GRADE
2

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2025

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Quick Reference Guide

GRADE 2

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

TABLE OF CONTENTS

Introduction 5

North Carolina Standard Course of Study by Grade Level

- Arts Education 6
  - Dance 6
  - General Music 7
  - Vocal and Instrumental Music 8
  - Theatre Arts 12
  - Visual Arts 13
- Computer Science 14
- Digital Learning 16
- English Language Arts 18
- English Language Arts Extended Content Standards 24
- Healthful Living 26
  - Health Education 26
  - Physical Education 27
- Mathematics 28
- Mathematics Extended Content Standards 31
- Science 33
- Science Extended Content Standards 34
- Social Studies 35
- Social Studies Extended Content Standards 37
- Student Success 39

North Carolina Standard Course of Study by Proficiency Level

- English Language Development (for Multilingual Learners) 41
- World Languages 46

INTRODUCTION

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

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

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

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

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

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

2.CN.1.1 Describe how American dance reflects the heritage, customs, and traditions of people in the United States, including various indigenous and cultural groups.

2.CN.1.2 Identify cross-curricular connections between dance and other content areas.

2.CN.1.3 Identify strategies to address anatomical challenges encountered by dancers.

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

2.CN.2.1 Compare the roles of various individuals responsible for the creation and production of dance.

2.CN.2.2 Explain why innovative technologies are used in dance.

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

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

2.CR.1.1 Generate spontaneous movement in response to musical cues.

2.CR.1.2 Create short dance sequences with simple patterns.

2.CR.1.3 Depict spatial levels in a variety of dance movements by drawing a picture or using symbols.

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

2.CR.2.1 Adapt a dance sequence by changing the levels of the movements.

2.CR.2.2 Explain how to share dance fairly.

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

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

2.PR.1.1 Improve dance skills by applying feedback from instructors, peers, and self.

2.PR.1.2 Demonstrate complex motor skills with body awareness.

2.PR.1.3 Demonstrate focus with guidance when dancing for and with others.

2.PR.2 Develop dance presentations.

2.PR.2.1 Compare topics or themes for improvisation or informal performance.

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

2.PR.2.3 Enhance a performance using simple props.

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

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

2.RE.1.1 Describe dance sequences that exemplify two or more elements of dance with guidance.

2.RE.1.2 Explain possible meanings of various dance movements or choreographic works.

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

2.RE.2.1 Explain preferences in performing various dance styles, forms, or genres.

2.RE.2.2 Identify positive feedback and areas for improvement for self and others with guidance.

ARTS EDUCATION – GENERAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

2.CN.1.1 Describe how American music reflects the heritage, customs, and traditions of people in the United States, including various indigenous and cultural groups.

2.CN.1.2 Identify cross-curricular connections between music and other content areas.

2.CN.1.3 Describe how music exists in national traditions, celebrations, entertainment, or other uses.

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

2.CN.2.1 Compare the roles of various individuals that contribute to the creation, production, and consumption of music.

2.CN.2.2 Explain why innovative technologies are used in music.

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

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

2.CR.1.1 Improvise 8-12 beats of rhythmic patterns and melodic patterns.

2.CR.1.2 Notate 8-12 beats of original rhythmic ideas using iconic or standard notation that incorporate grade-level appropriate rhythms.

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

2.CR.2.1 Accompany readings, stories, or dramatizations with corresponding vocal or instrumental sounds.

2.CR.2.2 Explain how to share music fairly.

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

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

2.PR.1.1 Improve musical skills by applying feedback from instructors, peers, and self.

2.PR.1.2 Read iconic or standard notation to sing or play music with three or more pitches, and half notes, half rests, and tied rhythms in 2/4 and 4/4 meters.

2.PR.1.3 Sing or play in rounds and ostinatos.

2.PR.1.4 Demonstrate changes in tempos, form, texture, articulations, phrasing, and dynamics.

2.PR.2 Develop musical presentations.

2.PR.2.1 Describe the production elements needed to develop formal and informal performances.

2.PR.2.2 Demonstrate appropriate audience and performer etiquette.

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

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

2.RE.1.1 Identify changes in tempos, form, texture, articulations, phrasing, and dynamics in aural and written musical works.

2.RE.1.2 Identify a “story” told in a work of music.

2.RE.1.3 Describe the timbres of a variety of instruments and voices, and the way in which the sound is produced.

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

2.RE.2.1 Explain why some music is valued over others by different individuals, communities, and cultures.

2.RE.2.2 Provide positive feedback to self and others.

ARTS EDUCATION – VOCAL AND INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

NOVICE VOCAL AND INSTRUMENTAL MUSIC (N)

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

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

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

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

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

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

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

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

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

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

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

N.CR.1.1 Improvise short rhythmic phrases.

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

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

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

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

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

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

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

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

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

N.PR.1.4 Sight-read musical patterns.

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

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

N.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

DEVELOPING VOCAL AND INSTRUMENTAL MUSIC (D)

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

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

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

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

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

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

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

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

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

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

D.CR.1.1 Improvise short melodic phrases.

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

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

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

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

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

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

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

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

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

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

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

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

D.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

INTERMEDIATE VOCAL AND INSTRUMENTAL MUSIC (I)

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

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

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

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

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

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

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

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

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

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

I.CR.1.1 Improvise on an existing melody.

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

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

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

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

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

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

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

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

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

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

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

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

I.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

ARTS EDUCATION – THEATRE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

2.CN.1.1 Describe how American theatre reflects heritage, customs, and traditions of people in the United States, including various Indigenous and cultural groups.

2.CN.1.2 Identify cross-curricular skills and concepts between theatre and other content areas.

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

2.CN.2.1 Compare the roles of actor, director, and designers.

2.CN.2.2 Describe tools used by the actor, director, and designers.

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

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

2.CR.1.1 Improvise a variety of characters in given scenarios using dramatic play.

2.CR.1.2 Create an original scene using dialogue with support.

2.CR.1.3 Create simple costumes, props, or masks to enhance a dramatic presentation.

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

2.CR.2.1 Adapt a familiar story for dramatic presentation with support.

2.CR.2.2 Explain how to share theatre arts fairly.

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

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

2.PR.1.1 Refine movements as instructed by the director.

2.PR.1.2 Communicate characters using nonverbal elements.

2.PR.2 Develop theatrical presentations.

2.PR.2.1 Develop a short scene or play with support.

2.PR.2.2 Differentiate how audience behavior changes in a variety of spaces.

2.PR.2.3 Use costumes, props, or masks to enhance a dramatic presentation.

2.PR.2.4 Adapt movement and vocal choices in a variety of spaces.

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

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

2.RE.1.1 Identify character traits as presented in various informal, recorded, or live classroom presentations.

2.RE.1.2 Describe character choices in theatrical works.

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

2.RE.2.1 Describe personal preferences for a performance using theatrical vocabulary.

2.RE.2.2 Identify self-improvement and positive feedback.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

2.CN.1.1 Describe how American visual arts are reflected in the diverse heritage, customs and traditions of various cultures in the United States.

2.CN.1.2 Identify cross-curricular relationships between visual arts and other content areas.

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

2.CN.2.1 List art careers in the local community.

2.CN.2.2 Explain why technology, innovations, and digital media tools are used in art making.

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

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

2.CR.1.1 Experiment with creative solutions to challenges to create art.

2.CR.1.2 Create original art that expresses ideas about people, neighborhoods, communities, and imaginary sources of inspiration.

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

2.CR.2.1 Adapt materials, style, or ideas from artists or artworks.

2.CR.2.2 Explain how to share visual artworks fairly.

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

2.PR.1 Present visual artworks.

2.PR.1.1 Improve art based on constructive feedback from instructors, peers, and self.

2.PR.1.2 Describe personal choices and processes used in artmaking.

2.PR.2 Develop visual arts presentations.

2.PR.2.1 Identify formal and informal ways to display personal artwork.

2.PR.2.2 Discuss various ways an audience can interact with works of art.

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

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

2.RE.1.1 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.

2.RE.1.2 Identify the “story” in a work of art.

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

2.RE.2.1 Express preferences for how the elements of art are used in a specific artwork.

2.RE.2.2 Provide constructive feedback to others.

COMPUTER SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices

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

Hardware & Software

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

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

Troubleshooting

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

NETWORKS & THE INTERNET

Network Communication & Organization

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

Cybersecurity

K2-NI-02 Apply knowledge of what passwords are and why we use strong passwords to protect devices and information from unauthorized access.

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

DATA & ANALYSIS

Storage

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

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

Collection, Visualization & Transformation

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

Inference & Models

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

ALGORITHMS & PROGRAMMING

Algorithms

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

Variables

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

Control

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

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

Modularity

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

Program Development

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

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

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

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

IMPACTS OF COMPUTING

Culture

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

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

Social Interactions

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

Safety, Law & Ethics

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

DIGITAL LEARNING

NORTH CAROLINA STANDARDS FOR STUDENTS

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

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EMPOWERED LEARNER

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

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

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

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

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

DIGITAL CITIZEN

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

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

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

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

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

KNOWLEDGE CONSTRUCTOR

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

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

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

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

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

INNOVATIVE DESIGNER

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

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

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

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

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

COMPUTATIONAL THINKER

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

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

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

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

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

CREATIVE COMMUNICATOR

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

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

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

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

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

GLOBAL COLLABORATOR

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

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

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

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

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

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.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

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

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.

a. Follow agreed-upon rules for discussions.

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 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	Grades 2-3
Subject/Verb Agreement	• Ensure subject/verb agreement
Nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns
Verbs	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense

Skill	Grades 2-3
Adjectives	• Explain the function of adjectives • Accurately choose which to use – adjective or adverb
Conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions
Adverbs	• Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs
Sentences	• Produce, expand, and rearrange simple and compound sentences
Prepositions	• Explain the function of prepositions
Pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns
Determiners	• Correctly use *a*, *an*, and *the*
Commonly Confused Words	• Correctly use common homophones
Interjections	• Explain the function of and use interjections
Phrases & Clauses	
Usage	

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

Skill	Grades 2-3
Capitalization	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization
Punctuation	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue
Spelling	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, and *meaningful word parts*) when writing words
References	• Consult reference materials as needed to check and correct spellings

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

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

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

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

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

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

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

2.MEH.1 Demonstrate healthy expression of emotions, mental wellness, and healthy behavior.

2.MEH.1.1 Demonstrate appropriate ways to express needs, wants and feelings.

2.MEH.1.2 Identify behaviors to avoid risk and promote mental wellness.

2.MEH.1.3 Examine the influence of peers, media, social media, technology, and the family on feelings, emotions, and behaviors.

2.MEH.2 Explain how challenges are opportunities for growth.

2.MEH.2.1 Model accessing a resource to get help with solving a problem.

2.MEH.2.2 Recount at least two strategies to solve a problem.

2.MEH.2.3 Identify strategies that can be applied to various situations to promote resiliency.

PERSONAL AND CONSUMER HEALTH

2.PCH.1 Explain personal behaviors and practices that promote health and prevent disease.

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

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

2.PCH.1.3 Define sleep and its contribution to overall well-being.

2.PCH.1.4 Demonstrate ways to prevent the spread of germs that cause common communicable diseases.

2.PCH.1.5 Explain the dangers associated with excessive sun exposure and methods for protecting oneself from these dangers.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

2.ICHR.1 Identify healthy and effective interpersonal communications and relationships to enhance wellbeing.

2.ICHR.1.1 Describe characteristics of a trusted friend.

2.ICHR.1.2 Demonstrate techniques of active listening.

2.ICHR.1.3 Identify the characteristics of bullying and develop skills to respond appropriately.

2.ICHR.1.4 Exemplify how to communicate with others with kindness and respect.

NUTRITION AND PHYSICAL ACTIVITY

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

2.NPA.1.1 Explain the importance of eating a variety of foods from different groups according to the USDA.

2.NPA.1.2 Classify foods into groups according to USDA.

2.NPA.1.3 Describe the body's signals when you are hungry and thirsty.

2 NPA.1.4 Compare and contrast possible benefits of eating a meal with family or friends versus eating alone.

2.NPA.2 Examine the benefits of physical activity.

2.NPA.2.1 Explain why the body needs daily physical activity.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

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

2.ANCOD.1.1 Define medication and ways that it can be helpful and harmful.

2.ANCOD.1.2 Identify the importance of following healthcare provider directions with medications.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILLS

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

PE.2.MS.1.1 Demonstrate mature form of six or more locomotor skills (walk, run, jump, hop, skip, gallop, leap, slide) using different pathways, levels, or directions.

PE.2.MS.1.2 Demonstrate emerging forms of a variety of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

PE.2.MS.1.3 Demonstrate combinations of locomotor skills with emerging form.

PE.2.MS.1.4 Perform a teacher and/or student designed rhythmic activity with correct response to simple rhythms.

MOVEMENT CONCEPTS

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

PE.2.MC.2.1 Demonstrate understanding of the movement concepts of space, pathways, levels, speed, and force through combined movement skills.

PE.2.MC.2.2 Identify three or more of the critical elements for fundamental manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

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

HEALTH-RELATED FITNESS

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

PE.2.HF.3.1 Identify three or more of the five health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and their associated exercises.

PE.2.HF.3.2 Identify ways to be physically active outside of physical education class.

PE.2.HF.3.3 Actively engage in physical education class in response to instruction and practice.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.2.PR.4.1 Demonstrate ability to work independently and cooperatively with others in a variety of class environments.

PE.2.PR.4.2 Demonstrate understanding of physical activities that provide opportunities for self-expression.

PE.2.PR.4.3 Demonstrate the ability to work independently and safely in Physical Education.

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

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

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

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 pictoral representations to count up to 30 items by ones.

NC.2.NBT.3 Count sets (1 to 30) of concrete and pictoral 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

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

MATTER AND ITS INTERACTIONS

PS.2.1 Understand properties of solids and liquids and the changes they undergo.

PS.2.1.1 Carry out investigations to illustrate examples of matter that can change from a solid to a liquid and from a liquid to a solid by heating and cooling.

PS.2.1.2 Analyze and interpret data to compare the amount (volume and weight) of water in a container before and after freezing.

PS.2.1.3 Analyze and interpret data to compare the amount (volume and weight) of water left in an open container over time to the water left in a closed container.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

PS.2.2 Understand the relationship between sound and vibrating objects.

PS.2.2.1 Carry out investigations to illustrate how sound is produced by vibrating objects and columns of air.

PS.2.2.2 Use models to summarize the relationship between sound and how sounds are produced and detected by parts of the body that vibrate.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.2.1 Understand animal life cycles.

LS.2.1.1 Use models to summarize the life cycle of animals including: birth, developing into an adult, reproducing, aging and death.

LS.2.1.2 Obtain, evaluate and communicate information to compare life cycles of different animals.

HEREDITY—INHERITANCE AND VARIATION OF TRAITS

LS.2.2 Understand that organisms differ from or are similar to their parents and other offspring based on characteristics of the organism.

LS.2.2.1 Obtain, evaluate, and communicate information to summarize ways in which animals closely resemble their parents and ways they are different.

LS.2.2.2 Analyze and interpret data to illustrate variations among offspring of the same parents.

EARTH'S SYSTEMS

ESS2.1 Understand patterns of weather and factors that affect weather.

ESS.2.1.1 Obtain, evaluate, and communicate information to summarize how energy from the sun serves as a source of light and warms the land, air, and water.

ESS.2.1.2 Use mathematics and computational thinking to summarize weather conditions (temperature, wind direction, wind speed, precipitation).

ESS.2.1.3 Carry out investigations to collect data and compare weather patterns that occur over time and relate observable patterns to time of day and time of year.

ESS.2.1.4 Obtain, evaluate and communicate information to recognize the tools scientists use for observing, recording, and predicting weather changes from day to day and during the season.

SCIENCE
EXTENDED CONTENT STANDARDS

MATTER AND ITS INTERACTIONS

ECS.PS.2.1 Understand properties of solids and liquids.

ECS.PS.2.1.1 Carry out investigations to categorize objects and materials as solid or liquid.

ECS.PS.2.1.2 Analyze and interpret data to compare the physical properties of water in solid and liquid states.

ECS.PS.2.1.3 Analyze and interpret data to compare water levels in an open container over time to the water left in a closed container.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

ECS.PS.2.2 Understand that vibrations create motion.

ECS.PS.2.2.1 Carry out an investigation demonstrating that vibrations produce sound.

ECS.PS.2.2.2 Use models to demonstrate how sounds are detected by parts of the body that vibrate.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.2.1 Understand that animals have life cycles.

ECS.LS.2.1.1 Use models to identify the animal life cycle.

ECS.LS.2.1.2 Use models to compare life cycles of different animals.

HEREDITY—INHERITANCE AND VARIATION OF TRAITS

ECS.LS.2.2 Understand that characteristics can make organisms similar or different to their parents.

ECS.LS.2.2.1 Identify characteristics in which animals are similar or different from their parents.

ECS.LS.2.2.2 Analyze and interpret data to illustrate variations among animals that are related.

EARTH'S SYSTEMS

ECS.ESS.2.1 Understand change and note patterns of weather that occur from day to day.

ECS.ESS.2.1.1 Obtain, evaluate, and communicate information to conclude that the sun serves as a source of warmth and light on Earth.

ECS.ESS.2.1.2 Use mathematical and computational thinking to compare daily weather conditions.

ECS.EES.2.1.3 Carry out investigations to measure weather patterns that occur over time.

ECS.EES.2.1.4 Obtain, evaluate, and communicate information to identify the differences in weather during each season.

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions

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

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

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

Supporting Questions

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

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

Gathering and Evaluating Sources

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

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

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

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

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

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

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

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

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

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

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

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

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.

STUDENT SUCCESS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

MINDSETS

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

BEHAVIORS

Learning Strategies

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

Self-Management Skills

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

Social Skills

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

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

1) Equity of Opportunity and Access;

2) Integration of Content and Language;

3) Collaboration Among Stakeholders; and

4) Functional Approach to Language Development.

Equity of Opportunity and Access

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

Integration of Content and Language

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

Collaboration Among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of Multilingual Learners. Communication and collaboration between ESL teachers and other educators—including general education teachers, EC specialists, and AIG specialists—is vital to the success of Multilingual Learners.

Although different classrooms may have different instructional foci, all classrooms with Multilingual Learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for Multilingual Learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of Multilingual Learners (WIDA 2020).

Functional Approach to Language Development

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

NC ELD Standard Course of Study Framework

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

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

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

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

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

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

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

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

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

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

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

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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

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

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

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

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

Proficiency Levels

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

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

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

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