GRADE
K

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2025

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Quick Reference Guide

GRADE K

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

TABLE OF CONTENTS

Introduction 5

North Carolina Standard Course of Study by Grade Level

- Arts Education 6
  - Dance 6
  - General Music 8
  - Vocal and Instrumental Music 9
  - Theatre Arts 12
  - Visual Arts 13
- Computer Science 14
- Digital Learning 16
- English Language Arts 18
- English Language Arts Extended Content Standards 23
- Healthful Living 26
  - Health Education 26
  - Physical Education 27
- Mathematics 28
- Mathematics Extended Content Standards 31
- Science 32
- Science Extended Content Standards 33
- Social Studies 34
- Social Studies Extended Content Standards 36
- Student Success 38

North Carolina Standard Course of Study by Proficiency Level

- English Language Development (for Multilingual Learners) 40
- World Languages 45

INTRODUCTION

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

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: **https://go.ncdpi.gov/ExtendedContentStandards**.

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

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: **https://go.ncdpi.gov/EIG**

a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, Social Studies and Student Success.
b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A summary and rubrics for proficiency placement are included for English Language Development. A summary and standards for all proficiency levels are included for World Languages.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

K.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

K.CN.1.1 Identify dance in global communities.

K.CN.1.2 Identify how dance is used in school and in daily life.

K.CN.1.3 Identify anatomical challenges encountered by dancers.

K.CN.2 Explore advancements in the field of dance.

K.CN.2.1 Identify the various roles of individuals in creating dance.

K.CN.2.2 Identify innovations and technological tools used to create and present dance.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

K.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.

K.CR.1.1 Generate spontaneous movement in response to verbal cues.

K.CR.1.2 Create a movement for the beginning, middle, and end of a dance.

K.CR.1.3 Depict a dance movement by drawing a picture or using a symbol.

K.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.

K.CR.2.1 Adapt a dance sequence by changing the size of the movements.

K.CR.2.2 Explain the difference between original and copied dance movements or works.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

K.PR.1 Perform dance works from a variety of styles, cultures, and genres.

K.PR.1.1 Improve dance skills by incorporating feedback from instructors.

K.PR.1.2 Demonstrate basic motor skills with body awareness.

K.PR.1.3 Demonstrate focus with guidance when dancing with others.

K.PR.2 Develop dance presentations.

K.PR.2.1 Compare topics or themes for improvisation or informal performance from a given list.

K.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing informal performances with guidance.

K.PR.2.3 Demonstrate how using a simple prop as part of a dance can impact performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

K.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.

K.RE.1.1 Describe movements that exemplify an element of dance with guidance.

K.RE.1.2 Describe the emotions evoked by dance movements.

K.RE.2 Evaluate dance works using content-specific vocabulary.

K.RE.2.1 Describe personal preference for movements.

K.RE.2.2 Provide positive feedback for self and others with guidance.

ARTS EDUCATION – GENERAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

K.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

K.CN.1.1 Identify the similarities and differences of music representing diverse global communities.

K.CN.1.2 Identify how music is used in school and in daily life.

K.CN.1.3 Describe how music is used in personal experiences.

K.CN.2 Explore advancements in the field of music.

K.CN.2.1 Identify the various roles of individuals that contribute to the creation and production of music, such as singers, instrumentalists, composers, conductors, etc.

K.CN.2.2 Identify music that is created with technology tools.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

K.CR.1 Create original musical ideas and works, independently and collaboratively.

K.CR.1.1 Improvise rhythmic patterns and 2-pitch melodic patterns.

K.CR.1.2 Notate 4-8 beats of original rhythmic ideas using iconic notation that incorporate grade-level appropriate rhythms.

K.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.

K.CR.2.1 Create soundscapes using a variety of traditional and non-traditional sound sources.

K.CR.2.2 Explain the difference between original and copied musical ideas or works.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

K.PR.1 Perform music from a variety of styles, cultures, and genres.

K.PR.1.1 Improve musical skills by incorporating feedback from instructors.

K.PR.1.2 Read iconic notation to sing or play melodic patterns with at least two pitches and rhythmic patterns with quarter note and beamed eighth pairs in a variety of meters.

K.PR.1.3 Perform a steady beat in isolation and when singing or playing in unison.

K.PR.1.4 Demonstrate opposites in tempos, form, texture, and dynamics.

K.PR.2 Develop musical presentations.

K.PR.2.1 Name the production elements needed to develop formal and informal performances.

K.PR.2.2 Identify appropriate audience and performer etiquette.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

K.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.

K.RE.1.1 Identify opposites in tempos, form, texture, and dynamics in aural or written musical works.

K.RE.1.2 Describe emotions evoked by a given musical work.

K.RE.1.3 Identify a variety of instruments and vocal timbre types by sound, including sing, speak, whisper, and shout.

K.RE.2 Evaluate musical works using content-specific vocabulary.

K.RE.2.1 Describe personal preferences for musical works.

K.RE.2.2 Provide positive feedback for others.

ARTS EDUCATION – VOCAL AND INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

NOVICE VOCAL AND INSTRUMENTAL MUSIC (N)

K-8 programs include elementary and middle school (MS) VIM courses and programs. Courses offered at the K-8 level may include Novice, Developing, and/or Intermediate level standards but are not eligible for high school credit. By studying these standards K-8 students may establish a proficiency level high enough to be placed in more advanced high school courses. Middle schoolers taking courses that use the VIM SCOS fulfill the Arts Education Graduation requirement. For more information on how to inplement the VIM Standard Course of Study, visit **go.ncdpi.gov/VIMplementation-Guide**.

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

N.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

N.CN.1.1 Explain how music expresses and reflects the values of civilizations around the world.

N.CN.1.2 Explain how concepts from other content areas can inspire the development of musical ideas.

N.CN.1.3 Name potential physical and psychological health issues that affect musicians.

N.CN.2 Explore advancements in the field of music.

N.CN.2.1 Identify musical skills, characteristics, and behaviors that contribute to post-secondary education and career readiness.

N.CN.2.2 Compare how various innovative tools and ideas have been used in a variety of musical works.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

N.CR.1 Create original musical ideas and works, independently and collaboratively.

N.CR.1.1 Improvise short rhythmic phrases.

N.CR.1.2 Compose simple original rhythmic ideas using an appropriate standard notation system.

N.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.

N.CR.2.1 Arrange a simple musical variation on a given musical phrase.

N.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create original, transcribed, and arranged music.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

N.PR.1 Perform musical works from a variety of styles, cultures, and genres.

N.PR.1.1 Identify strategies to improve personal musical technique based on feedback.

N.PR.1.2 Reproduce appropriate musical technique with support.

N.PR.1.3 Sing or play audiated rhythms and pitches accurately.

N.PR.1.4 Sight-read musical patterns.

N.PR.1.5 Sing or play simple scales, syncopated rhythms, whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth note and rests in 2/4, 3/4, and 4/4 meters in unison or two-part repertoire.

N.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in novice repertoire.

N.PR.2 Develop musical presentations.

N.PR.2.1 List the processes that are a part of programming a musical performance.

N.PR.2.2 Define active listening and etiquette appropriate in both formal and informal performances.

N.PR.2.3 Identify the elements of design, production, and equipment as it pertains to developing a music performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

N.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.

N.RE.1.1 Identify form and dynamics in aural and written works of music.

N.RE.1.2 Identify the artistic choices made by peers and others.

N.RE.2 Evaluate musical works using content-specific vocabulary

N.RE.2.1 Compare personal responses to a variety of music.

N.RE.2.2 Evaluate musical performances, compositions, and technique using specific criteria.

DEVELOPING VOCAL AND INSTRUMENTAL MUSIC (D)

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

D.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

D.CN.1.1 Identify the influences and contributions the music of North Carolina and the United States has had on the broader music community.

D.CN.1.2 Explain how music skills and processes can be applied to solve a variety of musical problems.

D.CN.1.3 Identify activities that could cause physical and psychological health issues for musicians.

D.CN.2 Explore advancements in the field of music.

D.CN.2.1 Identify music skills, characteristics, and behaviors needed to create, produce, design, and market music.

D.CN.2.2 Identify how various tools, innovations, and processes influence the development of music.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

D.CR.1 Create original musical ideas and works, independently and collaboratively.

D.CR.1.1 Improvise short melodic phrases.

D.CR.1.2 Compose simple original melodic ideas in a given clef using an appropriate standard notation system.

D.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.

D.CR.2.1 Arrange an expanded musical variation on a given musical phrase.

D.CR.2.2 Explain how to share works of music legally and ethically, both in physical and digital spaces.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

D.PR.1 Perform musical works from a variety of styles, cultures, and genres.

D.PR.1.1 Apply the evaluations from instructor, peers, and self to improve a musical technique or performance.

D.PR.1.2 Demonstrate appropriate musical technique with support.

D.PR.1.3 Distinguish the auditory differences between consonant and dissonant tonalities.

D.PR.1.4 Sight-read rhythms and melodies.

D.PR.1.5 Sing or play various scales, accidentals, small intervals, ties within a measure, and anacrusis in 2/4, 3/4, 4/4, and 6/8 meters in unison or multi-part repertoire.

D.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor, when applicable, in the performance of tempos, forms, articulations, and dynamics found in developing repertoire.

D.PR.2 Develop musical presentations.

D.PR.2.1 Compare the advantages and disadvantages of repertoire when selecting from provided options for a musical performance.

D.PR.2.2 Demonstrate active listening and etiquette appropriate for both formal and informal performances.

D.PR.2.3 Generate ideas for the elements of design, production, and equipment for developing a music performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

D.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific-vocabulary.

D.RE.1.1 Analyze form, dynamics, and phrasing in aural and written works of music.

D.RE.1.2 Explain how a musician's artistic choices are influenced by personal experience, culture, and environment.

D.RE.2 Evaluate musical works using content-specific vocabulary.

D.RE.2.1 Explain how culture, environment, and diverse types of music influence personal preference.

D.RE.2.2 Evaluate the quality and effectiveness of musical performances, compositions, and improvisations using specific criteria appropriate for the genre.

INTERMEDIATE VOCAL AND INSTRUMENTAL MUSIC (I)

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

I.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

I.CN.1.1 Explain how musicians, trends, and styles are impacted by societal, cultural, and historical events.

I.CN.1.2 Apply skills and knowledge gained from other content areas or personal experiences to solve musical challenges.

I.CN.1.3 Identify effective strategies for recognizing and preventing physical and psychological health issues that affect musicians.

I.CN.2 Explore advancements in the field of music.

I.CN.2.1 Compare the advantages and disadvantages of exploring music as a vocational, educational, or professional choice.

I.CN.2.2 Analyze the impact of contemporary media on the creation, notation, and production of music.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

I.CR.1 Create original musical ideas and works, independently and collaboratively.

I.CR.1.1 Improvise on an existing melody.

I.CR.1.2 Compose an original countermelody or harmonic accompaniment for given melodies using an appropriate standard notation system.

I.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.

I.CR.2.1 Arrange an existing piece of music for an ensemble of 2-3 parts.

I.CR.2.2 Evaluate the ethics of making, producing, and distributing original, transcribed, and arranged music.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

I.PR.1 Perform musical works from a variety of styles, cultures, and genres.

I.PR.1.1 Set personal goals for improving music performance based on feedback.

I.PR.1.2 Demonstrate appropriate musical technique consistently without support.

I.PR.1.3 Sing or play audiated rhythmic/melodic patterns or intervals in tune.

I.PR.1.4 Sight-read countermelodies or rhythmic/harmonic accompaniments.

I.PR.1.5 Sing or play chromatic, major, or minor scales with simple key changes, triplets, and ties across the bar line in a variety of meters, including 2/2 and simple meter changes in homophonic or polyphonic repertoire.

I.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in intermediate repertoire.

I.PR.2 Develop musical presentations.

I.PR.2.1 Justify chosen musical programming for a specified audience.

I.PR.2.2 Identify personal goals to improve active listening and etiquette appropriate in various music performances.

I.PR.2.3 Identify components and practices necessary to facilitate an effective performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

I.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.

I.RE.1.1 Analyze how tempo changes and form are used to structure compositions.

I.RE.1.2 Describe how the musician's intent impacts how an audience interprets music.

I.RE.2 Evaluate musical works using content-specific vocabulary.

I.RE.2.1 Explain how personal preferences impact the ability to view musical works objectively.

I.RE.2.2 Critique musical performances, compositions, arrangements, and improvisations, generating suggestions for improvement.

ARTS EDUCATION – THEATRE

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

K.CN.1 Relate theatrical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

K.CN.1.1 Identify types of theatre in local and global communities.

K.CN.1.2 Identify how theatre is used in school and in daily life.

K.CN.2 Explore advancements in the field of theatre arts.

K.CN.2.1 Describe the roles of the actor and the director.

K.CN.2.2 Identify tools that are used by the actor and director.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

K.CR.1 Create original theatrical ideas and works, independently and collaboratively.

K.CR.1.1 Improvise stories and situations using dramatic play.

K.CR.1.2 Communicate the main idea of an original story or scene using pre-writing activities with support.

K.CR.1.3 Create simple environments for dramatic play by arranging set pieces.

K.CR.2 Adapt original theatrical ideas and works, and those of peers and other artists, independently and collaboratively.

K.CR.2.1 Reenact a story or situation, told by a narrator, with support.

K.CR.2.2 Explain the difference between original and copied theatrical ideas or works.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

K.PR.1 Perform theatrical works from a variety of styles, cultures, and genres.

K.PR.1.1 Respond to the director's instructions appropriately.

K.PR.1.2 Present stories using verbal and nonverbal elements to express feelings.

K.PR.2 Develop theatrical presentations.

K.PR.2.1 Imitate movement and vocal choices during dramatic play.

K.PR.2.2 Imitate appropriate audience behavior during a performance.

K.PR.2.3 Identify imagined objects and locations to enhance dramatic play.

K.PR.2.4 Imitate movement and vocal choices in a variety of spaces.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

K.RE.1 Analyze theatrical works from a variety of styles, cultures, and genres using content-specific vocabulary.

K.RE.1.1 Identify characters and settings in various informal, recorded, or live classroom presentations.

K.RE.1.2 Identify personal emotions when viewing works of theatre.

K.RE.2 Evaluate theatrical works using content-specific vocabulary.

K.RE.2.1 Describe personal preferences in response to theatrical performances.

K.RE.2.2 Provide positive feedback for self.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

K.CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

K.CN.1.1 Describe how art changes over time.

K.CN.1.2 Identify how visual arts exist in daily life, including home and school.

K.CN.2 Explore advancements in the field of visual arts.

K.CN.2.1 Explain how all people are artmakers.

K.CN.2.2 Identify art that is created with technology and digital media tools.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

K.CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.

K.CR.1.1 Create original art through exploration and imaginative play with materials.

K.CR.1.2 Create original art that expresses personal identity that does not rely on copying or tracing.

K.CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.

K.CR.2.1 Demonstrate how to share materials and ideas with others.

K.CR.2.2 Explain the difference between original and copied visual arts ideas or works.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

K.PR.1 Present visual artworks.

K.PR.1.1 Improve personal art based on positive feedback from instructors.

K.PR.1.2 Describe how personal art is made.

K.PR.2 Develop visual arts presentations.

K.PR.2.1 Select personal artwork that meets given criteria.

K.PR.2.2 Identify various locations where works of art can be viewed.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

K.RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.

K.RE.1.1 Identify the media used to make specific artworks.

K.RE.1.2 Identify symbols and themes used in the works of others to communicate meaning.

K.RE.2 Evaluate visual artworks using content-specific vocabulary.

K.RE.2.1 Describe personal preference in works of art.

K.RE.2.2 Provide positive feedback for personal art.

COMPUTER SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices

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

Hardware & Software

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

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

Troubleshooting

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

NETWORKS & THE INTERNET

Network Communication & Organization

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

Cybersecurity

K2-NI-0 Apply knowledge of what passwords are and why we use strong passwords to protect devices and information from unauthorized access.

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

DATA & ANALYSIS

Storage

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

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

Collection, Visualization & Transformation

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

Inference & Models

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

ALGORITHMS & PROGRAMMING

Algorithms

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

Variables

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

Control

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

Modularity

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

Program Development

K2-AP-05 Develop plans that describe a program's sequence of events, goals and expected outcomes.

K2-AP-06 Give attribution when using the ideas and creations of others while developing programs.

K2-AP-07 Identify and debug errors in an algorithm or program that includes sequences and simple loops.

K2-AP-08 Using correct terminology, describe steps taken and choices made during the iterative process of program development.

IMPACTS OF COMPUTING

Culture

K2-IC-01 Compare how people live and work before and after the implementation or adoption of new computing technology.

K2-IC-02 Select software that meets the diverse needs and preferences for the technology individuals use in the classroom.

Social Interactions

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

Safety, Law & Ethics

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

DIGITAL LEARNING

NORTH CAROLINA STANDARDS FOR STUDENTS

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

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EMPOWERED LEARNER

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

DIGITAL CITIZEN

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

KNOWLEDGE CONSTRUCTOR

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

INNOVATIVE DESIGNER

4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c. Students develop, test and refine prototypes as part of a cyclical design process.

4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

COMPUTATIONAL THINKER

5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

5d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

CREATIVE COMMUNICATOR

6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d. Students publish or present content that customizes the message and medium for their intended audiences.

GLOBAL COLLABORATOR

7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.

RL.K.5 Recognize common types of texts.

RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

Integration of Ideas and Analysis

RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.

RL.K.8 Not applicable to literature.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.

Integration of Ideas and Analysis

RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.

RI.K.8 Begins in grade 1.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

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

READING FOUNDATIONAL SKILLS

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

Handwriting

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

Phonological Awareness

RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

WRITING STRAND

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

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.

a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.

Research

W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.

W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

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

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.

b. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

LANGUAGE STRAND

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

LANGUAGE STANDARDS

Conventions of Standard English

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

Table 1 – Language Standards – Grammar Continuum

Skill	Grades K-1
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, and possessive nouns
Verbs	• Form frequently occurring verbs • Convey sense of time
Adjectives	• Use frequently occurring adjectives

Skill	Grades K-1
Conjunctions	• Use frequently occurring conjunctions
Adverbs	n/a
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words
Prepositions	• Use frequently occurring prepositions
Pronouns	• Use personal, possessive, and indefinite pronouns
Determiners	• Use determiners
Commonly Confused Words	n/a
Interjections	n/a
Phrases & Clauses	n/a
Usage	n/a

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

Table 2 – Language Standards – Conventions Continuum

Skill	Grades K-1
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words
References	n/a

Knowledge of Language

L.K.3 (Begins in grade 2)

Vocabulary Acquisition and Use

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

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

a. Sort common objects into categories to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

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

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.K.1 With guidance and support, identify details in familiar stories.

RL.K.2 With guidance and support, identify key details in familiar stories.

RL.K.3 With guidance and support, identify characters and settings in a familiar story.

Craft and Structure

RL.K.4 With guidance and support, identify feeling words within a familiar story.

RL.K.5 With guidance and support, recognize familiar texts.

RL.K.6 With guidance and support, distinguish between words and illustrations in a story.

Integration of Ideas and Analysis

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

K-12 Not Applicable to Literature

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

Range of Reading and Level of Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.K.1 With guidance and support, identify a detail in a familiar text.

RI.K.2 With guidance and support, identify the main topic of a familiar text.

RI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.

Craft and Structure

RI.K.4 With guidance and support, answer what questions about words in a familiar text.

RI.K.5 With guidance and support, identify the front cover of the book.

RI.K.6 With guidance and support, distinguish between words and illustrations in a familiar informational text.

Integration of Ideas and Analysis

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

RI.K.8 Begins in grade 1.

RI.K.9 With guidance and support, identify something that is the same about two familiar texts on the same topic.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

RF.K.1 Demonstrate emerging understanding of the organization of print.

a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom.

b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print.

c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.

RF.K.2 With guidance and support, selects or produces letters when asked to write.

RF.K.3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).

a. With guidance and support, recognize rhyming words.

b. With guidance and support, recognize the number of words in a spoken message.

c. With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).

Craft and Structure

RF.K.4 Demonstrate emerging awareness of print.

a. With guidance and support, recognize first letter of own name in print.

b. With guidance and support, recognize environmental print.

RF.K.5 Engage in purposeful shared reading of familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.

W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.

W.K.3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.

W.K.4 With guidance and support from adults, explore a variety of digital tools to produce group writing.

Research

W.K.5 With guidance and support, participate in shared research and writing projects.

W.K.6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.K.1 Participate in communication with others.

a. Communicate directly with supportive adults or peers.

b. Participate in multiple-turn communication exchanges with support from adults.

SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.

SL.K.3 With guidance and support ask for help when needed.

SL.K.4 Communicate with adult communication partners.

SL.K.5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE STANDARDS

Conventions of Standard English

L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.

L.K.2 Begins in grade 1

L.K.3 Begins in grade 2

L.K.4 With guidance and support, demonstrate knowledge of word meanings used in every day routines.

L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.

a. Sort common objects into familiar categories

b. Demonstrate understanding of frequently occurring opposites

L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

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

K.MEH.1.1 Identify a variety of feelings that people experience and ways of expressing them.

K.MEH.1.2 Demonstrate personal responsibilities for actions and possessions.

K.MEH.2 Identify that effort and practice lead to improved skills.

K.MEH.2.1 Remember that mistakes are important for learning.

K.MEH.2.2 Remember that practice is needed to improve performance.

PERSONAL AND CONSUMER HEALTH

K.PCH.1 Demonstrate age-appropriate personal behaviors that promote health and prevent disease.

K.PCH.1.1 Identify that healthy behaviors impact personal health.

K.PCH.1.2 Use steps of correct hand washing at appropriate times throughout the day.

K.PCH.1.3 Model proper tooth brushing techniques.

K.PCH.1.4 Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

K.PCH.1.5 Select and use appropriate clothing according to the weather.

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

K.PCH.2.1 Recognize the meanings of traffic signs and safe practices for being a pedestrian and bicyclist.

K.PCH.2.2 Explain the benefits of safety equipment including seat belts, booster seats, helmets, mouth guards, shin guards, and flotation devices.

K.PCH.2.3 Illustrate how to get help in an emergency.

K.PCH.2.4 Identify appropriate responses to warning signs, sounds, and labels.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

K.ICHR.1 Understand healthy and effective interpersonal communication and relationships.

K.ICHR.1.1 Explain reasons for sharing.

K.ICHR.1.2 Recognize that all people have inherent value and dignity regardless of differences.

K.ICHR.1.3 Give examples of protective behaviors to use when approached by someone who you don't know or someone who makes you feel unsafe

K.ICHR.1.4 Recognize bullying, teasing, and aggressive behaviors and how to respond.

NUTRITION AND PHYSICAL ACTIVITY

K.NPA.1 Identify sources of food and water and their importance to the body.

K.NPA.1.1 Recognize that food gives us energy.

K.NPA.1.2 Identify that fruits and vegetables come from plants.

K.NPA.2 State the importance of physical activity for the body.

K.NPA.2.1 List ways to be physically active.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

K.K.ANCOD.1 Understand household safety procedures for products and medicines with adult supervision.

K.ANCOD.1.1 Explain what is likely to happen if harmful household products are ingested or inhaled.

K.ANCOD.1.2 Recognize that some medications look like candy.

K.ANCOD.1.3 Identify a parent, guardian, or trusted adult and professionals who can be trusted to provide safety information about household products and medicines.

K.ANCOD.1.4 Use appropriate strategies to access help when needed in emergencies involving household products and medicines.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILLS

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

PE.K.MS.1.1 Demonstrate recognizable forms of the locomotor skills (walk, run, jump, hop, skip, gallop, leap, slide).

PE.K.MS.1.2 Demonstrate recognizable forms of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

PE.K.MS.1.3 Demonstrate transitions between locomotor skills with recognizable forms.

PE.K.MS.1.4 Demonstrate rhythmic locomotor and non-locomotor movements to a beat.

MOVEMENT CONCEPTS

K.MC.2 Demonstrate understanding of concepts that apply to the learning and performance of movement.

PE.K.MC.2.1 Demonstrate understanding of the movement concepts of space, pathways, and speed through movement.

PE.K.MC.2.2 Identify one or more of the critical elements for fundamental manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

PE.K.MC.2.3 Use teacher feedback to improve basic motor performance.

HEALTH-RELATED FITNESS

K.HF.3 Demonstrate the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.

PE.K.HF.3.1 Identify one or more of the five health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition) and their associated exercises.

PE.K.HF.3.2 Identify opportunities for increased physical activity.

PE.K.HF.3.3 Actively participate in physical education class.

PERSONAL/SOCIAL RESPONSIBILITY

K.PR.4 Demonstrate responsible personal and social behavior that respects self and others.

PE.K.PR.4.1 Demonstrate cooperation by following directions in group settings.

PE.K.PR.4.2 Identify physical activities that are personally enjoyable.

PE.K.PR.4.3 Demonstrate safe practices when engaging in physical activities with minimal teacher reminders.

MATHEMATICS

NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

COUNTING AND CARDINALITY

Know number names and the counting sequence.

NC.K.CC.1 Know number names and recognize patterns in the counting sequence by:

- Counting to 100 by ones.
- Counting to 100 by tens.

NC.K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

NC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.

Count to tell the number of objects.

NC.K.CC.4 Understand the relationship between numbers and quantities.

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
- Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).
- State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).

NC.K.CC.5 Count to answer "How many?" in the following situations:

- Given a number from 1-20, count out that many objects.
- Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
- Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
- Given 10 objects in a scattered arrangement, identify how many.

Compare numbers.

NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.

NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.

OPERATIONS AND ALGEBRAIC THINKING

Understand addition and subtraction.

NC.K.OA.1 Represent addition and subtraction, within 10:

- Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.
- Demonstrate understanding of addition and subtraction by making connections among representations.

NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:

- Add to/Take From-Result Unknown
- Put Together/Take Apart (Total Unknown and Two Addends Unknown)

NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.

NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.

NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).

NC.K.OA.5 Demonstrate fluency with addition and subtraction within 5.

NUMBER AND OPERATIONS IN BASE TEN

Build foundation for place value.

NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:

- Using objects or drawings.
- Recording each composition or decomposition by a drawing or expression.
- Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MEASUREMENT AND DATA

Describe and compare measurable attributes.

NC.K.MD.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object.

NC.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

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

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

GEOMETRY

Identify and describe shapes.

NC.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.

NC.K.G.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.

NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.

Analyze, compare, create, and compose shapes.

NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.

NC.K.G.5 Model shapes in the world by:

- Building and drawing triangles, rectangles, squares, hexagons, circles.
- Building cubes, cones, spheres, and cylinders.

NC.K.G.6 Compose larger shapes from simple shapes.

MATHEMATICS
EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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

COUNTING AND CARDINALITY

Know number names and the counting sequence.

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

Count to tell the number of objects.

K.CC.4 Demonstrates one to one correspondence by pairing one object with one and only one number and each name with only one object.

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

Compare numbers.

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

OPERATIONS AND ALGEBRAIC THINKING

Understand addition and subtraction.

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

MEASUREMENT AND DATA

Describe and compare measurable attributes.

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

GEOMETRY

Identify and describe shapes.

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

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MATTER AND ITS INTERACTIONS

PS.K.1 Understand how objects are described based on their physical properties and how they are used.

PS.K.1.1 Analyze and interpret data to classify objects by physical properties (size, color, shape, texture, weight and flexibility).

PS.K.1.2 Engage in argument from evidence to summarize how different materials (clay, wood, cloth, paper, etc.) are used based on their physical properties.

MOTION AND STABILITY—FORCES AND INTERACTIONS

PS.K.2 Understand the positions and motions of objects and organisms observed in the environment.

PS.K.2.1 Use models to compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below, beside.

PS.K.2.2 Carry out investigations to illustrate different ways objects and organisms move (to include falling to the ground when dropped): straight, zigzag, round and round, back and forth, fast and slow.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.K.1 Understand the characteristics of living organisms and nonliving things.

LS.K.1.1 Engage in argument from evidence to summarize the characteristics of living organisms and nonliving things in terms of their: structure, growth, changes, movement, basic needs.

LS.K.1.2 Use models to exemplify how animals use their body parts to obtain food and other resources, protect themselves, and move from place to place.

HEREDITY—INHERITANCE AND VARIATION OF TRAITS

LS.K.2 Understand characteristics of organisms that make them alike and different.

LS.K.2.1 Analyze and interpret data to compare the characteristics of different types of the same animal to determine individual similarities and differences.

LS.K.2.2 Analyze and interpret data to compare the characteristics of different types of the same plant to determine individual similarities and differences.

EARTH'S SYSTEMS

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

ESS.K.1.1 Analyze and interpret data to compare changes in the environment due to weather.

ESS.K.1.2 Use mathematics and computational thinking to summarize daily weather conditions noting changes that occur from day to day and throughout the year.

ESS.K.1.3 Obtain, evaluate and communicate information to compare weather patterns that occur from season to season.

SCIENCE
EXTENDED CONTENT STANDARDS

MATTER AND ITS INTERACTIONS

ECS.PS.K.1 Identify objects by their physical properties.

ECS.PS.K.1.1 Record observations to classify objects by their physical properties.

ECS.PS.K.1.2 Compare how different materials are used based on their physical properties.

MOTION AND STABILITY—FORCES AND INTERACTIONS

ECS.PS.K.2 Identify positions and motions of familiar objects in the environment.

ECS.PS.K.2.1 Use models to record observations and communicate where familiar objects are in the environment using positional and directional words.

ECS.PS.K.2.2 Carry out investigations to demonstrate the motion of objects.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.K.1 Understand characteristics of living and nonliving things.

ECS.LS.K.1.1 Categorize attributes of living and nonliving things.

ECS.LS.K.1.2 Compare characteristics of animals (eg: fish, birds, mammals).

HEREDITY—INHERITANCE AND VARIATION OF TRAITS

ECS.LS.K.2 Understand that characteristics can make living organisms similar and different.

ECS.LS.K.2 .1 Compare the characteristics of different types of the same animal to determine individual similarities and differences.

ECS.LS.K.2 .2 Compare plants according to their features.

EARTH'S SYSTEMS

ECS.ESS.K.1 Understand change and observable patterns of weather that occur from day to day.

ECS.ESS.K.1.1 Record observations to compare changes in the environment due to weather.

ECS.ESS.K.1.2 Use mathematics and computational thinking by recording data to summarize daily weather conditions noting changes that occur from day to day.

ECS.ESS.K.1.3 Obtain, evaluate and communicate information to compare weather patterns that occur from season to season.

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions

I.1.1 Identify inquiry as a process to answer questions and solve issues.

I.1.2 Recognize a compelling question with prompting and support.

I.1.3 Explain why or how a compelling question is important to a topic or issue.

Supporting Questions

I.1.4 Identify what questions are needed to support the compelling question.

I.1.5 Recognize how supporting questions connect to compelling questions.

Gathering and Evaluating Sources

I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.

I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

K.B.1.1 Identify cultural practices in local communities and around the world.

K.B.1.2 Compare cultural practices of people in local communities and around the world.

K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.

CIVICS AND GOVERNMENT

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

K.C&G.1.1 Explain why people follow rules in the classroom, school, and community.

K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community.

K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.

K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.

ECONOMICS

K.E.1 Analyze basic economic concepts.

K.E.1.1 Differentiate between needs and wants.

K.E.1.2 Differentiate between goods and services.

GEOGRAPHY

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

K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.

K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.

K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.

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

K.G.2.1 Explain ways people around the world use natural resources.

K.G.2.2 Explain how the environment influences people to move from place to place.

HISTORY

K.H.1 Understand change over time.

K.H.1.1 Exemplify ways in which people change over time.

K.H.1.2 Explain how various events have shaped history.

K.H.1.3 Compare life in the past to life today within the home, community, and around the world.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

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

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

INQUIRY

Compelling Questions

I.1.1 Identify inquiry as a process to answer questions and solve issues.

I.1.2 Recognize a compelling question with prompting and support.

I.1.3 Explain why or how a compelling question is important to a topic or issue.

Supporting Questions

I.1.4 Identify what questions are needed to support the compelling question.

I.1.5 Recognize how supporting questions connect to compelling questions.

Gathering and Evaluating Sources

I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.

I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

ECS.K.B.1.1 Identify cultural practices in local communities and around the world.

ECS.K.B.1.2 Compare cultural practices of people in local communities and around the world.

ECS.K.B.1.3 Identify positive character traits such as empathy, resilience, and respect within stories.

CIVICS AND GOVERNMENT

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

ECS.K.C&G.1.1 Demonstrate an understanding of rules and the effects in the classroom, school, and community.

ECS.K.C&G.1.2 Show ways people follow rules in the classroom, school, and community.

ECS.K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.

ECS.K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.

ECONOMICS

K.E.1 Analyze basic economic concepts.

ECS.K.E.1.1 Differentiate between needs and wants.

ECS.K.E.1.2 Differentiate between goods and services.

GEOGRAPHY

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

ECS.K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.

ECS.K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.

ECS.K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.

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

ECS.K.G.2.1 Identify natural resources and how people use them around the world.

ECS.K.G.2.2 Identify different environments for where people can live.

HISTORY

K.H.1 Understand change over time.

ECS.K.H.1.1 Show ways in which people change over time.

ECS.K.H.1.2 Identify various events in history.

ECS.K.H.1.3 Compare life in the past to life today within the home, community, and around the world.

STUDENT SUCCESS

NORTH CAROLINA STANDARD COURSE OF STUDY

The K-12 Student Success Standards empower students to achieve college and career readiness, equipping them for diverse post-secondary pathways. These standards help students develop the knowledge, attitudes, and skills needed to become proficient and adaptable learners in academics, careers, and social-emotional aspects, positioning them as global and post-secondary ready individuals.

Note: These standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework, which will guide each PSU in the development of the curriculum.

MINDSETS

- M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M3 Positive attitude toward work and learning
- M4 Self-confidence in ability to succeed
- M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

BEHAVIORS

Learning Strategies

- B-LS1 Critical thinking skills to make informed decisions
- B-LS2 Creative approach to learning, tasks and problem solving
- B-LS3 Time-management, organizational and study skills
- B-LS4 Self-motivation and self-direction for learning
- B-LS5 Media and technology skills to enhance learning
- B-LS6 High-quality standards for tasks and activities
- B-LS7 Long- and short- term academic, career and social/emotional goals
- B-LS8 Engagement in challenging coursework
- B-LS9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
- B-LS10 Participation in enrichment and extracurricular activities

Self-Management Skills

- B-SMS1 Responsibility for self and actions
- B-SMS2 Self-discipline and self-control
- B-SMS3 Independent work
- B-SMS4 Delayed gratification for long-term rewards
- B-SMS5 Perseverance to achieve long- and short- term goals
- B-SMS6 Ability to identify and overcome barriers
- B-SMS7 Effective coping skills
- B-SMS8 Balance of school, home and community activities
- B-SMS9 Personal safety skills
- B-SMS10 Ability to manage transitions and adapt to change

Social Skills

B-SS1	Effective oral and written communication skills and listening skills
B-SS2	Positive, respectful and supportive relationships with students who are similar and different from them
B-SS3	Positive relationships with adults to support success
B-SS4	Empathy
B-SS5	Ethical decision-making and social responsibility
B-SS6	Effective collaboration and cooperation skills
B-SS7	Leadership and teamwork skills to work effectively in diverse groups
B-SS8	Advocacy skills for self and others and ability to assert self, when necessary
B-SS9	Social maturity and behaviors appropriate to the situation and environment
B-SS10	Cultural awareness, sensitivity and responsiveness

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

1) Equity of Opportunity and Access;

2) Integration of Content and Language;

3) Collaboration Among Stakeholders; and

4) Functional Approach to Language Development.

Equity of Opportunity and Access

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

Integration of Content and Language

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

Collaboration Among Stakeholders

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

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

Functional Approach to Language Development

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

NC ELD Standard Course of Study Framework

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

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

- ***The Key Language Uses*** describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence (WIDA 2020). Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use:
- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Arguments can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

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

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

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

Kindergarten Standards

As kindergartners develop in social–emotional ways, they are also beginning to learn academic concepts through language and other multimodal means of communication. The physical, hands-on world of kindergartners fosters their language development. Make-believe, singing, dancing, and playing games create natural connections between school and home, where, bolstered by their families, Multilingual Learners interact in multiple languages and draw on their cultures and experiences to express feelings, tell stories, and enter the world of print. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (WIDA 2020).

ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

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

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

ELD-SI.K-3.Narrate

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

ELD-SI.K-3.Inform

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

ELD-SI.K-3.Explain

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

ELD-SI.K-3.Argue

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

ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

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

ELD-LA.K.Narrate.Interpretive. *Interpret language arts narratives (with prompting and support) by:*

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive. *Construct language arts narratives (with prompting and support) that:*

- Orient audience to story
- Describe story events

ELD-LA.K.Inform.Interpretive. *Interpret informational texts in language arts (with prompting and support) by:*

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

ELD-LA.K.Inform.Expressive. *Construct informational texts in language arts (with prompting and support) that:*

- Introduce topic for audience
- Describe details and facts

ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

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

ELD-MA.K.Inform.Interpretive. *Interpret mathematical informational texts (with prompting and support) by:*

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive. *Construct mathematical informational texts (with prompting and support) that:*

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

ELD STANDARD 4: LANGUAGE FOR SCIENCE

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

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

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

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

- Introduce others to a topic or entity
- Provide details about an entity

ELD-SC.K.Explain.Interpretive. *Interpret scientific explanations by:*

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive. *Construct scientific explanations that:*

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

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

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

- Determining topic associated with a compelling or supporting question

Works Cited

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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

Interdisciplinary & Literacy Connections – ILC
Intercultural & Communities Connections – ICC

STANDARD 1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

STANDARD 2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

STANDARD 3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

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

1. Dual & Heritage Language Programs – Dual Language Immersion (DL/I)
2. Foreign Language in the Elementary School (FLES) Programs
3. Foreign Language Exploratory (FLEX) Programs

Proficiency Levels

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

Please see the World Languages Proficiency Outcomes document for details about outcomes for different programs and courses: **https://go.ncdpi.gov/WLProficiencyOutcomes**

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

NL.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NL.ILC.1.1 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in informational texts.

NL.ILC.1.2 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in fictional texts.

NL.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NL.ILC.2.1 Express basic needs, using practiced or memorized words and/or phrases with the help of gestures or visuals.

NL.ILC.2.2 Express basic preferences or feelings, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.2.3 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NL.ILC.3.1 Introduce themselves using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.3.2 Express likes and dislikes using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.3.3 Label very familiar people, places, and objects using practiced or memorized words and/or phrases, with the help of gestures or visuals.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

NL.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NL.ICC.1.1 Identify a few memorized or familiar words and/or phrases in historical and/or modern resources from the target cultures, when supported by gestures or visuals.

NL.ICC.1.2 Identify a few products and practices of the target cultures.

NL.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NL.ICC.2.1 Use culturally appropriate greetings and/or expressions of courtesy in interactions with peers from the target cultures and/or communities of learners.

NL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and/or phrases in familiar contexts.

NL.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NL.ICC.3.1 Label typical products or practices from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ICC.3.2 Copy and/or recite very simple poetry, songs, and/or quotes from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

PROFICIENCY LEVEL: NOVICE MID (NM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

NM.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NM.ILC.1.1 Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in informational texts.

NM.ILC.1.2 Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in fictional texts.

NM.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NM.ILC.2.1 Express basic needs, using practiced or memorized words and phrases, as well as simple sentences and questions.

NM.ILC.2.2 Express preferences or feelings and react to those of others, using practiced or memorized words, phrases, simple sentences, and questions.

NM.ILC.2.3 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using practiced or memorized words, phrases, and simple sentences.

NM.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NM.ILC.3.1 Present information about their interests and activities using practiced or memorized words, phrases and simple sentences.

NM.ILC.3.2 Express likes and dislikes on very familiar and everyday topics of interest, using practiced or memorized words, phrases and simple sentences.

NM.ILC.3.3 Provide information about very familiar and everyday topics using practiced or memorized words, phrases and simple sentences.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

NM.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NM.ICC.1.1 Identify some memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.

NM.ICC.1.2 Identify some products and practices of the target cultures.

NM.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NM.ICC.2.1 Use culturally appropriate expressions and rehearsed behaviors in interactions with peers from the target cultures and/or communities of learners.

NM.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and phrases, as well as simple sentences and questions in familiar contexts.

NM.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NM.ICC.3.1 Deliver short presentations that identify products or practices in the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.

NM.ICC.3.2 Present and/or recite simple poetry, songs, and/or stories from the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

NH.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NH.ILC.1.1 Identify the topic and some isolated facts in informational texts.

NH.ILC.1.2 Identify the topic and some isolated elements in fictional texts.

NH.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NH.ILC.2.1 Interact to meet basic needs related to everyday activities, by using simple sentences and questions.

NH.ILC.2.2 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, by using simple sentences and questions.

NH.ILC.2.3 Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by using simple sentences.

NH.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NH.ILC.3.1 Present information about their lives and activities, using simple sentences most of the time.

NH.ILC.3.2 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.

NH.ILC.3.3 Provide information about familiar and everyday topics, using simple sentences most of the time.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

NH.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NH.ICC.1.1 Identify many memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.

NH.ICC.1.2 Identify many products and practices of the target cultures.

NH.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NH.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by using culturally appropriate greetings and questions.

NH.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using simple sentences and questions in familiar contexts.

NH.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NH.ICC.3.1 Deliver short presentations that describe products or practices in the target cultures and/or communities of language learners, using simple sentences most of the time.

NH.ICC.3.2 Provide information about very familiar topics from the target cultures and/or communities of language learners, using simple sentences most of the time.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

IL.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IL.ILC.1.1 Identify the topic and related information in informational texts.

IL.ILC.1.2 Identify the topic and related information in fictional texts.

IL.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IL.ILC.2.1 Interact to meet basic needs and to request and provide information in familiar situations, by creating simple sentences and asking appropriate follow-up questions.

IL.ILC.2.2 Respond by asking about some details related to preferences, feelings, or opinions on familiar topics, using simple sentences and asking appropriate follow-up questions.

IL.ILC.2.3 Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by creating simple sentences and asking appropriate follow-up questions.

IL.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IL.ILC.3.1 Present information about their lives, activities, and events, by creating simple sentences and some complex sentences.

IL.ILC.3.2 Express preferences on familiar and everyday topics of interest and explain why they feel that way, by creating simple sentences and some complex sentences.

IL.ILC.3.3 Present on familiar and everyday topics, creating simple sentences and some complex sentences.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

IL.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IL.ICC.1.1 Identify the topic and related information in historical and/or modern texts from the target cultures.

IL.ICC.1.2 Compare a few practices, products, and perspectives from the target cultures, when the topics are familiar.

IL.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IL.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by asking culturally appropriate questions and answering appropriately.

IL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by participating in conversations on familiar topics.

IL.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IL.ICC.3.1 Deliver short presentations that describe how practices influence some products or perspectives in the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.

IL.ICC.3.2 Present on familiar and everyday topics from the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

IM.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IM.ILC.1.1 Identify the main idea and key information in informational texts.

IM.ILC.1.2 Identify the main idea and key information in fictional texts.

IM.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IM.ILC.2.1 Interact to meet needs in a variety of familiar situations, by creating a series of sentences and asking a variety of follow-up questions.

IM.ILC.2.2 Express preferences or opinions and provide basic advice on a variety of familiar topics, by creating a series of sentences and asking a variety of follow-up questions.

IM.ILC.2.3 Exchange information on familiar and some researched topics, by creating a series of sentences and asking a variety of follow-up questions.

IM.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IM.ILC.3.1 Tell stories about familiar activities, events, and experiences, by creating a series of connected sentences including some complex sentences.

IM.ILC.3.2 State a viewpoint about familiar topics and give some reasons to support it, by creating a series of connected sentences including some complex sentences.

IM.ILC.3.3 Give presentations on familiar topics and some concrete, researched topics, by creating a series of connected sentences including some complex sentences.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

IM.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IM.ICC.1.1 Identify the main idea and key information in historical and/or modern texts from the target cultures.

IM.ICC.1.2 Compare some practices, products, and perspectives from the target cultures, when the topics are familiar and/or researched.

IM.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IM.ICC.2.1 Recognize essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.

IM.ICC.2.2 Engage actively with peers from the target culture and/or communities of learners by participating in conversations on familiar topics.

IM.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IM.ICC.3.1 Deliver short presentations that describe how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.

IM.ICC.3.2 Present on familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

IH.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IH.ILC.1.1 Identify the purpose and some supporting details in informational texts.

IH.ILC.1.2 Identify the main story and some supporting details in fictional texts.

IH.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IH.ILC.2.1 Interact to meet needs in a variety of situations, sometimes involving a complication, by creating connected sentences and asking a variety of questions.

IH.ILC.2.2 Explain preferences and opinions and provide advice on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.

IH.ILC.2.3 Exchange information in conversations and some discussions on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.

IH.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IH.ILC.3.1 Tell stories about familiar events and experiences, by creating short paragraphs with some complex sentences and using various time frames.

IH.ILC.3.2 State a viewpoint and provide reasons to support it on familiar or researched topics, by creating short paragraphs with some complex sentences and using various time frames.

IH.ILC.3.3 Give detailed presentations on a variety of familiar topics and some concrete, researched topics, by creating short paragraphs with some complex sentences and using various time frames.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

IH.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IH.ICC.1.1 Identify the purpose and some supporting details in historical and/or modern texts from the target cultures.

IH.ICC.1.2 Compare many cultural practices, products, and perspectives from the target cultures, when the topics are familiar and/or unfamiliar.

IH.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IH.ICC.2.1 Demonstrate understanding of essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.

IH.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in conversations on primarily familiar topics.

IH.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IH.ICC.3.1 Deliver presentations that summarize how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames.

IH.ICC.3.2 Present on a variety of familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames.