

GRADE
1

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2024

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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

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

- 1.CP.1.1 Create dance movement using elements of movement (body, time, space, energy).
- 1.CP.1.2 Compare spontaneous movement (improvisation) and planned movement (choreography).
- 1.CP.1.3 Construct dance phrases which illustrate beginning, middle, and ending.
- 1.CP.1.4 Create movement that expresses words, ideas, experiences, and feelings.

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

- 1.CP.2.1 Use body and voice control in personal and general space.
- 1.CP.2.2 Exemplify concentration during dance explorations.
- 1.CP.2.3 Understand how teacher feedback can be used to improve dance.

DANCE MOVEMENT SKILLS

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

- 1.DM.1.1 Identify body parts, their range of motion, and use of body center.
- 1.DM.1.2 Execute a variety of body shapes.
- 1.DM.1.3 Contrast basic locomotor and non-locomotor (axial) movements.
- 1.DM.1.4 Understand use of beat, meter, and duration in dance movement.
- 1.DM.1.5 Illustrate directions, levels, and pathways in general space.

RESPONDING

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

- 1.R.1.1 Explain movement skills and elements observed in dances performed by peers.
- 1.R.1.2 Understand how responses to dance can be used to represent feelings and opinions.

CONNECTING

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

- 1.C.1.1 Recognize how dance is used in customs and traditions of various cultures.
- 1.C.1.2 Understand connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

- 1.ML.1.1 Use proper technique when singing and playing a variety of music.
- 1.ML.1.2 Use accurate pitch to imitate three-pitch melodic patterns.
- 1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice.
- 1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.

1.ML.2 Interpret the sound and symbol systems of music.

- 1.ML.2.1 Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests and beamed eighth notes.
- 1.ML.2.2 Execute three-pitch songs with voice and/or instruments.
- 1.ML.2.3 Use iconic symbols to notate quarter notes and quarter rests.

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

- 1.ML.3.1 Use improvisation to create two-phrase melodies using three pitches.
- 1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.
- 1.ML.3.3 Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes, and quarter rest durations.

MUSICAL RESPONSE

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

- 1.MR.1.1 Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.
- 1.MR.1.2 Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.
- 1.MR.1.3 Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.).
- 1.MR.1.4 Classify timbre by pitched or unpitched instruments and sounds.

CONTEXTUAL RELEVANCY

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

- 1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.
- 1.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

- 1.C.1.1 Use non-verbal expression to communicate movement elements, including size, weight, and rate.
- 1.C.1.2 Use creative drama techniques, such as storytelling or puppetry, to demonstrate vocal variety.
- 1.C.1.3 Understand that stories have a beginning, middle, and end.

1.C.2 Use performance to communicate ideas and feelings.

- 1.C.2.1 Use improvisation to communicate activities in a variety of situations.
- 1.C.2.2 Use dramatic play to perform stories while texts are read aloud.

ANALYSIS

1.A.1 Analyze literary texts and performances.

- 1.A.1.1 Analyze texts in terms of the relationships among characters, setting, and events.
- 1.A.1.2 Explain qualities of characters and sequence of events in formal and informal productions.

AESTHETICS

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

- 1.AE.1.1 Understand how to prepare spaces for presentations.
- 1.AE.1.2 Understand how the use of costumes and props enhance dramatic play.

CULTURE

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

- 1.CU.1.1 Recognize how theatre is used in customs and traditions of various cultures.
- 1.CU.1.2 Compare the impact of different media, such as theatre, film, the Internet, and television, on family life.

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

- 1.CU.2.1 Understand how to use appropriate behavior as an audience member.
- 1.CU.2.2 Use appropriate responses to the director or acting coach.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

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

- 1.V.1.1 Identify tools, media and processes.
- 1.V.1.2 Create original art that expresses ideas, themes, and events.
- 1.V.1.3 Recognize that symbols, subjects, or themes are used in the works of others to communicate.
- 1.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.
- 1.V.1.5 Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.

1.V.2 Apply creative and critical thinking skills to artistic expression.

- 1.V.2.1 Recognize that artistic problems have multiple solutions.
- 1.V.2.2 Understand how physical location affects what is seen in the immediate environment.
- 1.V.2.3 Create art from imaginary sources of inspiration.

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

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

CONTEXTUAL RELEVANCY

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

- 1.CX.1.1 Recognize how visual arts are used in customs and traditions of various cultures.
- 1.CX.1.2 Identify images in art as depicting something old (historic) or new (contemporary).
- 1.CX.1.3 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.
- 1.CX.1.4 Understand how art represents different cultures.
- 1.CX.1.5 Understand that art is a reflection of the artist’s ideas, environment, and/or resources.

1.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- 1.CX.2.1 Identify the role of functional art in various communities around the world.
- 1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- 1.CX.2.3 Differentiate between sharing ideas and copying.

CRITICAL RESPONSE

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

- 1.CR.1.1 Use appropriate art terminology to express personal opinions about art.
- 1.CR.1.2 Explain how and why personal works of art are made, focusing on 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.

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

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.

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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.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information.
- RL.1.6 Identify who is telling the story at various points in a text.

Integration of Ideas and Analysis

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 Not applicable to literature.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Ideas and Analysis

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

- RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.

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.1.1 Demonstrate understanding of the organization and basic features of print.
 - a. Recognize and use capitalization and ending punctuation.

Handwriting

- RF.1.2 Print all upper- and lowercase letters legibly.

Phonological Awareness

- RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

- W.1.5 Participate in shared research and writing projects.
- W.1.6 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.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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.1.1 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
Subject/Verb Agreement	<ul style="list-style-type: none">• Use singular and plural nouns with matching verbs in basic sentences
Nouns	<ul style="list-style-type: none">• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)• Use common, proper, and possessive nouns
Verbs	<ul style="list-style-type: none">• Form frequently occurring verbs• Convey sense of time

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

- L.1.2 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
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words
References	

Knowledge of Language

- L.1.3 (Begins in grade 2)

Vocabulary Acquisition and Use

- L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.
- L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.
- Sort words into categories to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes.
 - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.1.1 Identify details in familiar stories.
- RL.1.2 With guidance and support, recount key details in familiar stories.
- RL.1.3 Identify characters and settings in a familiar story.

Craft and Structure

- RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- RL.1.5 With guidance and support, identify a text as telling a story.
- RL.1.6 With guidance and support, identify the speaker in a familiar story.

Integration of Ideas and Analysis

- RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.
- RL.1.8 K-12 Not applicable to literature.
- RL.1.9 With guidance and support, identify experiences of characters in familiar stories as same or different.

Range of Reading and Level of Complexity

- RL.1.10 Actively engage in group reading activities for a clearly stated purpose.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.1.1 Identify details in familiar text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Identify individuals, events, or details in a familiar informational text.

Craft and Structure

- RI.1.4 With guidance and support, ask a reader to clarify the meaning of words in a text.
- RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.
- RI.1.6 Distinguish between words and illustrations in a familiar information text.

Integration of Ideas and Analysis

- RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- RI.1.8 With guidance and support, identify points the author makes in a familiar informational text.
- RI.1.9 With guidance and support, compare two familiar texts on the same topic.

Range of Reading and Level of Complexity

- RI.1.10 Actively engage in group reading of information text for a clearly stated purpose.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.1.1 Demonstrate emerging understanding of the organization of print.
 - a. Demonstrate understanding that print is read left-to-right and top-to-bottom.
 - b. Demonstrate understanding of orientation of print.
 - c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
- RF.1.2 Selects or produces letters when asked to write.
- RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize rhyming words.
 - b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T).
 - c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
 - d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Craft and Structure

- RF.1.4 Demonstrate emerging letter and word identification skills.
 - a. Identify upper case letters of the alphabet.
 - b. With guidance and support, recognize familiar words that are used in every day routines.
- RF.1.5 Begin to attend to words in print.
 - a. Engage in sustained, independent study of books.
 - b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.
- W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.1.3 Select a familiar event and use drawing, dictating, or writing to share information about it.
- W.1.4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Research

- W.1.5 With guidance and support, participate in shared research and writing projects.
- W.1.6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.1.1 Communicate with others.
 - a. Engage in multiple-turn exchanges with supportive adults.
 - b. Build on comments or topics initiated by an adult.
 - c. Use one or two words to ask questions related to personally relevant topics.
- SL.1.2 During shared reading, identify key details in the text.

- SL.1.3 With guidance and support communicate confusion, lack of understanding or a need for help.
- SL.1.4 Combine two or more words when communicating.
- SL.1.5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE

Conventions of Standard English

- L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
- L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.
- L.1.3 Begins in grade 2.
- L.1.4 Demonstrate knowledge of word meanings used in every day routines.
- L.1.5 With guidance and support, demonstrate emerging understanding of word relationships.
 - a. Sort common objects into familiar categories
 - b. Identify attributes of familiar words
 - c. Demonstrate an understanding of present tense verbs
- L.1.6 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

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

- 1.MEH.1.1 Use effective communication to express and cope with emotions.
- 1.MEH.1.2 Use methods of positive coping with disappointment and failure.
- 1.MEH.1.3 Classify stressors as eustress or distress.

PERSONAL AND CONSUMER HEALTH

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

- 1.PCH.1.1 Recognize that germs produce illness and can be spread from one person to another.
- 1.PCH.1.2 Use measures for preventing the spread of germs.

1.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.

- 1.PCH.2.1 Illustrate symptoms of sickness and measures for getting well.
- 1.PCH.2.2 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

1.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

- 1.PCH.3.1 Identify safety hazards in the home and injury prevention strategies.
- 1.PCH.3.2 Identify items that can cause burns, strategies to prevent fire and burn injury.
- 1.PCH.3.3 Execute the Stop, Drop, and Roll response.
- 1.PCH.3.4 Execute an emergency phone call.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 1.ICR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.
- 1.ICR.1.2 Explain the value of having a diversity of students in the classroom.
- 1.ICR.1.3 Contrast tattling with reporting aggression, bullying, and violent behavior.
- 1.ICR.1.4 Contrast appropriate and inappropriate touch.
- 1.ICR.1.5 Illustrate how to seek adult assistance for inappropriate touch.

NUTRITION AND PHYSICAL ACTIVITY

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

- 1.NPA.1.1 Select a variety of foods based on MyPlate.
- 1.NPA.1.2 Contrast more nutrient dense foods from those that are less nutrient dense.

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

- 1.NPA.2.1 Classify the sources of a variety of foods.
- 1.NPA.2.2 Select healthy alternatives to foods and beverages that are high in sugar.

1.NPA.3 Remember fitness concepts to enhance quality of life.

- 1.NPA.3.1 Recognize the benefits of physical activity.
- 1.NPA.3.2 Recall fitness and recreation activities that can be used during out of school hours.

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

- 1.ATOD.1.1 Recognize the harmful effects of medicine when used incorrectly.
- 1.ATOD.1.2 Recognize how to behave safely with medicines and household cleaners.
- 1.ATOD.1.3 Classify products as harmful or safe.
- 1.ATOD.1.4 Summarize strategies for reporting harmful substances.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

- PE.1.MS.1.1 Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.
- PE.1.MS.1.2 Use recognizable forms of the five basic manipulative skills.
- PE.1.MS.1.3 Generate smooth transitions between sequential locomotor skills.
- PE.1.MS.1.4 Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.

MOVEMENT CONCEPTS

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

- PE.1.MC.2.1 Use movement and manipulative skills involving equipment.
- PE.1.MC.2.2 Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.
- PE.1.MC.2.3 Understand how to use teacher and peer feedback to improve basic motor performance.
- PE.1.MC.2.4 Illustrate activities that increase heart rate and make muscles strong.

HEALTH-RELATED FITNESS

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

- PE.1.HF.3.1 Recognize two or more of the five health-related fitness assessments and the associated exercises.
- PE.1.HF.3.2 Select physical activities based on ones interests and physical development.
- PE.1.HF.3.3 Contrast moderate physical activity and vigorous physical activity.

PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.1.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.
- PE.1.PR.4.2 Understand how social interaction can make activities more enjoyable.
- PE.1.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.

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

- NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:
- Add to/Take from-Change Unknown
 - Put Together/Take Apart-Addend Unknown
 - Compare-Difference Unknown
- NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.

Understand and apply the properties of operations.

- NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.
- NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.

Add and subtract within 20.

- NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.
- NC.1.OA.6 Add and subtract, within 20, using strategies such as:
- Counting on
 - Making ten
 - Decomposing a number leading to a ten
 - Using the relationship between addition and subtraction
 - Using a number line
 - Creating equivalent but simpler or known sums

Analyze addition and subtraction equations within 20.

- NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.
- NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.

NUMBER AND OPERATIONS IN BASE TEN

Extend and recognize patterns in the counting sequence.

- NC.1.NBT.1 Count to 150, starting at any number less than 150.
- NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.

Understand place value.

- NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Unitize by making a ten from a collection of ten ones.
 - Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.
- NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations.

- NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:
- A two-digit number and a one-digit number
 - A two-digit number and a multiple of 10
- NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:
- Concrete models and drawings
 - Number lines
 - Strategies based on place value
 - Properties of operations
 - The relationship between addition and subtraction

MEASUREMENT AND DATA

Measure lengths.

- NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- NC.1.MD.2 Measure lengths with non-standard units.
- Express the length of an object as a whole number of non-standard length units.
 - Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.

Build understanding of time and money.

- NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
- NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.

Represent and interpret data.

- NC.1.MD.4 Organize, represent, and interpret data with up to three categories.
- Ask and answer questions about the total number of data points.
 - Ask and answer questions about how many in each category.
 - Ask and answer questions about how many more or less are in one category than in another.

GEOMETRY

Reason with shapes and their attributes.

- NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:
- Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.
 - Building cubes, rectangular prisms, cones, spheres, and cylinders.
- NC.1.G.2 Create composite shapes by:
- Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.
 - Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.
- NC.1.G.3 Partition circles and rectangles into two and four equal shares.
- Describe the shares as halves and fourths, as half of and fourth of.
 - Describe the whole as two of, or four of the shares.
 - Explain that decomposing into more equal shares creates smaller shares.

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."

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

- NC.1.OA.1 Represent addition and subtraction with objects, fingers, drawings, or sounds (e.g., claps) within 10.

Add and subtract within 20.

- NC.1.OA.6 Use manipulatives or visual representations to indicate the number that results when adding "one more" or subtracting "one less".

Analyze addition and subtraction equations within 20.

- NC.1.OA.7 Recognize two groups that have the same or equal quantity.

NUMBER AND OPERATIONS IN BASE TEN

Extend and recognize patterns in the counting sequence.

- NC.1.NBT.1 Use concrete and pictorial representations to count up to 20 items by ones.
NC.1.NBT.7 Count as many as 10 objects and represent the quantity with the corresponding numeral.

Understand place value.

- NC.1.NBT.2 Create sets up to 10.
NC.1.NBT.3 Compare two groups of 10 or fewer items when the number of items in each group is similar.

Use place value understanding and properties of operations.

- NC.1.NBT.4 Compose numbers less than or equal to five in more than one way.
NC.1.NBT.6 Decompose numbers less than or equal to five in more than one way.

MEASUREMENT AND DATA

Measure lengths.

NC.1.MD.1 Compare lengths to determine which is longer, shorter, taller, and shorter.

Build understanding of time and money.

NC.1.MD.3 Identify tomorrow, yesterday, today morning, afternoon, day, night and activities that come before, next, and after.

Represent and interpret data.

NC.1.MD.4 Organize data into categories by sorting.

GEOMETRY

Reason with shapes and their attributes.

NC.1.G.1 Identify common two-dimensional shapes: square, circle, triangle, and rectangle.

NC.1.G.2 Sort shapes of same size and orientation (circle, square, rectangle, triangle).

NC.1.G.3 Put together two pieces to make a shape that relates to the whole.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTION AND STABILITY—FORCES AND INTERACTIONS

PS.1.1 Understand how forces (pushes or pulls) affect the motion of an object.

- PS.1.1.1 Use models to explain the effect of a push or pull on the motion of an object, with or without contact.
- PS.1.1.2 Carry out investigations to compare the effects of a given force on the motion of an object.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

LS.1.1 Understand the basic needs of a variety of plants and animals in different ecosystems.

- LS.1.1.1 Obtain, evaluate and communicate information to summarize the needs of different plants and animals.
- LS.1.1.2 Analyze and interpret data to compare how the needs of plants and animals can be met in different environments.

EARTH'S PLACE IN THE UNIVERSE

ESS.1.1 Recognize the features and patterns of the earth/moon/sun system as observed from Earth.

- ESS.1.1.1 Use models to recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.
- ESS.1.1.2 Analyze and interpret data to recognize patterns of observable changes in the moon's appearance from day to day.

EARTH'S SYSTEMS

ESS.1.2 Understand the physical properties of Earth materials.

- ESS.1.2.1 Obtain, evaluate and communicate information to summarize the physical properties of Earth materials, including rocks, minerals, soils, and water.
- ESS.1.2.2 Carry out investigations to compare the properties of different soil samples from local places relating their capacity to retain water, provide nutrients, and support the growth of plants.

EARTH AND HUMAN ACTIVITY

ESS.1.3 Understand that natural resources are important to humans.

- ESS.1.3.1 Obtain, evaluate and communicate information to summarize ways in which humans use natural resources.
- ESS.1.3.2 Engage in argument from evidence to explain ways that humans can protect natural resources in the environment.

SCIENCE

EXTENDED CONTENT STANDARDS

MOTION AND STABILITY—FORCES AND INTERACTIONS

ECS.PS.1.1 Understand how pushes or pulls change the motion of an object.

ECS.PS.1.1.1 Use models that demonstrate the motion of an object.

ECS.PS.1.1.2 Carry out investigations to compare the effect of a given force.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

ECS.LS.1.1 Understand the basic needs of a plant and animal in different ecosystems.

ECS.LS.1.1.1 Use models to identify information about the basic needs of a plant or animal for growth in their environment.

ECS.LS.1.1.2 Use models to compare the basic needs of a plant and an animal in different environments.

EARTH'S PLACE IN THE UNIVERSE

ECS.ESS.1.1 Recognize the characteristics and changes of the Earth/moon/sun system as observed from Earth.

ECS.ESS.1.1.1 Use models to identify the differences in the day and night sky as observed from Earth.

ECS.ESS.1.1.2 Analyze and interpret models to recognize there are changes in the moon's appearance from day to day.

EARTH'S SYSTEMS

ECS.ESS.1.2 Identify differences in Earth Materials..

ECS.ESS.1.2.1 Use models to categorize Earth materials by their physical properties.

ECS.ESS.1.2.2 Carry out investigations to compare properties of soil from different locations.

EARTH AND HUMAN ACTIVITY

ECS.ESS.1.3 Recognize that organisms impact natural resources in the environment.

ECS.ESS.1.3.1 Use models to identify information to identify natural resources in a region.

ECS.ESS.1.3.2 Use models to demonstrate how humans help natural resources in the environment.

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

1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.

- 1.B.1.1 Identify cultural practices and traditions in local communities and places around the world.
- 1.B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.
- 1.B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.
- 1.B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

CIVICS AND GOVERNMENT

1.C&G.1 Understand how people engage with and participate in the community.

- 1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.
- 1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws.
- 1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.
- 1.C&G.1.4 Compare various processes or strategies people can use to improve communities.

ECONOMICS

1.E.1 Understand the role of basic economic concepts in the decisions people make.

- 1.E.1.1 Distinguish the relationship between scarcity and limited resources.
- 1.E.1.2 Recognize the relationship between supply and demand.
- 1.E.1.3 Exemplify how supply and demand affect the choices people make.
- 1.E.1.4 Summarize reasons why people and countries trade goods and services.

GEOGRAPHY

1.G.1 Apply geographic representations, tools, and terms to describe surroundings.

- 1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.
- 1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.

1.G.2 Understand interactions between humans and the environment in different places and regions around the world.

- 1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world.
- 1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.

HISTORY

1.H.1 Understand how people and events have changed society over time.

- 1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.
- 1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

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

1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.

- ECS.1.B.1.1 Identify cultural practices and traditions in local communities and places around the world.
- ECS.1.B.1.2 Recognize ways that culturally, racially, and ethnically diverse people help shape a community.
- ECS.1.B.1.3 Recognize how the artistic expressions of diverse people and cultures contribute to communities around the world.
- ECS.1.B.1.4 Identify various ways disagreements or conflicts are resolved in classrooms, local communities, and the world.

CIVICS AND GOVERNMENT

1.C&G.1 Understand how people engage with and participate in the community.

- ECS.1.C&G.1.1 Identify individuals and groups and the role they play in shaping communities.
- ECS.1.C&G.1.2 Demonstrate an understanding of who makes rules and laws.
- ECS.1.C&G.1.3 Differentiate between a right and a responsibility.
- ECS.1.C&G.1.4 Compare various processes or strategies people can use to improve communities.

ECONOMICS

1.E.1 Understand the role of basic economic concepts in the decisions people make.

- ECS.1.E.1.1 Identify an example of scarcity and limited resources.
- ECS.1.E.1.2 Recognize the relationship between supply and demand.
- ECS.1.E.1.3 Show examples of how supply and demand affect the choices people make.
- ECS.1.E.1.4 Recognize that people and countries trade goods and services.

GEOGRAPHY

1.G.1 Apply geographic representations, tools, and terms to describe surroundings.

- ECS.1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.
- ECS.1.G.1.2 Identify how geographic features are represented by symbols on maps or digital representations.

1.G.2 Understand interactions between humans and the environment in different places and regions around the world.

- ECS.1.G.2.1 Identify the various ways the physical environment impacts people in different regions around the world.
- ECS.1.G.2.2 Identify the various ways people impact the physical environment in different regions around the world.

HISTORY

1.H.1 Understand how people and events have changed society over time.

- ECS.1.H.1.1 Identify achievements and people throughout history and the impact on communities today.
- ECS.1.H.1.2 Compare two or more perspectives of various events in history.

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the North Carolina ELD Standard Course of Study (NC ELD SCOS) for implementation in the 2022-2023 school year. The NC ELD Standard Course of Study reflects that Multilingual Learners are best served when they learn content and language together in linguistically and culturally sustaining ways (WIDA 2020).

The NC ELD standards serve as the framework that guides each Public School Unit (PSU) in the development of the curriculum and instruction of their Multilingual Learners. These standards are not intended to be curriculum, nor do they indicate the whole of the curriculum to be written by a PSU. The ELD standards, together with cross-disciplinary academic content standards and disciplinary practices, define the language Multilingual Learners need as they move toward college, career, and civic readiness. Use of the NC ELD standards should be complemented by a well-developed, content-rich curriculum, and effective pedagogical approaches within an equitable educational program for Multilingual Learners (WIDA 2020).

The NC ELD SCOS is anchored by four *Big Ideas* that are interwoven throughout the standards. Like the Can-Do Philosophy, the *Big Ideas* support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to Multilingual Learners' strengths and needs (WIDA 2020). The four *Big Ideas* are:

- 1) Equity of Opportunity and Access;
- 2) Integration of Content and Language;
- 3) Collaboration Among Stakeholders; and
- 4) Functional Approach to Language Development.

Equity of Opportunity and Access

Multilingual Learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. The NC ELD Standard Course of Study upholds the goal of increasing equity for Multilingual Learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of Multilingual Learners at federal, state, and local levels (WIDA 2020).

Integration of Content and Language

The NC ELD Standard Course of Study represents the integration of content and language by illustrating explicit and specific content–language connections. Multilingual Learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content. The NC ELD Standard Course of Study introduces ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (WIDA 2020). The integration of content and language for Multilingual Learners promotes understanding the connections between content and language, making meaning within and across content areas, interaction of students with each other in challenging content activities, and coordination of design and delivery of curriculum, instruction, and assessment.

Collaboration Among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of Multilingual Learners.

Communication and collaboration between ESL teachers and other educators—including general education teachers, EC specialists, and AIG specialists—is vital to the success of Multilingual Learners. Although different classrooms may have different instructional foci, all classrooms with Multilingual Learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for Multilingual Learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of Multilingual Learners (WIDA 2020).

Functional Approach to Language Development

The ELD Standard Course of Study illustrates how particular linguistic tools achieve certain purposes. Individuals make choices with language to organize their ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help Multilingual Learners expand what they can do with language. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts (WIDA 2020)

NC ELD Standard Course of Study Framework

The NC ELD Standard Course of Study consists of four components that are the building blocks of language development and range from broad to narrow in scope. The four components work together to make a comprehensive picture of language development:

The Five ELD Standards Statements provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling. ELD Standard 1: Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings and works both independently from and in conjunction with ELD Standards 2-5 (WIDA 2020).

The Key Language Uses describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence (WIDA 2020). Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use:

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Arguments can be used to advance or defend an idea or solution, change the audience’s point of view, bring about action, or accept a position or evaluation of an issue.

The Language Expectations set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas (WIDA 2020). In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: interpretive and expressive.

- **The interpretive communication mode** encompasses listening, reading, and viewing
- **The expressive communication mode** encompasses speaking, writing, and representing

The Proficiency Level Descriptors (PLDs) describe a continuum of language development for activities that target *Language Expectations*. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency (WIDA 2020).

First Grade Standards

First grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words. In first grade, educators and families may easily connect school to home by encouraging Multilingual Learners to share observations about the world in multiple languages. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (WIDA 2020).

ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

Multilingual Learners communicate for Social and Instructional purposes within the school setting.

Given its broad scope and applicability, Language Expectations and Language Functions for Standard 1 (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for Standard 1 can be readily interwoven or paired with those in Standards 2-5 (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

ELD-LA.1.Narrate.Interpretive. Interpret language arts narratives by:

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive. Construct language arts narratives that:

- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive. Interpret informational texts in language arts by:

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive. Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

ELD-MA.1.Inform.Interpretive. Interpret mathematical informational texts by:

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive. Construct mathematical informational texts that:

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

ELD STANDARD 4: LANGUAGE FOR SCIENCE

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

ELD-SC.1.Inform.Interpretive. Interpret scientific informational texts by:

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive. Construct scientific informational texts that:

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive. Interpret scientific explanations by:

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive. Construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

ELD-SS.1.Inform.Interpretive. Interpret informational texts in social studies by:

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive. Construct informational texts in social studies that:

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

ELD-SS.1.Argue.Interpretive. Interpret social studies arguments by:

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive. Construct social studies arguments that:

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Works Cited

WIDA. *WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12.* Board of Regents of the University of Wisconsin System, 2020.

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

PSE.1 Understand the meaning and importance of personal responsibility and self-awareness.

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

PSE.2 Understand the relationship between self and others in the broader world.

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

PSE.3 Use communication strategies effectively for a variety of purposes and audiences.

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

PC.1 Use creative strategies to make decisions and solve problems.

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

PC.2 Use analytical strategies to understand situations.

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

CAREER

PCR.1 Understand the meaning and importance of career self-awareness and career goals.

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

PCR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

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

PCR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- PCR.3.1 Describe the effect of work on lifestyle.
- PCR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

- PCR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- PCR.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 is 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.

