

GRADE  
**2**

# Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



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

2023

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# Quick Reference Guide

GRADE  
2

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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# INTRODUCTION

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

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

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

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

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



# ARTS EDUCATION – DANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### CREATION AND PERFORMANCE

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

- 2.CP.1.1 Use basic elements of movement to generate short dance phrases.
- 2.CP.1.2 Use teacher-led improvisation in the process of creating dance phrases.
- 2.CP.1.3 Create dance phrases with simple patterns.
- 2.CP.1.4 Create dance phrases that express words, ideas, experiences, and feelings.

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

- 2.CP.2.1 Understand how to be respectful of self and others in a dance setting.
- 2.CP.2.2 Use concentration and focus during dance explorations.
- 2.CP.2.3 Use teacher and peer feedback to improve dance.

### DANCE MOVEMENT SKILLS

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

- 2.DM.1.1 Exemplify isolation of body parts and use of body center.
- 2.DM.1.2 Illustrate a variety of body shapes in space.
- 2.DM.1.3 Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases.
- 2.DM.1.4 Recognize examples of simple rhythms and patterns in movement.
- 2.DM.1.5 Exemplify a variety of directions, levels, and pathways in general space.

### RESPONDING

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

- 2.R.1.1 Distinguish movement skills and elements observed in significant dance works.
- 2.R.1.2 Use words or images to describe possible meanings observed in dance.

### CONNECTING

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

- 2.C.1.1 Exemplify dance representing the heritage, customs, and traditions of various cultures.
- 2.C.1.2 Understand connections between dance and concepts in other curricular areas.

# ARTS EDUCATION – MUSIC

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MUSICAL LITERACY

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

- 2.ML.1.1 Apply problem solving strategies to improve musical technique when singing and playing instruments.
- 2.ML.1.2 Use accurate pitch to sing three-pitch patterns.
- 2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice.
- 2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form.

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

- 2.ML.2.1 Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes.
- 2.ML.2.2 Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments.
- 2.ML.2.3 Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes.

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

- 2.ML.3.1 Use improvisation to create simple rhythmic and melodic variations on familiar melodies.
- 2.ML.3.2 Create extended rhythmic patterns over a steady beat.
- 2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter.

### MUSICAL RESPONSE

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

- 2.MR.1.1 Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music.
- 2.MR.1.2 Illustrate melodic patterns, dynamics, and forms.
- 2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.
- 2.MR.1.4 Differentiate various instruments based on how their sounds are produced.

### CONTEXTUAL RELEVANCY

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

- 2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.
- 2.CR.1.2 Understand the relationships between music and concepts from other areas.

# ARTS EDUCATION – THEATRE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMMUNICATION

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

- 2.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.
- 2.C.1.2 Use vocal variety and animation to create distinct voices for characters.
- 2.C.1.3 Use dialogue to enhance the clarity of stories.

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

- 2.C.2.1 Use improvisation to communicate problems and resolutions.
- 2.C.2.2 Interpret stories from previously-read texts by acting them out.

### ANALYSIS

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

- 2.A.1.1 Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.
- 2.A.1.2 Analyze the relationships between events, characters, and settings.

### AESTHETICS

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

- 2.AE.1.1 Explain how space affects performances.
- 2.AE.1.2 Understand how the use of costumes, props, and masks enhance dramatic play.

### CULTURE

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

- 2.CU.1.1 Exemplify theatrical works representing the heritage, customs, and traditions of various cultures.
- 2.CU.1.2 Explain the impact of media, such as theatre, film, the Internet, and television, on family life.

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

- 2.CU.2.1 Illustrate how to share focus with others in a group setting.
- 2.CU.2.2 Summarize the role of the director or acting coach.



# ARTS EDUCATION – VISUAL ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### VISUAL LITERACY

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

- 2.V.1.1 Use appropriate art vocabulary when discussing media, processes, or images in art.
- 2.V.1.2 Create original art that expresses ideas about people, neighborhoods, or communities.
- 2.V.1.3 Understand the “story” in works of art.
- 2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
- 2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

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

- 2.V.2.1 Understand that artistic problems have multiple solutions.
- 2.V.2.2 Use personal point of view of the environment as a source of imagery.
- 2.V.2.3 Create art from real and imaginary sources of inspiration.

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

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

### CONTEXTUAL RELEVANCY

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

- 2.CX.1.1 Exemplify visual arts representing the heritage, customs, and traditions of various cultures.
- 2.CX.1.2 Recognize that works of art represent specific time periods.
- 2.CX.1.3 Understand various movements in art and the artists that represent them.
- 2.CX.1.4 Compare art from various cultures.
- 2.CX.1.5 Understand that artists use natural resources in creating art.

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

- 2.CX.2.1 Recognize the impact of regional differences on the production of art.
- 2.CX.2.2 Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- 2.CX.2.3 Recognize that some artists work in teams to create art.

### CRITICAL RESPONSE

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

- 2.CR.1.1 Use art terminology to describe art in terms of subject and physical characteristics.
- 2.CR.1.2 Evaluate personal work, while in progress and at completion.

# COMPUTER SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMPUTING SYSTEMS

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#### ***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

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#### ***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

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#### ***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

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#### ***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**

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**Culture**

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

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

**Social Interactions**

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

**Safety, Law & Ethics**

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

# DIGITAL LEARNING

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

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### EMPOWERED LEARNER

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**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

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**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

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**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

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- 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

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- 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

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- 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

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- 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

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

- RL.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

#### **Craft and Structure**

- RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.
- RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 Not applicable to literature.
- RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

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

- RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

### READING STANDARDS FOR INFORMATIONAL TEXT

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

- RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



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

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
- RI.2.6 Identify the author’s main purpose of a text, including what the author wants to answer, explain, or describe.

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

- RI.2.7 Explain how specific images contribute to and clarify a text.
- RI.2.8 Identify the reasons an author gives to support ideas in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

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

- RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

## **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**

### ***Handwriting***

- RF.2.2 Print all upper- and lowercase letters legibly and proportionally.

### ***Phonics and Word Recognition***

- RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.

### ***Fluency***

- RF.2.5 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

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

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
  - 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 and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
  - 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 and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a 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 and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.4 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.2.5 Participate in shared research and writing projects.
- W.2.6 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.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

## 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.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

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

Skill	2-3
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"><li>Ensure subject/verb agreement</li></ul>
<b>Nouns</b>	<ul style="list-style-type: none"><li>Explain the function of nouns</li><li>Use collective nouns (such as <i>group</i>)</li><li>Form and use frequently occurring regular and irregular plural nouns</li></ul>
<b>Verbs</b>	<ul style="list-style-type: none"><li>Explain the function of verbs</li><li>Form and use past tense of frequently occurring irregular verbs</li><li>Form and use regular and irregular verbs</li><li>Form and use simple verb tenses</li><li>Form and use the perfect verb tenses</li><li>Convey sense of various times, sequences</li><li>Recognize inappropriate shifts in verb tense</li></ul>

<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Explain the function of adjectives</li> <li>• Accurately choose which to use – adjective or adverb</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>• Explain the function of conjunctions</li> <li>• Use coordinating and subordinating conjunctions</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Accurately choose which to use – adjective or adverb</li> <li>• Explain the function of adverbs</li> <li>• Form and use comparative adverbs</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Produce, expand, and rearrange simple and compound sentences</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• Explain the function of prepositions</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Explain the function of pronouns</li> <li>• Continue to use personal, possessive, and indefinite pronouns</li> <li>• Use reflexive pronouns</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>• Correctly use <i>a, an, and the</i></li> </ul>
<b>Commonly Confused Words</b>	<ul style="list-style-type: none"> <li>• Correctly use common homophones</li> </ul>
<b>Interjections</b>	<ul style="list-style-type: none"> <li>• Explain the function of and use interjections</li> </ul>
<b>Phrases &amp; Clauses</b>	
<b>Usage</b>	

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

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

<b>Skill</b>	<b>2-3</b>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Capitalize holidays</li> <li>• Capitalize product names</li> <li>• Capitalize geographic names</li> <li>• Capitalize appropriate words in titles</li> <li>• Use correct capitalization</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use commas to separate single words in a series</li> <li>• Use commas in greetings and closings of letters</li> <li>• Use an apostrophe to form contractions</li> <li>• Use an apostrophe to form frequently occurring possessives</li> <li>• Use commas in addresses</li> <li>• Use commas in dialogue</li> <li>• Form and use possessives</li> <li>• Use quotation marks in dialogue</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</li> <li>• Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Consult reference materials as needed to check and correct spellings</li> </ul>

**Knowledge of Language**

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.

**Vocabulary Acquisition and Use**

- L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.
- L.2.5 Demonstrate understanding of nuances in word meanings.
  - a. Distinguish shades of meaning among closely related verbs and closely related adjectives.
- L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

# ENGLISH/LANGUAGE ARTS

## EXTENDED CONTENT STANDARDS

### READING STANDARDS FOR LITERATURE

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

- RL.2.1 Answer who and what, where, questions to demonstrate understanding of details in a familiar text.
- RL.2.2 Recount events from familiar stories from diverse cultures.
- RL.2.3 Identify the actions of the characters in a story.

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

- RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song.
- RL.2.5 Determine the beginning and ending of a familiar story with a logical order.
- RL.2.6 Identify the speakers in a dialogue.

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

- RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.
- RL.2.9 Identify similarities between two versions of the same story.

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

- RL.2.10 Actively engage in group reading for the purpose of connecting prior knowledge and experiences to text

### READING STANDARDS FOR INFORMATIONAL TEXT

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

- RI.2.1 Answer who and what, where questions to demonstrate understanding of details in a familiar text.
- RI.2.2 Identify the main topic of text.
- RI.2.3 Identify individuals, events, or details in an informational text.

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

- RI.2.4 Identify words that relate to the topic of a text.
- RI.2.5 Locate key facts or information in a familiar text.
- RI.2.6 Identify the purpose of the author and the illustrator.

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

- RI.2.7 Identify images, objects, or tactuals that illustrate key ideas in a text.
- RI.2.8 Identify points an author makes in a familiar informational text.
- RI.2.9 Identify a common element between two texts on the same topic.

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

- RI.2.10 Actively engage in group reading of information text for the purpose of connecting prior knowledge and experiences to text.



## READING STANDARDS FOR FOUNDATIONAL SKILLS

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### *Handwriting*

- RF.2.1 Selects or produces letters when asked to write.
- RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.2.5 Engage in purposeful reading of familiar text.
  - a. Read familiar text comprised of known words.

## WRITING STANDARDS

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

- W.2.1 Select a topic and use drawing, dictating, or writing to state an opinion about it.
- W.2.2 Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic.
- W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- W.2.4 With guidance and support from adults and peers, use digital tools to produce and publish writing.

### *Research*

- W.2.5 Participate in shared research and writing projects.
- W.2.6 Identify information related to personal experiences and answer simple questions about those experiences.

## SPEAKING AND LISTENING STANDARDS

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### *Collaboration and Communication*

- SL.2.1 Communicate with others.
  - a. Engage in multiple-turn exchanges with peers with support from an adult.
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 During shared reading, answer who and what questions.
- SL.2.3 Answer who and what questions about the details provided by the speaker.
- SL.2.4 Communicate about a personal experience or event.
- SL.2.5 Select visual, audio, or tactual representations that support communication about a personal experience.

## LANGUAGE

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### *Conventions of Standard English*

- L.2.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
- L.2.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.
- L.2.3 Use symbolic language to achieve desired outcomes when communicating.
- L.2.4 Demonstrate knowledge of word meanings drawn from grade 2 content.
- L.2.5 Demonstrate understanding of word relationships and use.
  - a. Demonstrate understanding of the meaning of commonly occurring verbs.
- L.2.6 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

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

- 2.MEH.1.1 Identify appropriate standards for behavior.
- 2.MEH.1.2 Summarize behaviors that help to avoid risks.
- 2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.
- 2.MEH.1.4 Explain the influence on self-concept on performance and vice versa.
- 2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

### PERSONAL AND CONSUMER HEALTH

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

- 2.PCH.1.1 Recall the benefits of good dental health.
- 2.PCH.1.2 Execute the proper techniques for brushing teeth.

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

- 2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.
- 2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

### INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.
- 2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.
- 2.ICR.1.3 Explain why it is wrong to tease others.
- 2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.
- 2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

### NUTRITION AND PHYSICAL ACTIVITY

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

- 2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.
- 2.NPA.1.2 Plan meals that are chosen for energy and health.
- 2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

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

- 2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.
- 2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

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

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

### ALCOHOL, TOBACCO, AND OTHER DRUGS

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

- 2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.
- 2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.
- 2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

# HEALTHFUL LIVING – PHYSICAL EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MOTOR SKILL DEVELOPMENT

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

- PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.
- PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.
- PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.

### MOVEMENT CONCEPTS

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

- PE.2.MC.2.1 Use equipment to illustrate multiple movement concepts.
- PE.2.MC.2.2 Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.
- PE.2.MC.2.3 Explain the value of feedback in improving motor performance.
- PE.2.MC.2.4 Illustrate activities that are associated with three or more of the five components of health-related fitness.

### HEALTH-RELATED FITNESS

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

- PE.2.HF.3.1 Recognize three or more of the five health-related fitness assessments and the associated exercises.
- PE.2.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- PE.2.HF.3.3 Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.

### PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.2.PR.4.1 Explain the value of working cooperatively in group settings.
- PE.2.PR.4.2 Summarize the benefits of positive social interaction as to make activities more enjoyable.
- PE.2.PR.4.3 Use safe practices when engaging in physical education activities with little or no prompting.

# 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.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

- One-Step problems:
  - Add to/Take from–Start Unknown
  - Compare–Bigger Unknown
  - Compare–Smaller Unknown
- Two-Step problems involving single digits:
  - Add to/Take from–Change Unknown
  - Add to/Take from–Result Unknown

#### ***Add and subtract within 20.***

NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.

#### ***Work with equal groups.***

NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of members by:

- Pairing objects, then counting them by 2s.
- Determining whether objects can be placed into two equal groups.
- Writing an equation to express an even number as a sum of two equal addends.

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

### NUMBER AND OPERATIONS IN BASE TEN

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#### ***Understand place value.***

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

- Unitize by making a hundred from a collection of ten tens.

- Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.
  - Compose and decompose numbers using various groupings of hundreds, tens, and ones.
- NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.
- NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.
- NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

***Use place value understanding and properties of operations.***

- NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:
- Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - Comparing addition and subtraction strategies, and explaining why they work.
  - Selecting an appropriate strategy in order to efficiently compute sums and differences.
- NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.
- NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:
- Concrete models or drawings
  - Strategies based on place value
  - Properties of operations
  - Relationship between addition and subtraction
- NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

## MEASUREMENT AND DATA

---

***Measure and estimate lengths.***

- NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.
- NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

***Relate addition and subtraction to length.***

- NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.
- NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.

***Build understanding of time and money.***

- NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- NC.2.MD.8 Solve word problems involving:
- Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately.
  - Whole dollar amounts, using the \$ symbol appropriately.

***Represent and interpret data.***

- NC.2.MD.10 Organize, represent, and interpret data with up to four categories.
- Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
  - Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.

## **GEOMETRY**

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***Reason with shapes and their attributes.***

- NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.
- NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.
- Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of.
  - Describe the whole as two halves, three thirds, four fourths.
  - Explain that equal shares of identical wholes need not have the same shape.



# 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

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#### ***Work with equal groups.***

- NC.2.OA.3 Equally distribute even numbers of objects (up to 20) between two groups.
- NC.2.OA.4 Use addition to find the total number of objects arranged within equal groups up to a total of 20.

### NUMBER AND OPERATIONS IN BASE TEN

---

#### ***Understand place value.***

- NC.2.NBT.1 Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays.
- NC.2.NBT.2 Use concrete and pictorial representations to count up to 30 items by ones.
- NC.2.NBT.3 Count sets (1 to 30) of concrete and pictorial representations, then identify the corresponding numeral.
- NC.2.NBT.4 Compare sets of numbers or objects to determine greater than, less than, or equal.

#### ***Use place value understanding and properties of operations.***

- NC.2.NBT.5 Model the meaning of the symbols for addition (+) and subtraction (-) by using manipulatives to compose and decompose numbers up to 20.
- NC.2.NBT.6 Identify how many tens and ones are in numbers up to 30.
- NC.2.NBT.7 Use objects, representations, and numbers (0–20) to add and subtract.

## MEASUREMENT AND DATA

---

### ***Measure and estimate lengths.***

- NC.2.MD.1 Measure the length of objects using non-standard units.
- NC.2.MD.3 Order by length using non-standard units.

### ***Relate addition and subtraction to length.***

- NC.2.MD.5 Increase or decrease length by adding or subtracting units.
- NC.2.MD.6 Use a number line to add one more unit of length.

### ***Build understanding of time and money.***

- NC.2.MD.7 Identify on a digital clock the hour that matches a routine activity.
- NC.2.MD.8 Recognize that money has value.

### ***Represent and interpret data.***

- NC.2.MD.10 Create picture graphs from collected measurement data.

## GEOMETRY

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### ***Reason with shapes and their attributes.***

- NC.2.G.1 Indicate the names of shapes (circle, square, rectangle, and triangle).
- NC.2.G.3 Use manipulatives to partition shapes into equal parts.

# SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### FORCES AND MOTION

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

- 2.P.1.1 Illustrate how sound is produced by vibrating objects and columns of air.
- 2.P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.

### MATTER: PROPERTIES AND CHANGE

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

- 2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.
- 2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.
- 2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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

- 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water.
- 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe:
  - Temperature
  - Wind direction
  - Wind speed
  - Precipitation
- 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.
- 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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#### **2.L.1 Understand animal life cycles.**

- 2.L.1.1 Summarize the life cycle of animals:
  - Birth
  - Developing into an adult
  - Reproducing
  - Aging and death
- 2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.

### EVOLUTION AND GENETICS

---

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

- 2.L.2.1 Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.
- 2.L.2.2 Recognize that there is variation among individuals that are related.

# SCIENCE

## EXTENDED CONTENT STANDARDS

### FORCES AND MOTION

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

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

### MATTER, PROPERTIES AND CHANGE

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

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

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

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

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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

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

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

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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#### ***EX.2.L.1 Compare characteristics of animals***

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

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

### ECOSYSTEM

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

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

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

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

# SOCIAL STUDIES

## 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

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#### **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

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#### **2.B.1 Understand how values and beliefs shape culture in America.**

- 2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity.
- 2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.

### CIVICS AND GOVERNMENT

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#### **2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America.**

- 2.C&G.1.1 Explain how principles of democracy have shaped the government of America.
- 2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America.
- 2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.
- 2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality.

## ECONOMICS

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### ***2.E.1 Understand how the availability of resources impacts economic decisions.***

- 2.E.1.1 Explain how scarcity affects economic decisions.
- 2.E.1.2 Explain how the availability of resources impacts the production of goods.

## GEOGRAPHY

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### ***2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement.***

- 2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation.
- 2.G.1.2 Explain how the environment has impacted settlement across America.
- 2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America.

## HISTORY

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### ***2.H.1 Understand how various people and events have shaped America.***

- 2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.
- 2.H.1.2 Explain ways in which various historical events have shaped American history.
- 2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources.

# 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

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#### **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

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#### **2.B.1 Understand how values and beliefs shape culture in America.**

- ECS.2.B.1.1 Identify two or more values and beliefs of diverse cultures that have shaped American identity.
- ECS.2.B.1.2 Recognize how belief systems of various indigenous, religious, and racial groups have impacted culture in America.

### CIVICS AND GOVERNMENT

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#### **2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America.**

- ECS.2.C&G.1.1 Identify the principles of American democracy.
- ECS.2.C&G.1.2 Demonstrate an understanding of the role government has in protecting freedom and equality of individuals in America.
- ECS.2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.
- ECS.2.C&G.1.4 Recognize how various indigenous, religious, gender, and racial groups advocate for freedom and equality.



## **ECONOMICS**

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### ***2.E.1 Understand how the availability of resources impacts economic decisions.***

- ECS.2.E.1.1 Identify an example of scarcity and how it affects economic decisions.
- ECS.2.E.1.2 Recognize how the availability of resources impacts the production of goods.

## **GEOGRAPHY**

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### ***2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement.***

- ECS.2.G.1.1 Recognize the location of various settlements, territories, and states in the development of the American nation.
- ECS.2.G.1.2 Recognize how the environment has impacted settlement across America.
- ECS.2.G.1.3 Demonstrate an understanding of how the movement of goods and people have impacted the regional development of America.

## **HISTORY**

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### ***2.H.1 Understand how various people and events have shaped America.***

- ECS.2.H.1.1 Identify contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.
- ECS.2.H.1.2 Demonstrate an understanding of various historical events in American history.
- ECS.2.H.1.3 Compare two or more perspectives of the same time period.

# 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).

## **Second and Third Grade Standards**

Second and third graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology). Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom. 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**

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

**ELD-LA.2-3.Narrate.Interpretive.** Interpret language arts narratives by:

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

**ELD-LA.2-3.Narrate.Expressive.** Construct language arts narratives that:

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

**ELD-LA.2-3.Inform.Interpretive.** Interpret informational texts in language arts by:

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

**ELD-LA.2-3.Inform.Expressive.** Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

## **ELD STANDARD 3: LANGUAGE FOR MATHEMATICS**

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

**ELD-MA.2-3.Explain.Interpretive.** Interpret mathematical explanations by:

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

**ELD-MA.2-3.Explain.Expressive.** Construct mathematical explanations that:

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

**ELD-MA.2-3.Argue.Interpretive.** Interpret mathematics arguments by:

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

**ELD-MA.2-3.Argue.Expressive.** Construct mathematics arguments that:

- Create conjecture using definitions
- Generalize commonalities across cases

- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

## **ELD STANDARD 4: LANGUAGE FOR SCIENCE**

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

**ELD-SC.2-3.Explain.Interpretive.** Interpret scientific explanations by:

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

**ELD-SC.2-3.Explain.Expressive.** Construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

**ELD-SC.2-3.Argue.Interpretive.** Interpret scientific arguments by:

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

**ELD-SC.2-3.Argue.Expressive.** Construct scientific arguments that:

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

## **ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES**

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

**ELD-SS.2-3.Explain.Interpretive** Interpret social studies explanations by:

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

**ELD-SS.2-3.Explain.Expressive** Construct social studies explanations that:

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

**ELD-SS.2-3.Argue.Interpretive** Interpret social studies arguments by:

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion
- Evaluating source based on distinctions between fact and opinion



# GUIDANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

### **SOCIO-EMOTIONAL**

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

### **COGNITIVE**

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

### **CAREER**

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

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

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

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

### **SOCIO-EMOTIONAL**

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

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

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

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



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

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

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

## COGNITIVE

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

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

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

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

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

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

## CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

### SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

**COGNITIVE**

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

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

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

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

**CAREER**

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

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

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

- EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

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

- EEE.CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

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

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

**PROFICIENCY LEVEL: PROGRESSING (P)**

**SOCIO-EMOTIONAL**

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

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

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

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

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

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

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

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

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

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

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**COGNITIVE**

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

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

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

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

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

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

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**CAREER**

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

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

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

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

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

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

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

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

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

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

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

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

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

**SOCIO-EMOTIONAL**

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

- EI.SE.1.1 Explain the impact of personal responsibility on others.
- EI.SE.1.2 Contrast rights, privileges, and responsibilities.

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

- EI.SE.2.1 Exemplify respect for individual and cultural differences.
- EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

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

- EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.
- EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

**COGNITIVE**

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

- EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.
- EI.C.1.2 Create new and different ways of achieving long-term goals.
- EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

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

- EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.
- EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

**CAREER**

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

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

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

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

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

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

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

EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.

EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

**PROFICIENCY LEVEL: INDEPENDENT (I)**

**SOCIO-EMOTIONAL**

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

I.SE.1.1 Explain the role of personal responsibility in leadership.

I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

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

I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.

I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.

I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

**COGNITIVE**

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

I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.

I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

**CAREER**

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

I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.

I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

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

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

I. CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

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

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

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

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

# WORLD LANGUAGES

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

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

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

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

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

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

### **Proficiency Levels**

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



## **CONNECTIONS TO LANGUAGE & LITERACY**

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

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

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

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

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

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

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

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

## **CONNECTIONS TO OTHER DISCIPLINES**

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

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

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

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

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

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

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

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

## COMMUNITIES

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

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

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

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

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

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

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

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

## PROFICIENCY LEVEL: NOVICE MID (NM)

### CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

## CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

## COMMUNITIES

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

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

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

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

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

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

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

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

## **PROFICIENCY LEVEL: NOVICE HIGH (NH)**

## CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

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

## **CONNECTIONS TO OTHER DISCIPLINES**

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

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

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

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

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

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

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

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

## **COMMUNITIES**

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

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

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

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

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

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

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

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

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

**CONNECTIONS TO LANGUAGE & LITERACY**

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

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

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

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

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

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

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

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

**CONNECTIONS TO OTHER DISCIPLINES**

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

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

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

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

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

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

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

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

## **COMMUNITIES**

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

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

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

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

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

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

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

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



**CONNECTIONS TO LANGUAGE & LITERACY**

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

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

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

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

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

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

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

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

**CONNECTIONS TO OTHER DISCIPLINES**

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

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

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

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

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

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

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

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

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

## COMMUNITIES

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

IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

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

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.3.2 Use the language in school or community activities related to the target culture.

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

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

## PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

### CONNECTIONS TO LANGUAGE & LITERACY

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

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

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

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

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

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

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

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

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**CONNECTIONS TO OTHER DISCIPLINES**

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

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

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

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

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

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

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

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

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**COMMUNITIES**

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

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

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

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

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

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

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

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

**PROFICIENCY LEVEL: ADVANCED LOW (AL)**

**CONNECTIONS TO LANGUAGE & LITERACY**

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

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

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

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

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

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

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

- AL.CLL.4.1 Compare dialectical differences in media from various target cultures.
- AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

## CONNECTIONS TO OTHER DISCIPLINES

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

- AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.
- AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.
- AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

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

- AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.
- AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.
- AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

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

- AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.
- AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

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

- AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.
- AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

## COMMUNITIES

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

- AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.
- AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

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

- AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.
- AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

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

- AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.
- AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

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

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

**CONNECTIONS TO LANGUAGE & LITERACY**

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

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

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

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

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

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

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

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

**CONNECTIONS TO OTHER DISCIPLINES**

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

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

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

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

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

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.
- AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.
- AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

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

- AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.
- AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

**COMMUNITIES**

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

- AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.
- AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

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

- AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.
- AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

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

- AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.
- AM.CMT.3.2 Use specialized and precise language in school and community events.

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

- AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.
- AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.







