Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

2012

M0910

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INTRODUCTION

The *Quick Reference Guide for The North Carolina Standard Course of Study* is intended to serve as a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple disciplines. 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 grade level teachers teaching multiple disciplines or teams of teachers collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for all of the *Common Core State Standards*, *North Carolina Essential Standards*, and *North Carolina Extended Content Standards*. 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.

The *Reference Guide* is organized into four major sections:

1. **Common Core State Standards –** On June 2, 2010, North Carolina adopted the K-12 *Common Core State Standards* for *Mathematics* and for *English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects*, released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

2. **North Carolina Essential Standards by Grade Level –** The *North Carolina Essential Standards* were written by teams of North Carolina Educators and are available by grade level for Arts Education (Dance, Music, Theatre Arts, Visual Arts), Healthful Living (Health and Physical Education), Information and Technology, Science, and Social Studies.

3. **North Carolina Essential Standards by Proficiency Level & Course –** The Essential Standards for English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level rather than by grade 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. You will find a one page summary in the 6th-8th grade guides for Career and Technical Education, organized by Course.

4. **North Carolina Extended Content Standards –** These alternate achievement standards are designed for students with the most significant cognitive disabilities to 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.

For additional information visit:
NC Public Schools – http://www.ncpublicschools.org
NCDPI Wiki Spaces – www.ncdpi.wikispaces.net

ENGLISH LANGUAGE ARTS
COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

2nd Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.2)

Key Ideas and Details
1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

8. (Not applicable to literature)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.2)

Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

8. Describe how reasons support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS: FOUNDATIONAL SKILLS (RF.2)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b. Know spelling-sound correspondences for additional common vowel teams.
    c. Decode regularly spelled two-syllable words with long vowels.
    d. Decode words with common prefixes and suffixes.
    e. Identify words with inconsistent but common spelling-sound correspondences.
    f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

2nd Grade-Specific Standards For Writing

WRITING STANDARDS (W.2)

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8. Recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

2nd Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.2)

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

   b. Build on others' talk in conversations by linking their comments to the remarks of others.

   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

2nd Grade-Specific Standards For Language

LANGUAGE STANDARDS (L.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., *group*).
   b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
   c. Use reflexive pronouns (e.g., *myself, ourselves*).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

    a. Use sentence-level context as a clue to the meaning of a word or phrase.

    b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

    d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

    e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

    a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

    b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

MATHEMATICS
COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. ***Extending understanding of base-ten notation –*** Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

2. ***Building fluency with addition and subtraction –*** Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

3. ***Using standard units of measure –*** Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

4. ***Describing and analyzing shapes –*** Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding attributes of two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

MATHEMATICAL PRACTICES

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 involving addition and subtraction.

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)

Add and subtract within 20.

2.OA.2 Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.3   Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4   Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

NUMBER AND OPERATIONS IN BASE TEN

Understand place value.

2.NBT.1   Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

   a. 100 can be thought of as a bundle of ten tens – called a "hundred."

   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2   Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3   Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4   Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

2.NBT.5   Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6   Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7   Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8   Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

2.NBT.9   Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)

MEASUREMENT AND DATA

Measure and estimate lengths in standard units.

2.MD.1   Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2   Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3   Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4   Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (Note: See Glossary, Table 1.)

GEOMETRY

Reason with shapes and their attributes.

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

ARTS EDUCATION – DANCE
NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

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

2.CP.1.1 Use basic elements of movement to generate short dance phrases.

2.CP.1.2 Use teacher-led improvisation in the process of creating dance phrases.

2.CP.1.3 Create dance phrases with simple patterns.

2.CP.1.4 Create dance phrases that express words, ideas, experiences, and feelings.

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

2.CP.2.1 Understand how to be respectful of self and others in a dance setting.

2.CP.2.2 Use concentration and focus during dance explorations.

2.CP.2.3 Use teacher and peer feedback to improve dance.

DANCE MOVEMENT SKILLS

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

2.DM.1.1 Exemplify isolation of body parts and use of body center.

2.DM.1.2 Illustrate a variety of body shapes in space.

2.DM.1.3 Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases.

2.DM.1.4 Recognize examples of simple rhythms and patterns in movement.

2.DM.1.5 Exemplify a variety of directions, levels, and pathways in general space.

RESPONDING

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

2.R.1.1 Distinguish movement skills and elements observed in significant dance works.

2.R.1.2 Use words or images to describe possible meanings observed in dance.

CONNECTING

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

2.C.1.1 Exemplify dance representing the heritage, customs, and traditions of various cultures.

2.C.1.2 Understand connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC
NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

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

2.ML.1.1 Apply problem solving strategies to improve musical technique when singing and playing instruments.

2.ML.1.2 Use accurate pitch to sing three-pitch patterns.

2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice.

2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form.

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

2.ML.2.1 Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes.

2.ML.2.2 Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments.

2.ML.2.3 Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes.

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

2.ML.3.1 Use improvisation to create simple rhythmic and melodic variations on familiar melodies.

2.ML.3.2 Create extended rhythmic patterns over a steady beat.

2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter.

MUSICAL RESPONSE

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

2.MR.1.1 Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music.

2.MR.1.2 Illustrate melodic patterns, dynamics, and forms.

2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.

2.MR.1.4 Differentiate various instruments based on how their sounds are produced.

CONTEXTUAL RELEVANCY

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

2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.

2.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

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

2.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.

2.C.1.2 Use vocal variety and animation to create distinct voices for characters.

2.C.1.3 Use dialogue to enhance the clarity of stories.

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

2.C.2.1 Use improvisation to communicate problems and resolutions.

2.C.2.2 Interpret stories from previously-read texts by acting them out.

ANALYSIS

2.A.1 Analyze literary texts and performances.

2.A.1.1 Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.

2.A.1.2 Analyze the relationships between events, characters, and settings.

AESTHETICS

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

2.AE.1.1 Explain how space affects performances.

2.AE.1.2 Understand how the use of costumes, props, and masks enhance dramatic play.

CULTURE

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

2.CU.1.1 Exemplify theatrical works representing the heritage, customs, and traditions of various cultures.

2.CU.1.2 Explain the impact of media, such as theatre, film, the Internet, and television, on family life.

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

2.CU.2.1 Illustrate how to share focus with others in a group setting.

2.CU.2.2 Summarize the role of the director or acting coach.

ARTS EDUCATION – VISUAL ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

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

    2.V.1.1 Use appropriate art vocabulary when discussing media, processes, or images in art.

    2.V.1.2 Create original art that expresses ideas about people, neighborhoods, or communities.

    2.V.1.3 Understand the "story" in works of art.

    2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

    2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

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

    2.V.2.1 Understand that artistic problems have multiple solutions.

    2.V.2.2 Use personal point of view of the environment as a source of imagery.

    2.V.2.3 Create art from real and imaginary sources of inspiration.

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

    2.V.3.1 Use a variety of tools safely and appropriately to create art.

    2.V.3.2 Recognize characteristics of a variety of media.

    2.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.

CONTEXTUAL RELEVANCY

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

    2.CX.1.1 Exemplify visual arts representing the heritage, customs, and traditions of various cultures.

    2.CX.1.2 Recognize that works of art represent specific time periods.

    2.CX.1.3 Understand various movements in art and the artists that represent them.

    2.CX.1.4 Compare art from various cultures.

    2.CX.1.5 Understand that artists use natural resources in creating art.

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

    2.CX.2.1 Recognize the impact of regional differences on the production of art.

    2.CX.2.2 Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.

    2.CX.2.3 Recognize that some artists work in teams to create art.

CRITICAL RESPONSE

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

    2.CR.1.1 Use art terminology to describe art in terms of subject and physical characteristics.

    2.CR.1.2 Evaluate personal work, while in progress and at completion.

HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

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

    2.MEH.1.1 Identify appropriate standards for behavior.

    2.MEH.1.2 Summarize behaviors that help to avoid risks.

    2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.

    2.MEH.1.4 Explain the influence on self-concept on performance and vice versa.

    2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

PERSONAL AND CONSUMER HEALTH

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

    2.PCH.1.1 Recall the benefits of good dental health.

    2.PCH.1.2 Execute the proper techniques for brushing teeth.

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

    2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.

    2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

    2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.

    2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.

    2.ICR.1.3 Explain why it is wrong to tease others.

    2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.

    2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

NUTRITION AND PHYSICAL ACTIVITY

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

    2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.

    2.NPA.1.2 Plan meals that are chosen for energy and health.

    2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

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

    2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.

    2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

2.NPA.3 Remember nutrition and fitness concepts to enhance quality of life.

    2.NPA.3.1 Contrast a physically active and inactive lifestyle.

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

    2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.

    2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.

    2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

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

PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.

PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.

PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.

MOVEMENT CONCEPTS

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

PE.2.MC.2.1 Use equipment to illustrate multiple movement concepts.

PE.2.MC.2.2 Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.

PE.2.MC.2.3 Explain the value of feedback in improving motor performance.

PE.2.MC.2.4 Illustrate activities that are associated with three or more of the five components of health-related fitness.

HEALTH-RELATED FITNESS

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

PE.2.HF.3.1 Recognize three or more of the five health-related fitness assessments and the associated exercises.

PE.2.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

PE.2.HF.3.3 Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.2.PR.4.1 Explain the value of working cooperatively in group settings.

PE.2.PR.4.2 Summarize the benefits of positive social interaction as to make activities more enjoyable.

PE.2.PR.4.3 Use safe practices when engaging in physical education activities with little or no prompting.

INFORMATION AND TECHNOLOGY
NORTH CAROLINA ESSENTIAL STANDARDS

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 integrated Information and Technology Essential Standards, collaborative planning should occur in grade level planning teams which include media specialist and technology facilitators.

SOURCES OF INFORMATION

2.SI.1 Categorize Sources of Information as appropriate or inappropriate.
>   2.SI.1.1 Classify Sources of Information as relevant for particular topics or purposes.
>   2.SI.1.2 Classify resources as current or not current.

INFORMATIONAL TEXT

2.IN.1 Understand appropriate procedures when reading for enjoyment and information.
>   2.IN.1.1 Categorize books by their genre characteristics.
>   2.IN.1.2 Summarize appropriate reading strategies when reading for information.

TECHNOLOGY AS A TOOL

2.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.
>   2.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
>   2.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
>   2.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

2.RP.1 Apply the research process by participating in whole-class research.
>   2.RP.1.1 Execute the steps of a simple research process (three to four steps).

SAFETY AND ETHICAL ISSUES

2.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources.
>   2.SE.1.1 Use technology hardware and software responsibly.
>   2.SE.1.2 Explain why safe use of electronic resources is important.
>   2.SE.1.3 Use simple citation rules for print and electronic resources.

SCIENCE
NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

2.P.1 Understand the relationship between sound and vibrating objects.

    2.P.1.1 Illustrate how sound is produced by vibrating objects and columns of air.

    2.P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.

MATTER: PROPERTIES AND CHANGE

2.P.2 Understand properties of solids and liquids and the changes they undergo.

    2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.

    2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.

    2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

2.E.1 Understand patterns of weather and factors that affect weather.

    2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water.

    2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe:

- Temperature
- Wind speed
- Wind direction
- Precipitation

    2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.

    2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

2.L.1 Understand animal life cycles.

    2.L.1.1 Summarize the life cycle of animals:

- Birth
- Reproducing
- Developing into an adult
- Aging and death

    2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.

EVOLUTION AND GENETICS

2.L.2 Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.

    2.L.2.1 Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.

    2.L.2.2 Recognize that there is variation among individuals that are related.

SOCIAL STUDIES
NORTH CAROLINA ESSENTIAL STANDARDS

HISTORY

2.H.1 Understand how various sources provide information about the past.

2.H.1.1 Use timelines to show sequencing of events.

2.H.1.2 Identify contributions of historical figures (community, state, nation, and world) through various genres.

2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.

GEOGRAPHY AND ENVIRONMENTAL LITERACY

2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.

2.G.1.1 Interpret maps of the school and community that contain symbols, legends, and cardinal directions.

2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

2.G.2 Understand the effects of humans interacting with their environment.

2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

2.G.2.2 Explain how people positively and negatively affect the environment.

ECONOMICS AND FINANCIAL LITERACY

2.E.1 Understand basic economic concepts.

2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.

2.E.1.2 Explain the roles and impact producers and consumers have on the economy.

2.E.1.3 Summarize the concept of supply and demand.

2.E.1.4 Explain why people and countries around the world trade for goods and services.

2.E.1.5 Explain how money is used for saving, spending, borrowing, and giving.

2.E.1.6 Summarize the role of financial institutions relative to savings.

CIVICS AND GOVERNMENT

2.C&G.1 Understand the purpose of governments.

2.C&G 1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).

2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.

2.C&G.2 Understand the roles and responsibilities of citizens.

2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.

2.C&G.2.2 Explain why it is important for citizens to participate in their community.

CULTURE

2.C.1 Understand how various cultures influence communities.

2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.

2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.

ENGLISH LANGUAGE DEVELOPMENT
NORTH CAROLINA ESSENTIAL STANDARDS

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

The North Carolina English Language Development Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

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

The **Performance Definitions** for North Carolina's levels of English language proficiency follow WIDA's Performance Definitions. These can be downloaded. http://www.wida.us/standards/RG_ Performance Definitions.pdf

The 2007 Edition of the WIDA ELD Standards outlines the progression of English language development of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and the Model Performance Indicators (MPIs) which are grouped in **formative and summative frameworks** are available as two separate documents to reduce the size of the download.

Grade level clusters K-5 – http://www.wida.us/standards/PreK-5 Standards web.pdf

Grade level clusters 6-12 – http://www.wida.us/standards/6-12 Standards web.pdf

Unpacking Standards Toolkit
Another tool which explains the North Carolina English Language Development Essential Standards and provides CAN DO Descriptors is available at the following link: http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf

		Speaking Rubric of the WIDA™ Consortium*	
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GUIDANCE
NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for Guidance are 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

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: EARLY EMERGENT/EMERGENT

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.

SOCIO-EMOTIONAL

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

P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.

P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

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

P.SE.2.1 Interpret the meaning of self-concept.

P.SE.2.2 Explain how understanding differences among people can increase self-understanding.

P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.

P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.

P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

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

P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.

P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

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

P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.

P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

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

P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.

P.CR.1.2 Develop a competency plan in your chosen career areas.

P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

P.CR.2.1 Maintain a career-planning portfolio.

P.CR.2.2 Use research and information resources to obtain career information.

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY INDEPENDENT

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 ESSENTIAL STANDARDS

The North Carolina Essential Standards for World Languages are organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

Two program models are available at the Elementary Level:
1. FLES/Early Start Programs
2. Dual Language/Immersion Programs

For more information regarding program models, please see the Unpacking Tools at:
http://www.ncpublicschools.org/acre/standards/support-tools/#unworld

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

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

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

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.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (2.RL)

Key Ideas and Details

1. Answer such questions as who, what, and where to demonstrate understanding of key details in text.
2. Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., Are you more like the tortoise or the hare?).
3. Identify words that describe the characters in a story.

Craft and Structure

4. Identify words to complete lines of stories, poems, or songs with rhyme, rhythm, and repetition.
5. Sequence three parts of a story representing the beginning, middle and end.
6. Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, I'll huff and I'll puff and I'll blow your house down?).

Integration of Knowledge and Ideas

7. Identify illustrations or words in a print or digital text that describe or show the characters.
8. (Not applicable to literature)
9. Identify two or more books by the same author and/or illustrator.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., Listen while I read so you can tell me words that describe the main character).

READING STANDARDS FOR INFORMATIONAL TEXT (2.RI)

Key Ideas and Details

1. Answer such questions as who, what, and where to demonstrate understanding of key details in a text.
2. Listen to text to identify the topic of a text or a portion of the text (e.g., "Which word best tells what this book is about?").
3. Listen to written procedures or directions to identify what to do first and next.

Craft and Structure

4. Identify words that relate to the topic of a text (e.g., "Which words are about frogs?").
5. Locate key facts or information in a familiar text.
6. Identify the topic of a text.

Integration of Knowledge and Ideas

7. Identify images (e.g., pictures and illustrations) that relate to a text.
8. Identify specific points an author makes in a text (e.g., Listen to tell me which of these sentences were in the text.).
9. Identify two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., Listen while I read so you can tell me what we need to do first.).

READING STANDARDS: FOUNDATIONAL SKILLS (2.RF)

Phonics and Word Recognition
1. Apply letter-sound and word analysis skills in decoding words.
    a. In context, identify 18 or more letter-sound associations.
    b. Identify the beginning sound of familiar words beginning with a single consonant sound.
    c. Recognize 10 or more written words.

Fluency
2. Engage actively in shared reading.

WRITING STANDARDS (2.W)

Text Types and Purposes
1. Select a topic and use drawing, dictating, or writing* to state an opinion and one or more reasons to support the opinion (e.g., I like desert. It is yummy.).
2. Select a topic and use drawing, dictating, or writing* to compose a message with two or more ideas about the topic.
3. Select an event or personal experience and use drawing, dictating, or writing* to compose a message with two or more ideas about it.

Production and Distribution of Writing
4. (Begins in grade 3)
5. With guidance and support from adults, add more information to own written message to strengthen it.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
7. Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated).
8. Recall information from experiences to answer a question.
9. (Begins in grade 4)

Range of Writing
10. (Begins in grade 3)

SPEAKING AND LISTENING STANDARDS (2.SL)

Comprehension and Collaboration
1. Participate in communicative exchanges:
    a. Communicate directly with peers in multi-turn exchanges.
    b. Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges.
    c. Indicate confusion or a lack of understanding (e.g., point to symbol "I'm confused").
2. Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media.
3. Answer questions posed by adult or peer communication partners.

Presentation of Knowledge and Ideas
4. Identify a familiar experience and one or more facts or details related to it.
5. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings.
6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.

LANGUAGE STANDARDS (2.L)

Conventions of Standard English
1. Demonstrate understandings of standard English grammar and usage when communicating.
    a. Write* all upper-case letters of the alphabet.
    b. Write* 14 lower-case letters of the alphabet.
    c. Use common nouns in singular and plural forms.
    d. Use personal pronouns.
    e. Use common past tense verbs (e.g., went, ate, did, saw, was).
2. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.

Knowledge of Language
3. (Begins in grade 3)

Vocabulary Acquisition and Use
4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.
    a. Choose from an array of familiar words to complete sentences read aloud by an adult.
5. Demonstrate understanding of word relationships.
    a. Identify words that are opposites (e.g., hot/cold, big/little).
    b. Sort words into meaning based categories (e.g., foods, animals, places).
    c. Identify the function of common nouns (e.g., fork /eat).
6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

MATHEMATICS
EXTENDED CONTENT STANDARDS

OPERATIONS & ALGEBRAIC THINKING (2.OA)

Represent and solve problems involving addition and subtraction (0-30).
1. Use objects and representations to add and subtract groups of objects.
2. Use objects, representations and numerals to add and subtract within real life one-step story problems to at least 30.

Work with equal groups of objects to gain foundations for multiplication.
3. Share fairly collections of up to 20 items between 2-4 people.
4. Describe set as "same quantity" after breaking apart and reassembling a given quantity (up to ten).
5. Determine whether two or more groups of objects (up to 20) has an odd or even number of members, e.g., by pairing objects; determine equivalent relationships, using the equal symbol (=).

NUMBER & OPERATIONS IN BASE TEN (2.NBT)

Understand place value.
1. Count (0-30) by indicating one object at a time (one-to-one tagging) using one counting word for every object (synchrony), while keeping track of objects that have and have not been counted.
2. Write or use an alternative pencil to write numbers 0-30.
3. Use a number line (0-30) to determine the number before and after (1 more and 1 less).
4. Use number word (0-30) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (Cardinality).
5. Illustrate whole numbers to 30 using objects, representations and numbers.
6. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).
7. Determine how many more to ten.

Use place value understanding to add and subtract.
8. Use part-part-whole relationships (including 2 or more parts) to compose and decompose numbers.
9. Compare numbers (0-30) in relationship to benchmark number 10.
10. Use objects, representations and numbers (0-30) to add and subtract.
11. Use objects and representations (0-30) to add and subtract groups using real life story problems.

MEASUREMENT & DATA (2.MD)

Measure lengths in non-standard units.
1. Use nonstandard units to compare length of objects.

Relate addition to length.
2. Add the number of same units to determine the length of a given object.

Work with time and money.
3. Use the names of the days of the week to describe when personal activities will occur.
4. Use a calendar to mark differences between a day and a week.
5. Use a half day schedule to keep track of events with modeling.
6. Solve word problems using one dollar bills or pennies.

Represent and interpret data.
7. Organize and represent data using concrete objects to create picture graphs.
8. Interpret collected data to determine the answer to the question posed.

GEOMETRY (2.G)

Reason with shapes and their attributes (circles, rectangles, squares and triangles).
1. Use shape names to describe shapes.
2. Match same shapes with different orientation.
3. Identify shapes larger and smaller than model as same shape.
4. Use shapes separately, to make a picture.
5. Match 2 halves of a shape to create whole shape.

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.2.P.1 Understand that vibrations create motion.

    EX.2.P.1.1 Demonstrate how constant pushing and pulling produce vibrations.

MATTER, PROPERTIES AND CHANGE

EX.2.P.2 Understand properties of solids and liquids.

    EX.2.P.2.1 Identify objects and Materials as solid or liquid (e.g. dry vs. wet).

    EX.2.P.2.2 Compare water in solid and liquid states.

    EX.2.P.2.3 Understand that heating and cooling water changes its state.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.2.E.1 Understand change and note patterns of weather that occur from day to day.

    EX.2.E.1.1 Compare daily weather conditions (same, different).

    EX.2.E.1.2 Recognize cold and hot temperatures.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.2.L.1 Compare characteristics of animals

    EX.2.L.1.1 Identify physical characteristics (head, tail, eyes, ears, nose, mouth, legs, paws, beak, feathers, fur) in a variety of animals.

    EX.2.L.1.2 Compare a variety of animals to determine how they are alike and different (i.e., dog – bark, four legs, tail; cat – meow, four legs, tail; soft/hard, big/little).

ECOSYSTEM

EX.2.L.2 Identify characteristics of various environments and the resources they provide to help people survive.

    EX.2.L.2.1 Identify different environments (mountains, beach, ocean/lakes/ponds, forests).

    EX.2.L.2.2 Identify living organisms (animals, people, plants) found in various environments.

    EX.2.L.2.3 Identify that people need water, food and shelter and that these may be found in their environment.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.2.G.1 Use geographic representations and terms to describe surroundings.

EX.2.G.1.1 Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right).

ECONOMICS AND FINANCIAL LITERACY

EX.2.E.1 Understand basic economic concepts.

EX.2.E.1.1 Identify the goods and services provided by businesses in the community.

EX.2.E.1.2 Analyze what services need to be purchased versus those that can be completed by an individual.

EX.2.E.1.3 Understand products cost different amounts (more/less).

CIVICS AND GOVERNANCE

EX.2.C&G.2 Understand expectations of participating in a group.

EX.2.C&G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.

EX.2.C&G.2.2 Understand consequences of choices about following rules.

EX.2.C&G.2.3 Understand roles of authority figures in the home, school and community (teacher, principal, parents, police officer, etc).

EX.2.C&G.2.4 Understand simple community expectations (e.g., communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car).

NOTES