GRADE
1

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 1

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 7
  - Vocal and Instrumental Music 8
  - 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 28
- Mathematics 29
- Mathematics Extended Content Standards 32
- Science 34
- Science Extended Content Standards 35
- Social Studies 36
- Social Studies Extended Content Standards 38
- Student Success 40

North Carolina Standard Course of Study by Proficiency Level

- English Language Development (for Multilingual Learners) 42
- World Languages 47

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.

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

1.CN.1.1 Explain how dance can reflect culture, values, and ideas.

1.CN.1.2 Identify cross-curricular connections between dance and other arts disciplines.

1.CN.1.3 Identify psychological challenges encountered by dancers.

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

1.CN.2.1 Identify the various roles of individuals in the creation and production of dance.

1.CN.2.2 Describe how innovations and technology are used to create and present dance.

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

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

1.CR.1.1 Generate spontaneous movement in response to visual cues.

1.CR.1.2 Create movement as a group for the beginning, middle, and end of a dance.

1.CR.1.3 Depict shapes in dance by drawing a picture or using a symbol.

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

1.CR.2.1 Adapt a dance sequence by changing the body shapes.

1.CR.2.2 Explain how and when to credit others when using their ideas in dance.

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

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

1.PR.1.1 Improve dance skills by incorporating feedback from instructors and peers.

1.PR.1.2 Sequence basic motor skills with body awareness.

1.PR.1.3 Demonstrate focus when dancing with others.

1.PR.2 Develop dance presentations.

1.PR.2.1 Compare topics or themes for improvisation or informal performance with support.

1.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing informal performances.

1.PR.2.3 Compare the use of props from given options to enhance a dance.

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

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

1.RE.1.1 Describe movements that exemplify an element of dance.

1.RE.1.2 Describe the emotions evoked by choreographic works.

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

1.RE.2.1 Describe preferences in observing various dance styles, forms, or genres.

1.RE.2.2 Provide positive feedback for self and others.

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.

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

1.CN.1.1 Explain how music can reflect culture, values, and ideas.

1.CN.1.2 Identify cross-curricular connections between music and other arts disciplines.

1.CN.1.3 Describe how music exists in local community traditions, celebrations, entertainment, or other uses.

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

1.CN.2.1 Identify the various roles of individuals that contribute to the support and consumption of music.

1.CN.2.2 Describe how innovations and technology are used to create and present music.

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

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

1.CR.1.1 Improvise 4-8 beat rhythmic patterns and 3-pitch melodic patterns.

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

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

1.CR.2.1 Accompany readings, stories, or dramatizations with corresponding traditional and non-traditional sound sources.

1.CR.2.2 Explain how and when to give credit to others when creating work that borrows from other musicians.

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

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

1.PR.1.1 Improve musical skills by incorporating feedback from instructors and peers.

1.PR.1.2 Read iconic or standard notation to sing or play music with at least three pitches and rhythms with quarter rests in 2/4 and 4/4 meters.

1.PR.1.3 Sing or play in unison with simple accompaniments.

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

1.PR.2 Develop musical presentations.

1.PR.2.1 Identify the production elements needed to develop formal and informal performances.

1.PR.2.2 Contrast audience and performer etiquette.

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

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

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

1.RE.1.2 Explain how musical works are used to communicate meaning.

1.RE.1.3 Identify a variety of instruments and voices by sound, including available classroom instruments.

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

1.RE.2.1 Describe personal preferences for music.

1.RE.2.2 Provide positive feedback and areas for improvement 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.

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

1.CN.1.1 Compare theatre from a variety of cultures.

1.CN.1.2 Identify cross-curricular connections between theatre, dance, music, and visual arts.

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

1.CN.2.1 Describe the roles of the actor, director, and designers.

1.CN.2.2 Identify tools that are used by technical theatre designers.

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

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

1.CR.1.1 Improvise a variety of activities and scenarios using dramatic play.

1.CR.1.2 Create an original sequence of events by acting, drawing, or writing with support.

1.CR.1.3 Create simple costumes and props to enhance dramatic play using available resources.

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

1.CR.2.1 Arrange the sequence of events from a story with support.

1.CR.2.2 Explain how and when to give credit to others when borrowing from other theatre artists.

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

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

1.PR.1.1 Apply suggested feedback of the director to dramatic play.

1.PR.1.2 Pantomime stories communicating a sequence of movements.

1.PR.2 Develop theatrical presentations.

1.PR.2.1 Identify characters and settings for dramatic play with support.

1.PR.2.2 Demonstrate the responsibility of an audience member as a participant in a shared experience.

1.PR.2.3 Manipulate costumes and props to enhance dramatic play.

1.PR.2.4 Compare movement and vocal choices in a variety of spaces.

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

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

1.RE.1.1 Identify relationships between characters in various informal, recorded, or live classroom presentations.

1.RE.1.2 Describe how artistic choices communicate meaning.

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

1.RE.2.1 Explain personal preferences in response to theatrical performances.

1.RE.2.2 Provide positive feedback for self and others.

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.

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

1.CN.1.1 Explain how visual arts are used in cultures around the world.

1.CN.1.2 Identify cross-curricular connections between visual arts and other arts disciplines.

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

1.CN.2.1 Name various careers in visual arts.

1.CN.2.2 Identify how technology, innovations, and digital media tools are used in art making.

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

1.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.

1.CR.1.1 Experiment with materials to make unique combinations of ideas, themes, or events.

1.CR.1.2 Create original art from imaginary sources of inspiration.

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

1.CR.2.1 Differentiate between sharing ideas and copying.

1.CR.2.2 Explain how and when to give credit to others when creating derivative work.

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

1.PR.1 Present visual artworks.

1.PR.1.1 Improve art based on positive feedback from instructors and peers.

1.PR.1.2 Identify elements of art in personal art.

1.PR.2 Develop visual arts presentations.

1.PR.2.1 Describe ways personal artwork can be presented.

1.PR.2.2 Identify various ways an audience can interact with works of art.

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

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

1.RE.1.1 Describe how works of art are made.

1.RE.1.2 Explain how symbols, subjects or themes are used in the works of others to communicate meaning.

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

1.RE.2.1 Describe why a work of art is personally appealing.

1.RE.2.2 Provide positive feedback for personal and peer 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-02 Apply knowledge of what passwords are and why we use strong passwords to protect devices and information from unauthorized access.

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

DATA & ANALYSIS

Storage

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

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

Collection, Visualization & Transformation

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

Inference & Models

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

ALGORITHMS & PROGRAMMING

Algorithms

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

Variables

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

Control

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

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

Modularity

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

Program Development

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

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

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

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

IMPACTS OF COMPUTING

Culture

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

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

Social Interactions

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

Safety, Law & Ethics

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

DIGITAL LEARNING

NORTH CAROLINA 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 Standard Course of Study, collaborative planning should occur in grade level planning teams which include media coordinators and technology facilitators.

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EMPOWERED LEARNER

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

1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b. Students build networks and customize their learning environments in ways that support the learning process.

1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

DIGITAL CITIZEN

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

2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

KNOWLEDGE CONSTRUCTOR

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

3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

INNOVATIVE DESIGNER

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

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

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

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

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

COMPUTATIONAL THINKER

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

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

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

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

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

CREATIVE COMMUNICATOR

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

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

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

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

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

GLOBAL COLLABORATOR

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

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

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

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

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

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information.

RL.1.6 Identify who is telling the story at various points in a text.

Integration of Ideas and Analysis

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8 Not applicable to literature.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Ideas and Analysis

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

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

READING FOUNDATIONAL SKILLS

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize and use capitalization and ending punctuation.

Handwriting

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

Phonological Awareness

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STRAND

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

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.

b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.

b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.

b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

W.1.5 Participate in shared research and writing projects.

W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

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

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STRAND

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

LANGUAGE STANDARDS

Conventions of Standard English

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

Language Standards – Grammar Continuum

Skill	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

Skill	Grades K-1
Adjectives	• Use frequently occurring adjectives
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.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Language Standards – Conventions Continuum

Skill	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.1.3 (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.

L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.

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

b. Define words by category and by one or more key attributes.

c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.1.1 Identify details in familiar stories.

RL.1.2 With guidance and support, recount key details in familiar stories.

RL.1.3 Identify characters and settings in a familiar story.

Craft and Structure

RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.

RL.1.5 With guidance and support, identify a text as telling a story.

RL.1.6 With guidance and support, identify the speaker in a familiar story.

Integration of Ideas and Analysis

RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.

RL.1.8 K-12 Not applicable to literature.

RL.1.9 With guidance and support, identify experiences of characters in familiar stories as same or different.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.1.1 Identify details in familiar text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Identify individuals, events, or details in a familiar informational text.

Craft and Structure

RI.1.4 With guidance and support, ask a reader to clarify the meaning of words in a text.

RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.

RI.1.6 Distinguish between words and illustrations in a familiar information text.

Integration of Ideas and Analysis

RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.

RI.1.8 With guidance and support, identify points the author makes in a familiar informational text.

RI.1.9 With guidance and support, compare two familiar texts on the same topic.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

RF.1.1 Demonstrate emerging understanding of the organization of print.

- a. Demonstrate understanding that print is read left-to-right and top-to-bottom.
- b. Demonstrate understanding of orientation of print.
- c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.

RF.1.2 Selects or produces letters when asked to write.

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize rhyming words.
- b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T).
- c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
- d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Craft and Structure

RF.1.4 Demonstrate emerging letter and word identification skills.

- a. Identify upper case letters of the alphabet.
- b. With guidance and support, recognize familiar words that are used in every day routines.

RF.1.5 Begin to attend to words in print.

- a. Engage in sustained, independent study of books.
- b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.

W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

W.1.3 Select a familiar event and use drawing, dictating, or writing to share information about it.

W.1.4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Research

W.1.5 With guidance and support, participate in shared research and writing projects.

W.1.6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.1.1 Communicate with others.

- a. Engage in multiple-turn exchanges with supportive adults.
- b. Build on comments or topics initiated by an adult.
- c. Use one or two words to ask questions related to personally relevant topics.

SL.1.2 During shared reading, identify key details in the text.

SL.1.3 With guidance and support communicate confusion, lack of understanding or a need for help.

SL.1.4 Combine two or more words when communicating.

SL.1.5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE

Conventions of Standard English

L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.

L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.

L.1.3 Begins in grade 2.

L.1.4 Demonstrate knowledge of word meanings used in every day routines.

L.1.5 With guidance and support, demonstrate emerging understanding of word relationships.

a. Sort common objects into familiar categories

b. Identify attributes of familiar words

c. Demonstrate an understanding of present tense verbs

L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

1.MEH.1 Understand the connection between healthy expressions of emotions, mental wellness, and healthy behaviors.

1.MEH.1.1 Identify appropriate ways to express needs, wants and feelings.

1.MEH.1.2 Describe how different situations impact emotions and vary among individuals.

1.MEH.1.3 Utilize effective communication to express and cope with emotions.

1.MEH.2 Remember that effort and practice lead to improved skills.

1.MEH.2.1 Identify more than one strategy to solve a problem.

1.MEH.2.2 Identify resources to get help with solving a problem.

PERSONAL AND CONSUMER HEALTH

1.PCH.1 List various personal behaviors and practices that promote health and prevent disease.

1.PCH.1.1 Explain that germs produce illness and can be spread from one person to another.

1.PCH.1.2 Demonstrate measures for preventing the spread of germs.

1.PCH.1.3 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

1.PCH.1.4 Use appropriate clothing according to the weather.

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

1.PCH.2.1 Identify and describe situations that cause injury.

1.PCH.2.2 Identify items that can cause burns and strategies to prevent fire and burn injury.

1.PCH.2.3 Execute the Stop, Drop, and Roll response.

1.PCH.2.4 Execute an emergency phone call.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

1.ICHR.1 Recognize healthy and effective interpersonal communications and relationships.

1.ICHR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.

1.ICHR.1.2 Describe positive characteristics that are unique to each individual.

1.ICHR.1.3 Demonstrate how to tell a parent, guardian, or trusted adult when feeling threatened or unsafe.

1.ICHR.1.4 Recognize that anyone who has experienced bullying or mistreatment is not at fault.

1.ICHR.1.5 Demonstrate effective refusal skills, including saying no and moving away to enforce personal boundaries for yourself and others.

1.ICHR.1.6 Identify a parent, guardian, or trusted adult within your home, school and community who can be informed when feeling threatened or harmed.

NUTRITION AND PHYSICAL ACTIVITY

1.NPA.1 Describe where food and water come from and their importance to the body.

1.NPA.1.1 Name the reasons why we need to drink water.

1.NPA.1.2 Explore a variety of foods and why it's important to eat them

1.NPA.1.3 Categorize the sources of a variety of foods.

1.NPA.2 Recognize the benefits of physical activity for the body.

1.NPA.2.1 List physical activities that are beneficial to your body.

1 NPA.2.2 Describe enjoyable physical activities that can be done inside and outside of school.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

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

1.ANCOD.1.1 Recognize the harmful effects of medicine when used incorrectly.

1.ANCOD.1.2 Recognize how to behave safely with medicines and household cleaners.

1 ANCOD.1.3 Explain the importance of asking a parent, guardian, or trusted adult before handling household products.

1 ANCOD.1.4 Identify strategies for reporting harmful substances.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILLS

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

PE.1.MS.1.1 Demonstrate emerging forms of all eight basic locomotor skills (walk, run, jump, hop, skip, gallop, leap, slide) in different pathways, levels, or directions.

PE.1.MS.1.2 Demonstrate emerging forms of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

PE.1.MS.1.3 Demonstrate transitions between sequential locomotor skills.

PE.1.MS.1.4 Demonstrate a combination of rhythmic locomotor and non-locomotor movements to a beat.

MOVEMENT CONCEPTS

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

PE.1.MC.2.1 Demonstrate understanding of the movement concepts of space, pathways, and speed through movement.

PE.1.MC.2.2 Identify two or more of the critical elements for fundamental manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

PE.1.MC.2.3 Use teacher and/or peer feedback to improve basic motor performance.

HEALTH-RELATED FITNESS

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

PE.1.HF.3.1 Identify two or more of the five health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition) and their associated exercises.

PE.1.HF.3.2 Identify benefits of being physically active.

PE.1.HF.3.3 Actively engage in physical education class.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.1.PR.4.1 Demonstrate cooperation by following directions and accepting responsibility in group settings.

PE.1.PR.4.2 Identify positive feelings that result from participation in physical activity.

PE.1.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.

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:

- Add to/Take from-Change Unknown
- Put Together/Take Apart-Addend Unknown
- Compare-Difference Unknown

NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.

Understand and apply the properties of operations.

NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.

NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.

Add and subtract within 20.

NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.

NC.1.OA.6 Add and subtract, within 20, using strategies such as:

- Counting on
- Making ten
- Decomposing a number leading to a ten
- Using the relationship between addition and subtraction
- Using a number line
- Creating equivalent but simpler or known sums

Analyze addition and subtraction equations within 20.

NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.

NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.

NUMBER AND OPERATIONS IN BASE TEN

Extend and recognize patterns in the counting sequence.

NC.1.NBT.1 Count to 150, starting at any number less than 150.

NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.

Understand place value.

NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

- Unitize by making a ten from a collection of ten ones.
- Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.

NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations.

NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:

- A two-digit number and a one-digit number
- A two-digit number and a multiple of 10

NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:

- Concrete models and drawings
- Number lines
- Strategies based on place value
- Properties of operations
- The relationship between addition and subtraction

MEASUREMENT AND DATA

Measure lengths.

NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

NC.1.MD.2 Measure lengths with non-standard units.

- Express the length of an object as a whole number of non-standard length units.
- Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.

Build understanding of time and money.

NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.

Represent and interpret data.

NC.1.MD.4 Organize, represent, and interpret data with up to three categories.

- Ask and answer questions about the total number of data points.
- Ask and answer questions about how many in each category.
- Ask and answer questions about how many more or less are in one category than in another.

GEOMETRY

Reason with shapes and their attributes.

NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:

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

NC.1.G.2 Create composite shapes by:

- Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.
- Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.

NC.1.G.3 Partition circles and rectangles into two and four equal shares.

- Describe the shares as halves and fourths, as half of and fourth of.
- Describe the whole as two of, or four of the shares.
- Explain that decomposing into more equal shares creates smaller shares.

MATHEMATICS
EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

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

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

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

Add and subtract within 20.

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

Analyze addition and subtraction equations within 20.

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

NUMBER AND OPERATIONS IN BASE TEN

Extend and recognize patterns in the counting sequence.

NC.1.NBT.1 Use concrete and pictoral representations to count up to 20 items by ones.

NC.1.NBT.7 Count as many as 10 objects and represent the quantity with the corresponding numeral.

Understand place value.

NC.1.NBT.2 Create sets up to 10.

NC.1.NBT.3 Compare two groups of 10 or fewer items when the number of items in each group is similar.

Use place value understanding and properties of operations.

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

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

MEASUREMENT AND DATA

Measure lengths.

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

Build understanding of time and money.

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

Represent and interpret data.

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

GEOMETRY

Reason with shapes and their attributes.

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

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

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

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTION AND STABILITY—FORCES AND INTERACTIONS

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

PS.1.1.1 Use models to explain the effect of a push or pull on the motion of an object, with or without contact.

PS.1.1.2 Carry out investigations to compare the effects of a given force on the motion of an object.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

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

LS.1.1.1 Obtain, evaluate and communicate information to summarize the needs of different plants and animals.

LS.1.1.2 Analyze and interpret data to compare how the needs of plants and animals can be met in different environments.

EARTH'S PLACE IN THE UNIVERSE

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

ESS.1.1.1 Use models to recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.

ESS.1.1.2 Analyze and interpret data to recognize patterns of observable changes in the moon's appearance from day to day.

EARTH'S SYSTEMS

ESS.1.2 Understand the physical properties of Earth materials.

ESS.1.2.1 Obtain, evaluate and communicate information to summarize the physical properties of Earth materials, including rocks, minerals, soils, and water.

ESS.1.2.2 Carry out investigations to compare the properties of different soil samples from local places relating their capacity to retain water, provide nutrients, and support the growth of plants.

EARTH AND HUMAN ACTIVITY

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

ESS.1.3.1 Obtain, evaluate and communicate information to summarize ways in which humans use natural resources.

ESS.1.3.2 Engage in argument from evidence to explain ways that humans can protect natural resources in the environment.

SCIENCE
EXTENDED CONTENT STANDARDS

MOTION AND STABILITY—FORCES AND INTERACTIONS

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

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

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

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

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

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

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

EARTH'S PLACE IN THE UNIVERSE

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

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

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

EARTH'S SYSTEMS

ECS.ESS.1.2 Identify differences in Earth Materials.

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

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

EARTH AND HUMAN ACTIVITY

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

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

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

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions

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

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

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

Supporting Questions

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

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

Gathering and Evaluating Sources

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

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

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

1.B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1.B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1.B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1.B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

CIVICS AND GOVERNMENT

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

1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.

1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws.

1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.

1.C&G.1.4 Compare various processes or strategies people can use to improve communities.

ECONOMICS

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

1.E.1.1 Distinguish the relationship between scarcity and limited resources.

1.E.1.2 Recognize the relationship between supply and demand.

1.E.1.3 Exemplify how supply and demand affect the choices people make.

1.E.1.4 Summarize reasons why people and countries trade goods and services.

GEOGRAPHY

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

1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.

1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.

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

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

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

HISTORY

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

1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.

1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

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

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

INQUIRY

Compelling Questions

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

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

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

Supporting Questions

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

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

Gathering and Evaluating Sources

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

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

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

ECS.1.B.1.1 Identify cultural practices and traditions in local communities and places around the world.

ECS.1.B.1.2 Recognize ways that culturally, racially, and ethnically diverse people help shape a community.

ECS.1.B.1.3 Recognize how the artistic expressions of diverse people and cultures contribute to communities around the world.

ECS.1.B.1.4 Identify various ways disagreements or conflicts are resolved in classrooms, local communities, and the world.

CIVICS AND GOVERNMENT

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

ECS.1.C&G.1.1 Identify individuals and groups and the role they play in shaping communities.

ECS.1.C&G.1.2 Demonstrate an understanding of who makes rules and laws.

ECS.1.C&G.1.3 Differentiate between a right and a responsibility.

ECS.1.C&G.1.4 Compare various processes or strategies people can use to improve communities.

ECONOMICS

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

ECS.1.E.1.1 Identify an example of scarcity and limited resources.

ECS.1.E.1.2 Recognize the relationship between supply and demand.

ECS.1.E.1.3 Show examples of how supply and demand affect the choices people make.

ECS.1.E.1.4 Recognize that people and countries trade goods and services.

GEOGRAPHY

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

ECS.1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.

ECS.1.G.1.2 Identify how geographic features are represented by symbols on maps or digital representations.

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

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

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

HISTORY

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

ECS.1.H.1.1 Identify achievements and people throughout history and the impact on communities today.

ECS.1.H.1.2 Compare two or more perspectives of various events in history.

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).

First Grade Standards

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

ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

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

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

ELD-SI.K-3.Narrate

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

ELD-SI.K-3.Inform

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

ELD-SI.K-3.Explain

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

ELD-SI.K-3.Argue

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

ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

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

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

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

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

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

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

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

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

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

ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

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

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

- Identifying concept or entity
- Describing attributes and characteristics

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

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

ELD STANDARD 4: LANGUAGE FOR SCIENCE

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

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

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

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

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

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

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

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

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

ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

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

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

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

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

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

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

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

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

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

Works Cited

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

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.

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