTUAL RELEVANCY

---

#### ***K.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.***

- K.CX.1.1 Use visual arts to illustrate how people express themselves differently.
- K.CX.1.2 Recognize that art can depict something from the past (long ago) or present (today).
- K.CX.1.3 Recognize key components in works of art from different artists, styles, or movements.
- K.CX.1.4 Recognize key components of art from different cultures.
- K.CX.1.5 Recognize that an artist’s tools and media come from natural and human-made resources.

#### ***K.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.***

- K.CX.2.1 Identify examples of functional objects of art in the immediate environment, including home and school.
- K.CX.2.2 Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- K.CX.2.3 Understand that artists sometimes share materials and ideas (collaboration).

### CRITICAL RESPONSE

---

#### ***K.CR.1 Use critical analysis to generate responses to a variety of prompts.***

- K.CR.1.1 Identify the lines, colors, and shapes in works of art.
- K.CR.1.2 Explain personal art in terms of media and process.

# COMPUTER SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMPUTING SYSTEMS

---

#### **Devices**

K2-CS-01 Choose appropriate devices to perform a variety of classroom tasks.

#### **Hardware & Software**

K2-CS-02 Describe the function of common physical components of computing systems (hardware) with appropriate terminology.

K2-CS-03 Operate appropriate software to perform a variety of tasks.

#### **Troubleshooting**

K2-CS-04 Describe basic hardware and software problems with accurate terminology.

### NETWORKS & THE INTERNET

---

#### **Network Communication & Organization**

K2-NI-01 Illustrate how information is broken down into smaller pieces and can be reassembled.

#### **Cybersecurity**

K2-NI-02 Apply knowledge of what passwords are and why we use strong passwords to protect devices and information from unauthorized access.

K2-NI-03 Discover your digital footprint and how personal information can be protected.

### DATA & ANALYSIS

---

#### **Storage**

K2-DA-01 Store, copy, search, retrieve, modify, and delete information using a computing device.

K2-DA-02 Define information stored on a computing device as data.

#### **Collection, Visualization & Transformation**

K2-DA-03 Collect and present the same data in various visual formats.

#### **Inference & Models**

K2-DA-04 Make predictions with patterns in data visualizations.

### ALGORITHMS & PROGRAMMING

---

#### **Algorithms**

K2-AP-01 Model daily processes with algorithms to complete tasks.

#### **Variables**

K2-AP-02 Demonstrate how programs store and manipulate data by using numbers or other symbols to represent information.

#### **Control**

K2-AP-03 Develop programs with sequences and simple loops to express ideas or address a problem.

#### **Modularity**

K2-AP-04 Decompose the steps needed to solve a problem into a precise sequence of instructions.

### ***Program Development***

- K2-AP-05 Develop plans that describe a program’s sequence of events, goals and expected outcomes.
- K2-AP-06 Give attribution when using the ideas and creations of others while developing programs.
- K2-AP-07 Identify and debug errors in an algorithm or program that includes sequences and simple loops.
- K2-AP-08 Using correct terminology, describe steps taken and choices made during the iterative process of program development.

## **IMPACTS OF COMPUTING**

---

### ***Culture***

- K2-IC-01 Compare how people live and work before and after the implementation or adoption of new computing technology.
- K2-IC-02 Select software that meets the diverse needs and preferences for the technology individuals use in the classroom.

### ***Social Interactions***

- K2-IC-03 Work respectfully and responsibly with others online.

### ***Safety, Law & Ethics***

- K2-IC-04 Model responsible login and logoff procedures on all devices.

# DIGITAL LEARNING

## NORTH CAROLINA STANDARD COURSE OF STUDY

*The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver the integrated Digital Learning Standard Course of Study, collaborative planning should occur in grade level planning teams which include media coordinators and technology facilitators.*

*Standards reprinted by permission of "ISTE Standards for Students." ISTE© – International Society for Technology in Education, 12 August 2019, [www.iste.org/standards/for-students](http://www.iste.org/standards/for-students).*

### EMPOWERED LEARNER

---

**1. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

- 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1b. Students build networks and customize their learning environments in ways that support the learning process.
- 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

### DIGITAL CITIZEN

---

**2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

- 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

### KNOWLEDGE CONSTRUCTOR

---

**3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.**

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

## INNOVATIVE DESIGNER

---

- 4. *Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.***
- 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
  - 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
  - 4c. Students develop, test and refine prototypes as part of a cyclical design process.
  - 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

## COMPUTATIONAL THINKER

---

- 5. *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.***
- 5a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
  - 5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
  - 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
  - 5d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

## CREATIVE COMMUNICATOR

---

- 6. *Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.***
- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
  - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
  - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

## GLOBAL COLLABORATOR

---

- 7. *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.***
- 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
  - 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
  - 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
  - 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

# ENGLISH LANGUAGE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

### READING STANDARDS FOR LITERATURE

---

#### ***Key Ideas and Evidence***

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

#### ***Craft and Structure***

- RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.
- RL.K.5 Recognize common types of texts.
- RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

#### ***Integration of Ideas and Analysis***

- RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.
- RL.K.8 Not applicable to literature.
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### ***Range of Reading and Level of Complexity***

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

### READING STANDARDS FOR INFORMATIONAL TEXT

---

#### ***Key Ideas and Evidence***

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### ***Craft and Structure***

- RI.K.4 With prompting and support, ask and answer questions about words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.

### ***Integration of Ideas and Analysis***

- RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.
- RI.K.8 Begins in grade 1.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.

### ***Range of Reading and Level of Complexity***

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

## **READING FOUNDATIONAL SKILLS**

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

## **READING STANDARDS FOR FOUNDATIONAL SKILLS**

---

### ***Print Concepts***

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

### ***Handwriting***

- RF.K.2 Print upper- and lowercase letters.

### ***Phonological Awareness***

- RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



### **Phonics and Word Recognition**

- RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight.
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

- RF.K.5 Read emergent-reader texts with purpose and understanding.

## **WRITING STRAND**

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

## **WRITING STANDARDS**

---

### **Text Types, Purposes, and Publishing**

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.

### **Research**

- W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.
- W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

### SPEAKING AND LISTENING STANDARDS

#### **Collaboration and Communication**

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions.
  - b. Continue a conversation through multiple exchanges.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### **Presentation of Knowledge and Ideas**

- SL.K.4. Speak audibly and express thoughts, feelings, and ideas clearly.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

## LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

### LANGUAGE STANDARDS

#### **Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

#### **Language Standards – Grammar Continuum**

Skill	K-1
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"><li>• Use singular and plural nouns with matching verbs in basic sentences</li></ul>
<b>Nouns</b>	<ul style="list-style-type: none"><li>• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)</li><li>• Use common, proper, and possessive nouns</li></ul>
<b>Verbs</b>	<ul style="list-style-type: none"><li>• Form frequently occurring verbs</li><li>• Convey sense of time</li></ul>
<b>Adjectives</b>	<ul style="list-style-type: none"><li>• Use frequently occurring adjectives</li></ul>

<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>• Use frequently occurring conjunctions</li> </ul>
<b>Adverbs</b>	
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences</li> <li>• Understand and use question words</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• Use frequently occurring prepositions</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Use personal, possessive, and indefinite pronouns</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>• Use determiners</li> </ul>
<b>Commonly Confused Words</b>	
<b>Interjections</b>	
<b>Phrases &amp; Clauses</b>	
<b>Usage</b>	

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

### ***Language Standards – Conventions Continuum***

Skill	K-1
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence</li> <li>• Capitalize the pronoun “I”</li> <li>• Capitalize dates and names of people</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Recognize end punctuation</li> <li>• Name end punctuation</li> <li>• Use end punctuation for sentences</li> <li>• Use commas in dates</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Write a letter or letters for most consonant and short-vowel sounds</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> <li>• Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words</li> </ul>
<b>References</b>	

#### ***Knowledge of Language***

L.K.3 (Begins in grade 2)

#### ***Vocabulary Acquisition and Use***

L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.

L.K.5 With guidance and support from adults, explore nuances in word meanings.

- a. Sort common objects into categories to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.

# ENGLISH/LANGUAGE ARTS

## EXTENDED CONTENT STANDARDS

### READING STANDARDS FOR LITERATURE

---

#### ***Key Ideas and Evidence***

- RL.K.1 With guidance and support, identify details in familiar stories.
- RL.K.2 With guidance and support, identify key details in familiar stories.
- RL.K.3 With guidance and support, identify characters and settings in a familiar story.

#### ***Craft and Structure***

- RL.K.4 With guidance and support, identify feeling words within a familiar story.
- RL.K.5 With guidance and support, recognize familiar texts.
- RL.K.6 With guidance and support, distinguish between words and illustrations in a story.

#### ***Integration of Ideas and Analysis***

- RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.

#### ***K-12 Not Applicable to Literature***

- RL.K.9 With guidance and support, identify the experiences of a character in a familiar story.

#### ***Range of Reading and Level of Complexity***

- RL.K.10 Actively engage in group reading activities.

### READING STANDARDS FOR INFORMATIONAL TEXT

---

#### ***Key Ideas and Evidence***

- RI.K.1 With guidance and support, identify a detail in a familiar text.
- RI.K.2 With guidance and support, identify the main topic of a familiar text.
- RI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.

#### ***Craft and Structure***

- RI.K.4 With guidance and support, answer what questions about words in a familiar text.
- RI.K.5 With guidance and support, identify the front cover of the book.
- RI.K.6 With guidance and support, distinguish between words and illustrations in a familiar informational text.

#### ***Integration of Ideas and Analysis***

- RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- RI.K.8 Begins in grade 1.
- RI.K.9 With guidance and support, identify something that is the same about two familiar texts on the same topic.

#### ***Range of Reading and Level of Complexity***

- RI.K.10 Actively engage in group reading of informational text.

## READING STANDARDS FOR FOUNDATIONAL SKILLS

---

### ***Key Ideas and Evidence***

- RF.K.1 Demonstrate emerging understanding of the organization of print.
  - a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom.
  - b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print.
  - c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
- RF.K.2 With guidance and support, selects or produces letters when asked to write.
- RF.K.3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
  - a. With guidance and support, recognize rhyming words.
  - b. With guidance and support, recognize the number of words in a spoken message.
  - c. With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).

### ***Craft and Structure***

- RF.K.4 Demonstrate emerging awareness of print.
  - a. With guidance and support, recognize first letter of own name in print.
  - b. With guidance and support, recognize environmental print.
- RF.K.5 Engage in purposeful shared reading of familiar text.

## WRITING STANDARDS

---

### ***Text Types, Purposes, and Publishing***

- W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.K.3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.
- W.K.4 With guidance and support from adults, explore a variety of digital tools to produce group writing.

### ***Research***

- W.K.5 With guidance and support, participate in shared research and writing projects.
- W.K.6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

## SPEAKING AND LISTENING STANDARDS

---

### ***Collaboration and Communication***

- SL.K.1 Participate in communication with others.
  - a. Communicate directly with supportive adults or peers.
  - b. Participate in multiple-turn communication exchanges with support from adults.
- SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.
- SL.K.3 With guidance and support ask for help when needed.
- SL.K.4 Communicate with adult communication partners.
- SL.K.5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

## LANGUAGE STANDARDS

---

### *Conventions of Standard English*

- L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
- L.K.2 Begins in grade 1
- L.K.3 Begins in grade 2
- L.K.4 With guidance and support, demonstrate knowledge of word meanings used in every day routines.
- L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.
  - a. Sort common objects into familiar categories
  - b. Demonstrate understanding of frequently occurring opposites
- L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

# HEALTHFUL LIVING – HEALTH EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MENTAL AND EMOTIONAL HEALTH

---

***K.MEH.1 Remember the association of healthy expression of emotions, mental health, and healthy behavior.***

- K.MEH.1.1 Recognize feelings and ways of expressing them.
- K.MEH.1.2 Recall stressors and stress responses.
- K.MEH.1.3 Illustrate personal responsibility for actions and possessions.

### PERSONAL AND CONSUMER HEALTH

---

***K.PCH.1 Apply measures for cleanliness and disease prevention.***

- K.PCH.1.1 Use steps of correct hand washing at appropriate times throughout the day.
- K.PCH.1.2 Illustrate proper tooth brushing techniques.
- K.PCH.1.3 Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

***K.PCH.2 Understand necessary steps to prevent and respond to unintentional injury.***

- K.PCH.2.1 Recognize the meanings of traffic signs and signals.
- K.PCH.2.2 Explain the benefits of wearing seat belts and bicycle helmets.
- K.PCH.2.3 Illustrate how to get help in an emergency.
- K.PCH.2.4 Identify appropriate responses to warning signs, sounds, and labels.

### INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

---

***K.ICR.1 Understand healthy and effective interpersonal communication and relationships.***

- K.ICR.1.1 Explain reasons for sharing.
- K.ICR.1.2 Compare people in terms of what they have in common and how they are unique.
- K.ICR.1.3 Summarize protective behaviors to use when approached by strangers.
- K.ICR.1.4 Recognize bullying, teasing, and aggressive behaviors and how to respond.

### NUTRITION AND PHYSICAL ACTIVITY

---

***K.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.***

- K.NPA.1.1 Classify foods by groups in MyPlate.
- K.NPA.1.2 Recall foods and beverages beneficial to teeth and bones.
- K.NPA.1.3 Recall activities for fitness and recreation during out of school hours.

***K.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.***

- K.NPA.2.1 Recognize nutrient-dense foods in a list of foods that are culturally diverse.
- K.NPA.2.2 Summarize the importance of a healthy breakfast and lunch.

### ALCOHOL, TOBACCO, AND OTHER DRUGS

---

***K.ATOD.1 Understand how to use household products and medicines safely.***

- K.ATOD.1.1 Explain what is likely to happen if harmful household products are ingested or inhaled.
- K.ATOD.1.2 Classify things found around the house as medicinal drugs or other (e.g. candy).
- K.ATOD.1.3 Identify adults and professionals who can be trusted to provide safety information about household products and medicines.
- K.ATOD.1.4 Use appropriate strategies to access help when needed in emergencies involving household products and medicines.



# HEALTHFUL LIVING – PHYSICAL EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MOTOR SKILL DEVELOPMENT

---

#### ***K.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.***

- PE.K.MS.1.1 Execute recognizable forms of the basic locomotor skills.
- PE.K.MS.1.2 Use recognizable forms of the basic manipulative skills.
- PE.K.MS.1.3 Create transitions between sequential locomotor skills.
- PE.K.MS.1.4 Use non-locomotor and locomotor skills in response to even and uneven rhythms in order to integrate beat awareness.

### MOVEMENT CONCEPTS

---

#### ***K.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.***

- PE.K.MC.2.1 Understand the meaning of words and terms associated with movement.
- PE.K.MC.2.2 Identify one or more of the essential elements of correct form for the five fundamental manipulative skills.
- PE.K.MC.2.3 Use teacher feedback to improve basic motor performance.
- PE.K.MC.2.4 Illustrate activities that increase heart rate.

### HEALTH-RELATED FITNESS

---

#### ***K.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.***

- PE.K.HF.3.1 Recognize one or more of the five health-related fitness assessments and the associated exercises.
- PE.K.HF.3.2 Identify opportunities for increased physical activity.
- PE.K.HF.3.3 Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time.

### PERSONAL/SOCIAL RESPONSIBILITY

---

#### ***K.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.***

- PE.K.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.
- PE.K.PR.4.2 Understand how social interaction can make activities more enjoyable.
- PE.K.PR.4.3 Use safe practices when engaging in physical education activities.

# MATHEMATICS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### STANDARDS FOR MATHEMATICAL PRACTICE

---

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.

### COUNTING AND CARDINALITY

---

#### ***Know number names and the counting sequence.***

- NC.K.CC.1 Know number names and recognize patterns in the counting sequence by:
- Counting to 100 by ones.
  - Counting to 100 by tens.
- NC.K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
- NC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.

#### ***Count to tell the number of objects.***

- NC.K.CC.4 Understand the relationship between numbers and quantities.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
  - Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).
  - State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).
- NC.K.CC.5 Count to answer "How many?" in the following situations:
- Given a number from 1-20, count out that many objects.
  - Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
  - Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
  - Given 10 objects in a scattered arrangement, identify how many.

#### ***Compare numbers.***

- NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
- NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.

## OPERATIONS AND ALGEBRAIC THINKING

---

### ***Understand addition and subtraction.***

- NC.K.OA.1 Represent addition and subtraction, within 10:
- Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.
  - Demonstrate understanding of addition and subtraction by making connections among representations.
- NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:
- Add to/Take From-Result Unknown
  - Put Together/Take Apart (Total Unknown and Two Addends Unknown)
- NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.
- NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.
- NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).
- NC.K.OA.5 Demonstrate fluency with addition and subtraction within 5.

## NUMBER AND OPERATIONS IN BASE TEN

---

### ***Build foundation for place value.***

- NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:
- Using objects or drawings.
  - Recording each composition or decomposition by a drawing or expression.
  - Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## MEASUREMENT AND DATA

---

### ***Describe and compare measurable attributes.***

- NC.K.MD.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object.
- NC.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

### ***Classify objects and count the number of objects in each category.***

- NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## GEOMETRY

---

### ***Identify and describe shapes.***

- NC.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
- NC.K.G.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
- NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.

### ***Analyze, compare, create, and compose shapes.***

- NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
- NC.K.G.5 Model shapes in the world by:
- Building and drawing triangles, rectangles, squares, hexagons, circles.
  - Building cubes, cones, spheres, and cylinders.
- NC.K.G.6 Compose larger shapes from simple shapes.

# MATHEMATICS

## EXTENDED CONTENT STANDARDS

### STANDARDS FOR MATHEMATICAL PRACTICE

---

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.

The *Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities Non-Regulatory Guidance* states, "...materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors such as, describe, count, identify, etc., should be interpreted to mean that the students will be taught and tested according to their mode of communication."

### COUNTING AND CARDINALITY

---

#### ***Know number names and the counting sequence.***

- K.CC.1 Use concrete and pictorial representations to count up to 10 items by ones.

#### ***Count to tell the number of objects.***

- K.CC.4 Demonstrates one to one correspondence by pairing one object with one and only one number and each name with only one object.
- K.CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.

#### ***Compare numbers.***

- K.CC.6 Identify whether the number of objects in one group is more than, less than, or equal to the number of objects in another group, when the quantities are clearly different.

### OPERATIONS AND ALGEBRAIC THINKING

---

#### ***Understand addition and subtraction.***

- K.OA.1 Represent addition as putting together, and subtraction as taking away in everyday activities.

### MEASUREMENT AND DATA

---

#### ***Describe and compare measurable attributes.***

- K.MD.1 Classify objects by attributes, (long, short, heavy, light, big, small).

### GEOMETRY

---

#### ***Identify and describe shapes.***

- K.G.2 Identify shapes of same size and orientation (circle, square, rectangle, triangle).

# SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### FORCES AND MOTION

---

#### ***K.P.1 Understand the positions and motions of objects and organisms observed in the environment.***

- K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.
- K.P.1.2 Give examples of different ways objects and organisms move (to include falling to the ground when dropped):
- Straight
  - Zigzag
  - Round and round
  - Back and forth
  - Fast and slow

### MATTER: PROPERTIES AND CHANGE

---

#### ***K.P.2 Understand how objects are described based on their physical properties and how they are used.***

- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

---

#### ***K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.***

- K.E.1.1 Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
- K.E.1.2 Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
- K.E.1.3 Compare weather patterns that occur from season to season.

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

---

#### ***K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.***

- K.L.1.1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
- K.L.1.2 Compare characteristics of living and nonliving things in terms of their:
- Structure
  - Growth
  - Changes
  - Movement
  - Basic needs

# SCIENCE

## EXTENDED CONTENT STANDARDS

### FORCES AND MOTION

---

#### ***EX.K.P.1 Identify positions and motions of familiar objects in the environment.***

EX.K.P.1.1 Locate familiar objects in the environment.

EX.K.P.1.2 Indicate the movement of objects in the environment to demonstrate motion (to include falling to the ground when dropped).

- Straight
- Back and forth
- Fast and slow

EX.K.P.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

### MATTER: PROPERTIES AND CHANGE

---

#### ***EX.K.P.2 Identify objects by their physical properties.***

EX.K.P.2.1 Identify objects by their physical properties as “same” or “different.”

EX.K.P.2.2 Sort objects by observable physical properties (including size, color, shape and texture).

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

---

#### ***EX.K.E.1 Explore changes when manipulating objects.***

EX.K.E.1.1 Use objects to make things happen (cause/effect).

EX.K.E.1.2 Compare characteristics of objects through observation and action.

EX.K.E.1.3 Combine objects to create different effects.

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

---

#### ***EX.K.L.1 Understand basic categories such as plants, animals, people, and objects.***

EX.K.L.1.1 Identify animate (moving) and inanimate objects.

EX.K.L.1.2 Identify plant vs. animal.

EX.K.L.1.3 Categorize things as plant, animal, person, or object.

### ECOSYSTEMS

---

#### ***EX.K.L.2 Use observation skills to attend to the environment.***

EX.K.L.2.1 Use one or more of the senses to shift attention between a person and objects or events.

EX.K.L.2.2 Describe shared objects and events using attributes (big/small, circle/square, red, green, blue), and location (in, on, out, under, off, beside, behind).



# SOCIAL STUDIES

## NORTH CAROLINA STANDARD COURSE OF STUDY

*The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.*

### INQUIRY

---

#### **Compelling Questions**

- I.1.1 Identify inquiry as a process to answer questions and solve issues.
- I.1.2 Recognize a compelling question with prompting and support.
- I.1.3 Explain why or how a compelling question is important to a topic or issue.

#### **Supporting Questions**

- I.1.4 Identify what questions are needed to support the compelling question.
- I.1.5 Recognize how supporting questions connect to compelling questions.

#### **Gathering and Evaluating Sources**

- I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.
- I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

#### **Developing Claims and Using Evidence (Starting in Grade 3)**

#### **Communicating Ideas**

- I.1.8 Construct responses to compelling questions using information from sources.

#### **Taking Informed Action**

- I.1.9 Identify problems related to the compelling question that students think are important.

### BEHAVIORAL SCIENCES

---

#### ***K.B.1 Understand cultural practices in local communities and around the world.***

- K.B.1.1 Identify cultural practices in local communities and around the world.
- K.B.1.2 Compare cultural practices of people in local communities and around the world.
- K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.

### CIVICS AND GOVERNMENT

---

#### ***K.C&G.1 Understand that people work together to create and follow rules.***

- K.C&G.1.1 Explain why people follow rules in the classroom, school, and community.
- K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community.
- K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.
- K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.

## ECONOMICS

---

### ***K.E.1 Analyze basic economic concepts.***

- K.E.1.1 Differentiate between needs and wants.
- K.E.1.2 Differentiate between goods and services.

## GEOGRAPHY

---

### ***K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings.***

- K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.
- K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.
- K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.

### ***K.G.2 Understand interactions between humans and the environment.***

- K.G.2.1 Explain ways people around the world use natural resources.
- K.G.2.2 Explain how the environment influences people to move from place to place.

## HISTORY

---

### ***K.H.1 Understand change over time.***

- K.H.1.1 Exemplify ways in which people change over time.
- K.H.1.2 Explain how various events have shaped history.
- K.H.1.3 Compare life in the past to life today within the home, community, and around the world.

# SOCIAL STUDIES

## EXTENDED CONTENT STANDARDS

### GEOGRAPHY AND ENVIRONMENTAL LITERACY

---

***EX.K.G.1 Identify location of familiar objects in the classroom.***

EX.G.1.1 Locate areas of the classroom.

EX.G.1.2 Locate familiar objects in the environment.

EX.G.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

### ECONOMICS AND FINANCIAL LITERACY

---

***EX.K.E.1 Identify needs of individual and family.***

EX.K.E.1.1 Identify the needs of a family.

EX.K.E.1.2 Communicate personal needs.

### CIVICS AND GOVERNMENT

---

***EX.K.C&G.1 Understand expectations of participating in a group.***

EX.K.C&G.1.1 Demonstrate joint attention with a peer.

EX.K.C&G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).

# ENGLISH LANGUAGE DEVELOPMENT

## NORTH CAROLINA STANDARD COURSE OF STUDY

*[Standards that are used by all teachers working with English Language Learners]*

*The North Carolina English Language Development Standard Course of Study is the WIDA English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.*

- |            |   |
|------------|---|
| STANDARD 1 | English language learners communicate for Social and Instructional purposes within the school setting.                                      |
| STANDARD 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  |
| STANDARD 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.    |
| STANDARD 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.        |
| STANDARD 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>.

### **Unpacking Standards Toolkit**

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners>

## Speaking Interpretive Rubric of the WIDA™ Consortium\* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
<b>Level 6 Reaching</b>	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> <li>sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience</li> <li>clear evidence of consistency in conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics</li> <li>controlled, skilled use of oral language to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>consistent usage of just the right word or expression in just the right context related to content area topics</li> <li>facility with precise vocabulary usage in general, specific, or technical language</li> </ul>
<b>Level 5 Bridging</b>	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> <li>sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience</li> <li>clear evidence of conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic</li> <li>controlled, fluid use of oral language to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the speaking purpose</li> </ul>
<b>Level 4 Expanding</b>	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> <li>connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity</li> <li>some evidence of conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area</li> <li>generally controlled and fluid use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the speaking purpose</li> </ul>
<b>Level 3 Developing</b>	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> <li>oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas</li> <li>evidence of a developing sense of perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>developing range of oral phrase and sentence patterns and grammatical structures common to content areas</li> <li>developing control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of words or expressions used frequently in content areas, as appropriate</li> <li>vocabulary usage that attempts to fulfill the speaking purpose</li> </ul>
<b>Level 2 Emerging</b>	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> <li>oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident</li> <li>some amount of language that may be repeated from the prompt</li> </ul>	<ul style="list-style-type: none"> <li>chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
<b>Level 1 Entering</b>	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> <li>words, oral phrases, or memorized chunks of oral language used to represent ideas</li> <li>varying amounts of language that may be repeated from the prompt</li> </ul>	<ul style="list-style-type: none"> <li>words, chunks of language, or simple phrasal patterns associated with common social and instructional situations</li> <li>occasional control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of highest frequency general content-related words</li> <li>usage of everyday social and instructional words and expressions</li> </ul>

**Writing Interpretive Rubric of the WIDA™ Consortium\* Grades 1-12**

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Usage</b>	<b>Vocabulary Control</b>
<b>Level 6 Reaching</b>	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> <li>extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas</li> <li>clear evidence of consistency in conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a full range of sentence patterns and grammatical structures matched to content area topics</li> <li>consistent use of appropriate conventions to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>consistent usage of just the right word or expression in just the right context related to content area topics</li> <li>facility with precise vocabulary usage in general, specific, or technical language</li> </ul>
<b>Level 5 Bridging</b>	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> <li>extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas</li> <li>clear evidence of conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a broad range of sentence patterns and grammatical structures matched to the content area topic</li> <li>nearly consistent use of appropriate conventions to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the writing purpose</li> </ul>
<b>Level 4 Expanding</b>	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> <li>connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion</li> <li>some evidence of conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a range of sentence patterns and grammatical structures characteristic of the content area</li> <li>generally consistent use of appropriate conventions to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the writing purpose</li> </ul>
<b>Level 3 Developing</b>	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> <li>text that shows developing organization in the expression of an expanded idea or multiple related ideas</li> <li>evidence of a developing sense of perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a developing range of sentence patterns and grammatical structures common to content areas</li> <li>developing use of conventions to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of common cognates, words, or expressions related to content areas as appropriate</li> <li>vocabulary usage that attempts to fulfill the writing purpose</li> </ul>
<b>Level 2 Emerging</b>	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> <li>text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization</li> <li>some amount of text that may be copied or adapted</li> </ul>	<ul style="list-style-type: none"> <li>repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable use of conventions</li> </ul>	<ul style="list-style-type: none"> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
<b>Level 1 Entering</b>	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> <li>language that represents an idea or ideas</li> <li>varying amounts of text that may be copied</li> <li>adapted text that may contain some original language</li> </ul>	<ul style="list-style-type: none"> <li>words, chunks of language, or simple phrasal patterns associated with common social and instructional situations</li> <li>possible use of some conventions</li> </ul>	<ul style="list-style-type: none"> <li>usage of highest frequency general content-related words</li> <li>usage of everyday social and instructional words and expressions</li> </ul>

# GUIDANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

*The North Carolina Standard Course of Study for Guidance is organized into the following strands and essential standards.*

### **SOCIO-EMOTIONAL**

---

- SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
- SE.2 Understand the relationship between self and others in the broader world.
- SE.3 Use communication strategies effectively for a variety of purposes and audiences.

### **COGNITIVE**

---

- C.1 Use creative strategies to make decisions and solve problems.
- C.2 Use analytical strategies to understand situations and make appropriate decisions.

### **CAREER**

---

- CR.1 Understand the meaning and importance of career self-awareness and career goals.
- CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
- CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
- CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

#### ***Proficiency Levels***

- Readiness/Exploratory/Discovery (RED)
- Early Emergent/Emergent (EEE)
- Progressing (P)
- Early Independent (EI)
- Independent (I)

#### ***PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)***

### **SOCIO-EMOTIONAL**

---

#### ***RED.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.***

- RED.SE.1.1 Understand the importance of self-control and responsibility.
- RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.
- RED.SE.1.3 Contrast rights and responsibilities.

#### ***RED.SE.2 Understand the relationship between self and others in the broader world.***

- RED.SE.2.1 Identify ways of making and keeping friends.
- RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).



**RED.SE.3 Use communication strategies effectively for a variety of purposes and audiences.**

RED.SE.3.1 Use oral and written communication skills to share information with others.

RED.SE.3.2 Use non-verbal communication skills to share information with others.

**COGNITIVE**

---

**RED.C.1 Use creative strategies to make decisions and solve problems.**

RED.C.1.1 Identify problems that you have encountered or are likely to encounter.

RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

**RED.C.2 Use analytical strategies to better understand situations and make appropriate decisions.**

RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.

RED.C.2.2 Recognize situations in which peer pressure influences decisions.

**CAREER**

---

**RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.**

RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.

RED.CR.1.2 Use the internet to access career-planning information.

RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

**RED.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.**

RED.CR.2.1 Explore the activities performed and skills used in various occupations.

**RED.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.**

RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.

RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.

RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

**RED.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.**

RED.CR.4.1 Recognize how to interact and work cooperatively in teams and groups.

**PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)**

**SOCIO-EMOTIONAL**

---

**EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.**

EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.

EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

**EEE.SE.2 Understand the relationship between self and others in the broader world.**

EEE.SE.2.1 Contrast the influence of self and others in relationship building.

EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.

EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

**EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.**

EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.

EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

## COGNITIVE

---

**EEE.C.1 Use creative strategies to solve problems.**

EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

**EEE.C.2 Use analytical strategies to understand situations.**

EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

## CAREER

---

**EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.**

EEE.CR.1.1 Explain the importance of planning in career success.

**EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.**

EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.

EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

**EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.**

EEE.CR.3.1 Understand the relationship between educational achievement and career success.

EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

**EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.**

EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

## PROFICIENCY LEVEL: PROGRESSING (P)

### SOCIO-EMOTIONAL

---

#### ***P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.***

- P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

#### ***P.SE.2 Understand the relationship between self and others in the broader world.***

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

#### ***P.SE.3 Use communication strategies effectively for a variety of purposes and audiences.***

- P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

### COGNITIVE

---

#### ***P.C.1 Use creative strategies to make decisions and solve problems.***

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

#### ***P.C.2 Use analytical strategies to understand situations.***

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

### CAREER

---

#### ***P.CR.1 Understand the meaning and importance of career self-awareness and career goals.***

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

#### ***P.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.***

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

***P.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.***

P.CR.3.1 Describe the effect of work on lifestyle.

P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

***P.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.***

P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

***PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)***

**SOCIO-EMOTIONAL**

---

***EI.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.***

EI.SE.1.1 Explain the impact of personal responsibility on others.

EI.SE.1.2 Contrast rights, privileges, and responsibilities.

***EI.SE.2 Understand the relationship between self and others in the broader world.***

EI.SE.2.1 Exemplify respect for individual and cultural differences.

EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

***EI.SE.3 Use communication strategies to share information effectively for a variety of purposes and audiences.***

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

**COGNITIVE**

---

***EI.C.1 Use creative strategies to make decisions and solve problems.***

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

***EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.***

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

## CAREER

---

### ***EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.***

- EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.
- EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.
- EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

### ***EI.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.***

- EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.
- EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

### ***EI.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.***

- EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.
- EI.CR.3.2 Select course work that is related to your career plan.

### ***EI.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.***

- EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.
- EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

## **PROFICIENCY LEVEL: INDEPENDENT (I)**

## SOCIO-EMOTIONAL

---

### ***I.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.***

- I.SE.1.1 Explain the role of personal responsibility in leadership.
- I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

### ***I.SE.2 Understand the relationship between self and others in the broader world.***

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

### ***I.SE.3 Use communication strategies effectively for a variety of purposes and audiences.***

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

## COGNITIVE

---

### ***I.C.1 Use creative strategies to make decisions and solve problems.***

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

### ***I.C.2 Use analytical strategies to understand situations and make appropriate decisions.***

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

## CAREER

---

### ***I.CR.1 Understand the meaning and importance of career self-awareness and career goals.***

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

### ***I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.***

- I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

### ***I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.***

- I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.
- I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

### ***I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.***

- I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.
- I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

# WORLD LANGUAGES

## NORTH CAROLINA STANDARD COURSE OF STUDY

*The North Carolina Standard Course of Study for World Languages are organized into the following strands and essential standards.*

### ***Connections to Language & Literacy – CLL (Comparisons)***

### ***Connections to Other Disciplines – COD (Connections)***

### ***Communities – CMT (Communities)***

STANDARD 1	Use the language to engage in interpersonal communication. (Interpersonal communication: Person-to-Person Communication)
STANDARD 2	Understand words and concepts presented in the language. (Interpretive communication: Listening and Reading)
STANDARD 3	Use the language to present information to an audience. (Presentational Communication: Speaking and Writing)
STANDARD 4	Compare the students' culture and the target culture. (Culture)

*The following program models are available at Grades K, 1, 2, 3, 4 and 5:*

1. Dual & Heritage Language Programs – Dual Language Immersion
2. Foreign Language in the Elementary School (FLES) Programs

For more information regarding program models and proficiency outcomes, please see the Instructional Support Tools at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study/world-languages>

### ***Proficiency Levels***

- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

## **CONNECTIONS TO LANGUAGE & LITERACY**

---

### ***NL.CLL.1 Use the language to engage in interpersonal communication.***

- NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.
- NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

### ***NL.CLL.2 Understand words and concepts presented in the language.***

- NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
- NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.
- NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.
- NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
- NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

### ***NL.CLL.3 Use the language to present information to an audience.***

- NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.
- NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.
- NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

### ***NL.CLL.4 Compare the students' culture and the target culture.***

- NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
- NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
- NL.CLL.4.3 Recognize examples of cognates and loan words.

## **CONNECTIONS TO OTHER DISCIPLINES**

---

### ***NL.COD.1 Use the language to engage in interpersonal communication.***

- NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.
- NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

### ***NL.COD.2 Understand words and concepts presented in the language.***

- NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
- NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.
- NL.COD.2.3 Recognize words in groups from other disciplines.



**NL.COD.3 Use the language to present information to an audience.**

- NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.
- NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.
- NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

**NL.COD.4 Compare the students' culture and the target culture.**

- NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.
- NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

## COMMUNITIES

---

**NL.CMT.1 Use the language to engage in interpersonal communication.**

- NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
- NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

**NL.CMT.2 Understand words and concepts presented in the language.**

- NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.
- NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

**NL.CMT.3 Use the language to present information to an audience.**

- NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
- NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

**NL.CMT.4 Compare the students' culture and the target culture.**

- NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.
- NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.
- NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.
- NL.CMT.4.4 Identify products from the target cultures that are used globally.

## PROFICIENCY LEVEL: NOVICE MID (NM)

### CONNECTIONS TO LANGUAGE & LITERACY

---

**NM.CLL.1 Use the language to engage in interpersonal communication.**

- NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

**NM.CLL.2 Understand words and concepts presented in the language.**

- NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.
- NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.
- NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).
- NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.
- NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

**NM.CLL.3 Use the language to present information to an audience.**

- NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.
- NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

**NM.CLL.4 Compare the students' culture and the target culture.**

- NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
- NM.CLL.4.2 Exemplify instances of cognates and loan words.
- NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

## CONNECTIONS TO OTHER DISCIPLINES

---

**NM.COD.1 Use the language to engage in interpersonal communication.**

- NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.
- NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

**NM.COD.2 Understand words and concepts presented in the language.**

- NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.
- NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.
- NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

**NM.COD.3 Use the language to present information to an audience.**

- NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
- NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.
- NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

**NM.COD.4 Compare the students' culture and the target culture.**

- NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.
- NM.COD.4.2 Identify information about target culture perspectives and practices.

## COMMUNITIES

---

### ***NM.CMT.1 Use the language to engage in interpersonal communication.***

- NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.
- NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

### ***NM.CMT.2 Understand words and concepts presented in the language.***

- NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.
- NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.
- NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

### ***NM.CMT.3 Use the language to present information to an audience.***

- NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
- NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

### ***NM.CMT.4 Compare the students' culture and the target culture.***

- NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.
- NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
- NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.
- NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

## PROFICIENCY LEVEL: NOVICE HIGH (NH)

## CONNECTIONS TO LANGUAGE & LITERACY

---

### ***NH.CLL.1 Use the language to engage in interpersonal communication.***

- NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.
- NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.
- NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.
- NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

### ***NH.CLL.2 Understand words and concepts presented in the language.***

- NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.
- NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.
- NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

***NH.CLL.3 Use the language to present information to an audience.***

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.
- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

***NH.CLL.4 Compare the students' culture and the target culture.***

- NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.
- NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.
- NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

---

**CONNECTIONS TO OTHER DISCIPLINES**

***NH.COD.1 Use the language to engage in interpersonal communication.***

- NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.
- NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
- NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

***NH.COD.2 Understand words and concepts presented in the language.***

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.
- NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
- NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

***NH.COD.3 Use the language to present information to an audience.***

- NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.
- NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

***NH.COD.4 Compare the students' culture and the target culture.***

- NH.COD.4.1 Understand cultural practices and perspectives from the target culture.
- NH.COD.4.2 Identify the products of the target culture.

---

**COMMUNITIES**

***NH.CMT.1 Use the language to engage in interpersonal communication.***

- NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.
- NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

**NH.CMT.2 Understand words and concepts presented in the language.**

- NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.
- NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

**NH.CMT.3 Use the language to present information to an audience.**

- NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.
- NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

**NH.CMT.4 Compare the students' culture and the target culture.**

- NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.
- NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.
- NH.CMT.4.3 Identify key characteristics of target culture traditions.

**PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)**

**CONNECTIONS TO LANGUAGE & LITERACY**

**IL.CLL.1 Use the language to engage in interpersonal communication.**

- IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.
- IL.CLL.1.2 Use questions to exchange information in familiar situations.

**IL.CLL.2 Understand words and concepts presented in the language.**

- IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.
- IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.
- IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.
- IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

**IL.CLL.3 Use the language to present information to an audience.**

- IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.
- IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.
- IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.
- IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

**IL.CLL.4 Compare the students' culture and the target culture.**

- IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.
- IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.
- IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

## CONNECTIONS TO OTHER DISCIPLINES

---

### ***IL.COD.1 Use the language to engage in interpersonal communication.***

- IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
- IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

### ***IL.COD.2 Understand words and concepts presented in the language.***

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

### ***IL.COD.3 Use the language to present information to an audience.***

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

### ***IL.COD.4 Compare the students' culture and the target culture.***

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

## COMMUNITIES

---

### ***IL.CMT.1 Use the language to engage in interpersonal communication.***

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

### ***IL.CMT.2 Understand words and concepts presented in the language.***

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

### ***IL.CMT.3 Use the language to present information to an audience.***

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

**IL.CMT.4 Compare the students' culture and the target culture.**

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

**PROFICIENCY LEVEL: INTERMEDIATE MID (IM)**

**CONNECTIONS TO LANGUAGE & LITERACY**

---

**IM.CLL.1 Use the language to engage in interpersonal communication.**

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

**IM.CLL.2 Understand words and concepts presented in the language.**

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

**IM.CLL.3 Use the language to present information to an audience.**

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

**IM.CLL.4 Compare the students' culture and the target culture.**

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

**CONNECTIONS TO OTHER DISCIPLINES**

---

**IM.COD.1 Use the language to engage in interpersonal communication.**

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

**IM.COD.2 Understand words and concepts presented in the language.**

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.



***IM.COD.3 Use the language to present information to an audience.***

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
- IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

***IM.COD.4 Compare the students' culture and the target culture.***

- IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.
- IM.COD.4.2 Understand how practices and perspectives impact the target culture.

## **COMMUNITIES**

---

***IM.CMT.1 Use the language to engage in interpersonal communication.***

- IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.
- IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

***IM.CMT.2 Understand words and concepts presented in the language.***

- IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.
- IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

***IM.CMT.3 Use the language to present information to an audience.***

- IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.
- IM.CMT.3.2 Use the language in school or community activities related to the target culture.

***IM.CMT.4 Compare the students' culture and the target culture.***

- IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.
- IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.
- IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

## **PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)**

### **CONNECTIONS TO LANGUAGE & LITERACY**

---

***IH.CLL.1 Use the language to engage in interpersonal communication.***

- IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.
- IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.
- IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.



***IH.CLL.2 Understand words and concepts presented in the language.***

- IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.
- IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.
- IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.
- IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

***IH.CLL.3 Use the language to present information to an audience.***

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

***IH.CLL.4 Compare the students' culture and the target culture.***

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

## **CONNECTIONS TO OTHER DISCIPLINES**

---

***IH.COD.1 Use the language to engage in interpersonal communication.***

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

***IH.COD.2 Understand words and concepts presented in the language.***

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

***IH.COD.3 Use the language to present information to an audience.***

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

***IH.COD.4 Compare the students' culture and the target culture.***

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

## COMMUNITIES

---

### ***IH.CMT.1 Use the language to engage in interpersonal communication.***

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

### ***IH.CMT.2 Understand words and concepts presented in the language.***

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

### ***IH.CMT.3 Use the language to present information to an audience.***

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

### ***IH.CMT.4 Compare the students' culture and the target culture.***

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

## PROFICIENCY LEVEL: ADVANCED LOW (AL)

## CONNECTIONS TO LANGUAGE & LITERACY

---

### ***AL.CLL.1 Use the language to engage in interpersonal communication.***

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

### ***AL.CLL.2 Understand words and concepts presented in the language.***

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

### ***AL.CLL.3 Use the language to present information to an audience.***

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

**AL.CLL.4 Compare the students' culture and the target culture.**

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

**CONNECTIONS TO OTHER DISCIPLINES**

---

**AL.COD.1 Use the language to engage in interpersonal communication.**

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

**AL.COD.2 Understand words and concepts presented in the language.**

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

**AL.COD.3 Use the language to present information to an audience.**

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

**AL.COD.4 Compare the students' culture and the target culture.**

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

**COMMUNITIES**

---

**AL.CMT.1 Use the language to engage in interpersonal communication.**

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

**AL.CMT.2 Understand words and concepts presented in the language.**

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

**AL.CMT.3 Use the language to present information to an audience.**

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

**AL.CMT.4 Compare the students' culture and the target culture.**

- AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
- AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

**PROFICIENCY LEVEL: ADVANCED MID (AM)**

**CONNECTIONS TO LANGUAGE & LITERACY**

---

**AM.CLL.1 Use the language to engage in interpersonal communication.**

- AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

**AM.CLL.2 Understand words and concepts presented in the language.**

- AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.
- AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.
- AM.CLL.2.3 Understand how to interpret long, complex texts.
- AM.CLL.2.4 Compare literary and technical writing styles.

**AM.CLL.3 Use the language to present information to an audience.**

- AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.
- AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.
- AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.
- AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

**AM.CLL.4 Compare the students' culture and the target culture.**

- AM.CLL.4.1 Use dialectical differences to adapt and give presentations.
- AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

**CONNECTIONS TO OTHER DISCIPLINES**

---

**AM.COD.1 Use the language to engage in interpersonal communication.**

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

**AM.COD.2 Understand words and concepts presented in the language.**

- AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.
- AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

**AM.COD.3 Use the language to present information to an audience.**

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

***AM.COD.4 Compare the students' culture and the target culture.***

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

## COMMUNITIES

---

***AM.CMT.1 Use the language to engage in interpersonal communication.***

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

***AM.CMT.2 Understand words and concepts presented in the language.***

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

***AM.CMT.3 Use the language to present information to an audience.***

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

***AM.CMT.4 Compare the students' culture and the target culture.***

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.





