

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

SABER STEM Academy of Charlotte

Telephone

2483277673

Fax

2483277418

Address

8310 Harrisburg Road

Unit/Suite

Zip Code

28215

City

Charlotte

State

North Carolina





2022 NC CHARTER APPLICATION
NC Public Charters



Primary Contact Name *
Lorilyn Coggins

Opening Year *
2024

Is Management Organization Used
 Yes No

Management Organization Name
Education Management and Networks, Inc

Primary Contact Relation To Board *
Board Liaison

Primary Contact Email *
lorilyn@emaninc.com

Management Organization Contact Name
Ahmed Saber

Management Organization Phone
2483277673

Primary Contact Phone *
2483277673

Management Organization Email
ahmed@emaninc.com

Primary Contact Address *
27704 Franklin Road

Unit/Suite *

Zip Code *
48034

City *
Southfield

State *
Michigan



1. Application Contact Information

Q1. Name of Proposed Charter School

Saber STEM Academy of Charlotte

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Cell Phone (810) 813-8973

Q3. Geographic County in which charter school will reside

Mecklenburg County

Q4. LEA/District Name

Charlotte-Mecklenburg Schools

Q5. Zip code for the proposed school site, if known

28215

Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsish9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsish9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

Q7. Give the name of the third-party consultant or CSO:

The application was prepared in collaboration between the proposed Board of Directors of Saber STEM Academy of Charlotte and Education Management & Networks, Inc.

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

No fees were charged or provided.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

EMAN assisted in the development of the application and will serve as the EMO when the Charter contract is authorized.

Q10. Projected School Opening Month

August 2024



Q11. Will this school operate on a year-round schedule?

Yes (Year-Round)

No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1



Applicant Comments :

Saber STEM Academy of Charlotte (SSA) will provide equitable access to high quality STEM pathways for diverse K-8 children. By cultivating a family of students and staff who solve problems through collaboration, innovation, passion, patience, and empathy, SSA will achieve its stated goals. The Academy's curriculum is structured and aligned with the North Carolina Department of Instruction Academic Standards and the Next Generation Science Standards (NGSS) along with the tenets of the framework from National Institute of STEM Education to ensure high quality education. In addition, SSA will seek community partnerships and other local stakeholders to provide the robust STEM program to culturally and linguistically diverse students living in the greater Charlotte community. In addition, the Academy will provide students with an opportunity to immerse in an elective Arabic language program specifically tailored to the needs of the community based on the January 2022 parent survey.

At Saber STEM Academy of Charlotte, we value our students' backgrounds, cultural traditions, and languages that they speak. Bilingualism and multilingualism are highly valued as an asset and our staff will work closely with the students to continue to cultivate this asset-based mindset. We are committed to recruiting a diverse group of teachers and paraprofessionals who will help all students succeed in the cutting-edge STEM Program. Language learning supports are offered to those students whose native language may not be English. Using a research-based framework called Sheltered Instructional Observation Protocol all teachers will be able to work with English language learners to ensure equity. Students whose native language is not English will receive tailored instruction to develop their academic language through carefully designed lessons that promote both cognitive and basic interpersonal skills. Saber STEM Academy of Charlotte plans to provide students with bilingual translators to support their learning needs. All instructional materials are research-based and/or evidence-based and available in English only at this time. However, individualized materials in Spanish, Arabic and Somali will be developed and provided to those students who require appropriate supplemental resources. Ultimately, the SSA goal is to provide an equitable and inclusive environment to support all students with high-quality programming as they aim to achieve their personal best.

Saber STEM Academy will reach out to the underserved foreign-born population in Charlotte (16.2% as of 2019) and provide a more meaningful educational experience, in a safe welcoming environment. The foreign born population has grown tremendously in the Charlotte community over the past two decades. With an English Language Learner population of 13.5 % at Charlotte-Mecklenburg Schools (<https://www.usnews.com/education/k12/north-carolina/districts/charlotte-mecklenburg-schools-102653>), Saber STEM Academy of Charlotte will provide a culturally safe and inclusive environment for these students.

The growth in cultural diversity that Charlotte has experienced in the past twenty years provides an important foundation for Saber STEM Academy of Charlotte. Saber STEM Academy will serve all students with a laser-focus on the foreign-born population, providing English language supports and native language instruction to promote greater literacy with 21st century STEM skills while celebrating linguistic and cultural diversity. The growing immigrant community in Macklenburg County highly values education and college-educated parents are looking for a safe and culturally friendly school for their children to pursue technology and college preparatory academics.

The competitive strengths at SSA will ensure that all students reach their highest potential. Students will learn to appreciate their heritage by participating in programs designed to create a greater understanding of cultural differences and diversity; focused on building strength of character in an interpersonal and instructional environment where the development of a self-actualized competitive ethos is valued. In alignment with the characteristics and interests of this diverse population, the academy will provide a comprehensive STEM program to support the reported field of studies in which this target population is most likely to succeed.

The analysis of parent surveys from January 2022, document an identified need in the Charlotte community for high performing schools that cater to the growing EL population. Currently, the Charlotte-Macklenburg schools are underperforming as indicated by proficiency scores which are below 25% in reading and math. In addition, there is a need for culturally responsive pedagogical programming that embraces the diversity of the community with Arabic language instruction and a tailored EL curriculum. Stakeholder responses also highlight the importance of a safe and community-based school environment where their children can express their own identities and feel socially and emotionally confident.

Saber STEM Academy of Charlotte will be an inclusive school community with programming designed to provide all students with equitable access. All students are welcome at SSA regardless of social or economic backgrounds. SSA will use a diagnostic and prescriptive approach to tailoring instructional programs for all students. Using qualitative and quantitative data indicators, each student is guaranteed a viable curriculum to meet his or her individualized needs and succeed in the specialized STEM Program. SSA instruction is differentiated to allow stu-



dents to excel in their Zone of Proximal Development, which is the “just-right” challenge for students based on current skills.

Saber STEM Academy of Charlotte’s laser focus on individualized attention to students will make it a unique experience. SSA teachers will know more than each student’s name and grade. Teachers will identify learning modalities, unique strengths, and areas where students can excel to become the best version of themselves. Using mixed-ability groupings, students will have multiple opportunities to showcase their own talents and dispositions. SSA believes in a multiple-intelligence framework and strives to provide students with various hands-on, mind-on and problem-based activities to nourish student interests. At SSA, each student will find passion through a transdisciplinary approach to teaching and learning. Using a Whole-child, Whole school and Whole community model, students will learn 21st century skills to become effective communicators, collaborators, contributors, and critical problem-solvers.

The leadership team has over ten decades of combined experience establishing and operating high quality charter schools that focus on the underserved population of foreign-born students. With backgrounds ranging from integrating instructional methods in a culturally competent manner to information technology to growing human capital systems, the team understands the process of not only establishing a new school, but effectively managing and leading its growth into the future.

Saber STEM Academy of Charlottee plans to open in August of 2024 with 154 students in kindergarten through grade five and add an additional grade each year until maximum enrollment is reached in 2032 with 396 students in a full K-8 continuum.

Resources

Enrollment Summary Table.xlsx

Applicant Evidence :

Enrollment Summary Table.xlsx

Uploaded on **4/29/2022** by
Lorilyn Coggins

Q13. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

Saber STEM Academy of Charlotte will target an immigrant, English Learner student population. It is anticipated that a minimum of 60% of students will be identified as English Learners with a minimum of 42.4% qualifying for free and reduced lunch and 10-13% qualifying for special education services as students with identified disabilities in accordance with IDEA.

Resources

Enrollment Demographics Tabl...



Applicant Evidence :

Enrollment Demographics Tabl...

Uploaded on **4/29/2022** by
Lorilyn Coggins

Q14. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The year one enrollment is based on 44 students in kindergarten (two classes) and 22 students in grades 1-5 (one class at each grade level) for a total of 154 students. The school will then add a grade each year as the first year students matriculate through the grades until the school is a full K-8 with two classes at each grade level by year nine.

Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q16. Explanation (optional)

The applicant is the proposed Board of Directors of Saber STEM Academy. Dr. Lorilyn Coggins shall serve as the Board Liaison, Compliance Officer and Corresponding Agent. Dr. Coggins is an employee of Education Management & Networks, Inc. the proposed EMO.

Section



Lisa Weaves

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

This section meets the standard, however, there are a lot of details in this summary that will need justification and explanation in the remainder of the application. Where they are not explained sufficiently, the application will be scored differently in the supporting sections.



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q17. Organization Type

- Non-Profit Corporation
- Municipality

Applicant Evidence :


Filed Articles of Incorporation.p...

Uploaded on 4/25/2022 by

Lorilyn Coggins

Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

Applicant Comments :

Saber STEM Academy of Charlotte will apply for 501(c)3 status within twenty-four (24) months of the date the Charter Application is given final approval.

Q21. Name of Registered Agent and Address:

Lorilyn K. Coggins, 1700 Progress Lane, Charlotte NC 28205

Q22. Federal Tax ID

88-1946757



Applicant Evidence :


EIN Letter.pdf

Uploaded on **4/25/2022** by
Lorilyn Coggins

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q23. Do you want your application to be considered for acceleration?

- Yes
- No

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No

Section



Lisa Weaves

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. **Is this application being submitted as a replication of a current charter school model?**

- Yes
- No

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
 No

Applicant Comments :

Saber STEM Academy of Charlotte is not seeking designation as an "alternative school".

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
 No

Q87. EMO/CMO Mailing Address City, State, Zip

Education Management & Networks, Inc.

27704 Franklin Road

Southfield MI 48034

Q88. EMO/CMO Website

<http://emaninc.com/> (<http://emaninc.com/>)

Q89. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.



Education Management & Network Inc.'s (EMAN) strategic vision is to provide the Charlotte area with outstanding options for STEM education in a culturally responsive school environment. Given that Charlotte is attracting a large immigrant population, the need for equitable, diverse, and inclusive school options is extremely viable. EMAN plans to expand by opening future schools in North Carolina. There is a strong vision to establish a second brick-and-mortar corporate office in North Carolina and staff it with a highly qualified and competent central leadership team.

Currently, EMAN is operating multiple schools in the metropolitan Detroit area and provides full-service management to Oakland International Academy (opened in 1999), Caniff Liberty Academy (opened in 2012) and New Dawn Academy (scheduled to open in 2022). EMAN also provides back-office services (accounting, compliance and reporting) to an additional five schools located throughout the State of Michigan. The combined number of students currently supported throughout the Network exceeds 2,000. Schools are located in a variety of inner city, urban locations in Southeast Michigan, in addition to a rural school in mid-Michigan. EMAN central offices are located in Southfield Michigan 48034. Students at EMAN managed schools are making substantial proficiency and academic growth gains while all school budgets demonstrate fiscal soundness.

North Carolina is an ideal location for EMAN's continued growth and expansion given its large EL population and unique cultural and linguistic diversity. EMAN plans to add a new school every three years to meet its strategic goals. At Saber STEM Academy of Charlotte we project the enrollment to be at 242 students in three years. EMAN's goals include strategically adding grades to potentially provide a comprehensive high school program in the future modeling after the growth model utilized at Oakland International Academy that has been authorized since 1999 by Saginaw Valley State University. Oakland International Academy currently serves approximately 800 students in grades K-12.

Education Management and Networks (EMAN) was founded in 2003 as a Michigan domestic profit corporation for the express purpose of providing charter schools with quality management services, designed to increase the achievement of all students, especially those considered most at-risk. Founded by Mr. Ahmed Saber, President, EMAN specializes in supporting a diverse group of students and the successful turnaround of at-risk schools. EMAN has a proven track record of success working with inner city student populations and low achieving schools. EMAN believes that the work of making a school (and its students) successful stems from management and the Board working in concert as a team. EMAN's central office team has over 80 combined years of experience in providing quality education.

The corporate office is staffed with qualified and experienced personnel who work together to support on-site school leadership in the delivery of strong academic programming designed to ensure that all students receive a quality education. EMAN's corporate office staff include Mr. Ahmed Saber, President and CEO of EMAN; Mr. Ehab Hassan, Director of Operations; Dr. Azra Ali, Superintendent; Dr. Randy Speck, Director of Academic Improvement and Staff Mentor; Dr. Lorilyn Coggins, Compliance Director and Special Projects Coordinator; Ms. Alison Neville, Human Resource Manager; and Ms. Smita Vaidya, Business Manager.



Lisa Weaves

Comments :

There is no indication here that the board has had any input into this application. This reviewer believes the best charter school foundation is when a strong, local board sees a need for a school and through a thorough visioning process, selects an EMO/CMO after significant research. An EMO/CMO that seeks to expand into a new area does not bring a local justification of need and constituent desire.

Q90. Attach Appendix A4.1: Executed Management Contract

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

The management contract has not been executed. It is not anticipated that the contract will be executed until after a Charter Contract has been received for Saber STEM Academy of Charlotte and the Board of Directors has been appointed and taken the Oath of Public Office. A draft agreement has been attached. It represents the standard terms and conditions for services rendered by EMAN to each of its schools. The agreement will not be executed until it has been reviewed by the Board's legal counsel.



Applicant Evidence :


Draft EMO Agreement.docx

Uploaded on **4/23/2022** by

Lorilyn Coggins



Lisa Weaves

Comments :

The contract should further define "material breach" for the EMO. Specifically, define some low-bar educational and financial outcomes that would qualify as immediate grounds for termination.

Q91. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.



EMAN has been specifically selected for its experience, expertise and award-winning performance in working with an immigrant, English Learner and at-risk population. Very few EMO/CMO have developed the necessary expertise in working with this target population.

EMAN fees are competitive with other EMO/CMO organizations who provide similar full service to charter schools.

The Board of Directors will complete a full due diligence review prior to contract execution to include receipt of legal counsel's opinion.

Education Management & Networks, Inc.

WHO WE ARE

Education Management & Networks, Inc. (EMAN) was founded with the intention to work with schools that create environments where all students will flourish. We believe the most successful schools are those where each child experiences an educational program designed to evoke academic excellence.

Our dedicated team, with sixty years of experience in education, specializes in providing a comprehensive array of support services for the charter school industry. We work closely with school boards, leadership and staff and have close ties with the State of Michigan, authorizers, other charter school organizations like MAPSA and NCSI, as well as affiliates who can provide outside assistance as needed such as legal counsel.

At EMAN, our business philosophy is based on the belief our customers' needs are of the utmost importance. Our entire team is committed to meeting those needs and as a result, a high percentage of our business is from repeat customers and referrals. We invite you to meet our team and welcome the opportunity to earn your trust and deliver you the best service in the industry.

OUR MISSION

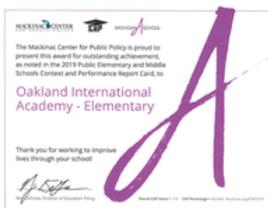
Our mission is to work in conjunction with schools to address the needs of the whole child and support the development of well-rounded individuals in a culture nurtured by a community of stakeholders mutually invested in the mission and vision.

OUR VISION

EMAN has been highly successful in all areas of school management, bringing core improvements and efficiencies to failing school districts and seeks to continue this tradition by assisting every client, regardless of size, to achieve success by working to develop educational programs designed to evoke academic excellence.

Awards & Recognition

EMAN is proud to have been a part of the success of the students, staff & administration at our schools and we congratulate them and continue to applaud their achievements.



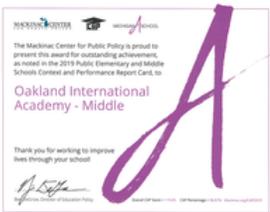
◆ *Award for outstanding achievement 2019 (Oakland international Academy - Elementary)*

By The Mackinac Center For public Policy



◆ *Award for outstanding achievement 2019 (Caniff Liberty Academy international Academy)*

By The Mackinac Center For public Policy



◆ *Award for outstanding achievement 2019 (Oakland international Academy - Middle)*

By The Mackinac Center For public Policy



◆ *Award for outstanding achievement 2017 (Oakland international Academy - Middle)*

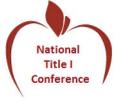
By The Mackinac Center For public Policy



◆ *State of Michigan Title I Distinguished School Award*

◆ *State of Michigan "Beating the Odds" Award Recipient*

◆ *State of Michigan School Breakfast Challenge Honor Roll*



◆ *Distinguished Title I School of the Year*

Awarded by the National Title I Conference

for Exceptional Student Performance for Two or More Years



◆ *MAPSA Charter School of Excellence*

◆ *MAPSA Administrator of the Year*



◆ *US News & World Report Bronze Medal for Best High School*

◆ *Skillman Foundation "Excellent Schools" Award Recipient*

◆ *Recently selected by Excellent Schools Detroit as a Top 20 K-8 school*



Lisa Weaves

Comments :

There is no justification for this selection and no indication that other EMO/CMOs were investigated and why this particular company meets the need as seen by the board and community.

Q92. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?



EMAN's existing schools that are fully managed include Oakland International Academy and Caniff Liberty Academy. New Dawn Academy of Warren is slated to open in August 2022. Both of the currently operational schools have demonstrated steady progress towards the proficiency and growth indicators over the past seven years. Despite challenges with language barriers, parental involvement and poverty, the schools' have showcased a positive trend of student achievement. EMAN attributes this to its commitment to the strategic plans and interventions along with the collective efficacy of the team-members and stakeholders.

Since 2014, the schools managed by Education Management and Networks have outperformed schools in Wayne County, MI and surrounding communities. With a combined EL student population of 63%, EMAN schools have consistently shown growth in English Language Arts (ELA) and Mathematics. Between 2014 and 2019 (data completed prior to the pandemic) EMAN schools proficiency improved 70% in ELA and 100% in Math.

- Caniff Liberty Academy received A+ for student achievement by the Mackinac Center in 2019.
- Caniff Liberty Academy received an average proficiency index score of 56% on the Michigan School Index which is above state average.
- Caniff Liberty Academy received an average Michigan School Index score of 98% during the three-year data collection period (2016, 2017, 2018) for EL progress indicators significantly above state and local data.

- Oakland International Academy Elementary School received A+ for student achievement by the Mackinac Center in 2020.
- Oakland International Academy Elementary School was ranked in the Top Five charter school in Detroit and the Middle School in Top 10 from US News and World Report, 2021.
- Oakland International Academy High School was ranked in the top 10 charter schools for its performance on the SAT assessments in 2018.

EMAN schools demonstrate that an average of over 80% of students meet their annual NWEA growth targets in Reading and Math.

Oakland International Academy High School graduation rate for 6-year average is 95%

Oakland International Academy Elementary School which serves K-4 has consistently demonstrated high levels of student achievement for the past several years. This school was established 22 years ago. It has 242 students and maintains a steady trend in enrollment. With over 85% of the students identified as EL, the School has serviced a large number of immigrant families. *In 2021, US News and World Report ranked Oakland International Academy Elementary School in the top 5 best schools in the Detroit area.* This is a significant accomplishment and reflected in the student achievement data. The School has an average index score of 80% which is significantly higher than the state average of 60%. In addition, the school's average index score for EL Progress has been as high as 100% in 2018. Finally, the aggregate ELA performance on the State of Michigan's standardize assessment, the MSTEP was 40% proficiency in 2018-2019 year which was more than the statewide average.

The indicators for the School's success are based on the following indicators:

- MSTEP (Michigan's High Stakes Accountability Assessments).
- School Index reports on growth, proficiency, EL progress, School Quality and Student Success Index.
- Authorizer's annual educational report (Saginaw Valley State University is the authorizer).
- Enrollment trends and staff retention.
- Achievement towards the Network's strategic plan.

The primary causes are based on the intentional goals and activities of the EMAN's strategic plan. It is a result of pure hard work and dedication of all the collective efforts from team-members from all governing and management levels. In 2015, a strategic plan was designed to improve the school's performance goals. Through an inquiry-based planning and dialog with stakeholders through surveys and focus groups, the initial needs assessment was conducted. Using a data analysis process, the leadership team consisting of Central Office administrators and school administrators along with teachers, parents and student developed a formal action plan. Two primary goals were identified as a problem of practice:

- Teachers were inexperienced in skills to work with students with EL backgrounds.
- Curriculum's scope and sequence was left up to the teachers to determine based on each individual grade-level.

Based on these goals, a formal action plan was developed. A master plan was also accompanied to include reciprocal accountability and ensure monitoring and adjustment strategies.



The plan outlined a comprehensive professional development to include a full-scope of SIOP training and relevant professional learning experiences for teachers before and during school-year. EMAN invested in a core group of administrators to receive the SIOP Train-the-Trainer workshops and used a turn-key model to promote a sustainable training program for all new and in-service teachers. Additional central office members including the Superintendent/Chief Academic Officer have completed formal upskilling certification through the Center for Applied Linguistics. This extra distinction has provided the districts with a comprehensive and fully developed SIOP intervention model. The district has also invested in online and virtual resources to promote asynchronous and synchronous professional experiences to ensure that ALL team members are optimally trained to implement the SIOP model. Finally, teacher coaching was added as an evidence-based practice where all teachers received access to a high-quality instructional coach who worked collaboratively with the teachers to implement, monitor, adjust and evaluate the effectiveness of their instructional strategies for the EL students.

Additionally, to support the second goal, EMAN made a significant investment in the Rubicon Atlas curriculum mapping system. The purpose of this initiative was to ensure that each grade-level's scope and sequence was aligned with the Michigan Academic Standards and incorporated high yielding resources to provide to the teachers. Curriculum committees were established along with a strategic plan to complete the curriculum development process to be completed by year 2 in Rubicon Atlas. These two initiatives have provided the district and more particularly the elementary school with notable achievement gains.

Some other attributes include attracting, recruiting and retaining teachers through the Teacher Lattice Program and Merit Pay Programs. School leadership's engagement and commitment to the culturally responsive programming along with data wise training protocols have provided an excellent blend of monitoring and support plans for all staff.

All schools have recently faced staffing challenges in a very competitive job market. However, at EMAN, over the past 5 years there has been significant stability of staff members and we attribute this success to our recruitment efforts and incentivized programs.

Oakland International Academy was a pilot school for several of EMAN's instructional programs including Imagine Learning, Phenomenal Science and SIOP instructional model. We have utilized benchmarking data and data from our Action Research at this school to develop and enhance our programming at the other schools.

Caniff Liberty Academy is one of EMAN's schools and was established almost 10 years ago. It has similar demographics to Oakland International Academy but is also representative of many other ethnicities. At Caniff Liberty Academy, the EL population is around 57% significantly lower compared to Oakland's but relatively higher compared to the state averages. One of the notable challenges include the inadequate performance of the African-American subgroup on the MSTEP in grades 4,5 and 6. For example, 5th grade African American subgroup was at 10% proficiency in ELA compared to their counterparts who achieved a proficiency of 27%.

Upon reviewing the legacy data and conducting the root cause analysis, EMAN identified that there is a positive correlation between chronic absenteeism and inadequate student performance. While Caniff Liberty Academy has an average chronic absenteeism rate at 60%, plans are in place to reduce this number by at least 25% in the coming year and by 50% in the subsequent year. Caniff Liberty Academy has created an action plan to increase family engagement and track, monitor and reduce chronic absenteeism more effectively. Using a progressive discipline plan along with Restorative Justice circles, the Caniff Liberty Academy plans to address this subgroup's attendance problems. Here are some steps that the school is taking to address the problem:

- Identification of chronically absent students.
- Initiation of family contact.
- Creation of action plans to ensure parent partnerships.
- Establishing increased parental involvement by the use of Class Dojo, emails and phone calls along with parent letters.
- Providing teachers with culturally appropriate training to ensure active student engagement and connections.
- Sustaining a positive learning environment through the Leader in Me Program.
- Working with local agencies to combat extreme cases of chronically absent students.
- Using PBIS awards and incentives to promote better attendance rates.
- Celebrating students' achievement and embracing a growth-mindset.

Future goals include reducing absenteeism incrementally through action planning and strategic vision. Ultimately, chronic absenteeism will be reduced from 60% to 25% or below in the next 2-3 years. The Academy believes that through stronger parent partnerships and high yielding student engagement practices the attendance rate will increase. In essence, when students attend classes they are more likely to attain the



skills necessary to be more successful on the state exams and high stakes testing.



Lisa Weaves

Comments :

There is no direct comparison of the schools in existence to the school proposed here. Would like to see direct comparison of population, curriculum proposed and other programs, like parent support, use of bilingual translators, etc.

Q93. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.



The Academy Board shall consist of a minimum of five members. The Academy Board shall be responsible for the business, property, and affairs of the Academy, including oversight of financial resources. The Academy Board shall set all educational, fiscal, and administrative policies for the Academy.

The Academy will contract with Education Management & Networks, Inc., as its Educational Management Organization to oversee the day-to-day operations of the school and to ensure that the mission and goals of the board are realized.

Current and future Academy board members shall be residents of the State of North Carolina, qualified voters over the age of 21, citizens of the United States and agree to undergo any requisite background checks. Board members serve as volunteers and provide a diverse set of qualifications and contributions to include finance, business operations and organization, educational expertise, and community relations. Board members must be free from conflicts of interest. The initial Board of Directors shall also be responsible for nominating future applicants for appointment to the Board. The board will post an announcement on the academy website seeking interest in board membership to fill future vacancies.

The Board of Directors will meet monthly (at a minimum) in order to effectively fulfill its governing role. Special meetings may be called as needed to address urgent issues as they arise.

To prevent excessive meetings, one way the Board will conduct its business is through an efficient committee structure. The By-laws provide the Board with the authority to establish ad hoc and standing committees. The Board anticipates creating at least two initial standing committees in order for it to properly exercise its fiduciary and governance roles - a Governance Committee and a Finance Committee.

The Governance Committee of the Board will likely be chaired by the Chair of the full Board. The Governance Committee's primary responsibility will be to provide oversight, monitoring and evaluation of the Educational Management Organization (EMO) and to serve as a liaison to the full Board. The Governance Committee will serve as the Evaluation Committee and draft the annual evaluation of the EMO, with the input of other members of the Board and present it to the full Board for approval.

The Finance Committee will coordinate the Board's financial oversight responsibilities by recommending policy to the Board and monitoring its implementation. The committee will also provide Board oversight of the organization's financial audit. The Treasurer of the Board will serve as chair, and the Committee will monitor the organization's financial records; review and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; review the annual budget and recommends it to the full Board for approval; monitor budget implementation and financial procedures; monitor assets, ensure compliance with federal, state, and other financial reporting requirements; and help the full Board understand the organization's financial standing.

Depending on the evolving needs of Saber STEM Academy of Charlotte, other committees may include: (1) the Resource Development Subcommittee, (drawn from membership of the Finance Committee) which may plan and implement the school's fundraising programs; (2) the Facilities Committee, which assesses the short and long term facilities needs and presents a long range facility plan to the board; (3) and a Strategic Planning Committee, which develops a 3-5 year blueprint for the school's future.

The School Leader (employed by the EMO) will be supported and evaluated throughout the year by both the Educational Management Organization and the Board using both formative and summative assessment gathered from faculty, students, and parents. The process will be led by the Governance Committee. A member of the Board will be chosen each year to lead the process. The Board believes that evaluation is an ongoing and reflective process. The lead Board member will deliver the assessment feedback to the Educational Management Organization throughout the year as part of the evaluation process described below.

In April of each year, one member of the Board will be appointed to be the lead of the team, with responsibilities including overseeing the process and ensuring the timeline is followed; collecting the data from all stakeholders and summarizing it for the Committee, full Board and Educational Management Organization; and meeting with the Educational Management Organization to review the data and to build a development plan based on that data.

The Evaluation Team (Governance Committee) will oversee the following areas:

- Educational Management Organization Vision and Goals for school year;
- Formative feedback process; and
- Final Evaluation.



The Educational Management Organization and the Evaluation Team will develop a high level set of goals (3-7 goals) that the Educational Management Organization will present to the Evaluation Team prior to each school year for approval (Clearly defined academic achievement goals will always be part of the high level set of goals); and the Evaluation Team will oversee a year-end survey to identified stakeholders focused on the Educational Management Organization goals for the year.

The Educational Management Organization and Evaluation Team will develop a set of specific areas to collect feedback for the Educational Management Organization that are aligned with a Leadership Rubric. The Evaluation Team will personally interview each faculty member for about 15 minutes to gather input on the focus areas. The interviews will take place evenly over the course of the school year and the lead on the Evaluation Team will collect the formative data and will regularly share it with the Educational Management Organization as well as develop support plans to assist in areas of growth as needed.

The Evaluation Team will collect data throughout the year and at year-end related to Educational Management Organization Goals as well as Formative Feedback and share it with the Educational Management Organization. The Evaluation Team will develop and propose a support plan for the Educational Management Organization that reflects the needs identified in the data and the Evaluation Team will make a recommendation to the Board concerning the School Leader's employment status and performance bonus.

In addition to the important responsibility of evaluating the performance of the Educational Management Organization, the board also values reflective practice and self-evaluation of its own performance. The success of the school will depend greatly on the Board's effectiveness in carrying out essential roles and responsibilities. Therefore, board self-evaluation is vital in determining how well the board is performing, and the steps that can be taken for continued improvement. Board self-evaluation refers to a set of practices used to examine and evaluate performance against a set of defined standards and will:

- Have the enthusiastic support of Board leadership;
- Be based on standards and best practices that characterize effective board performance;
- Be formal, conducted on a regular, agreed-upon basis, including a written assessment tool; and
- Include an assessment implementation plan to set goals for board improvement.

Given the accountability measures contained within the application, the Board evaluates itself against specific performance measures annually. The Board will use a tool developed by The High Bar, who provides expertise, training and powerful web-based tools to assist boards to improve public education. Additional information about The High Bar can be located at www.reachthehighbar.com (<http://www.reachthehighbar.com>).

New members will be nominated to the Board by an ad hoc or standing committee, as determined by the Board and in compliance with its By-laws. A two-thirds majority vote of existing and sitting Board members is required to elect new members and re-elect existing ones. The nominating process for new Board members will be a progressive one. On an ongoing basis in general, and at least 6 months in advance of a known departure of a Board member in particular, prospective new members will meet with the existing Board Chair and Educational Management Organization to initially discuss the roles and responsibilities of the board and mission of the school, as well as the prospective members interest, background and relevant expertise. If the Board Chair and Educational Management Organization determine that a nomination would benefit and strengthen the overall board, the prospective member will meet with one to two additional members of the Board. Following successful interactions with these additional Board members, the candidate's prospects will be discussed by the full Board. A formal nomination would then come from the ad hoc or standing committee referenced above and would be considered by the Board thereafter.

Initial training will be implemented with board members participating in a seminar on roles and responsibilities (February 2023). Continued training will focus on content that includes the Open Meetings Act, Budget and Accounting, the Freedom of Information Act, and training specifically related to the responsibilities of the Board as outlined by the Charter Contract, as well as responsibilities related to financial resources. Attorney Gregory M. Meihn who is a member of the founding team has extensive experience providing board training. The Board will also be scheduled to participate in a mandatory six hours of board training to include the following:

- Overview of responsibilities of non-profit governance, including but not limited to financial oversight and evaluation of school leadership.
- State laws and rules governing charter school operations, including student discipline and student discipline due process requirements, and requirements to comply with federal laws including, but not limited to the Individuals with Disabilities Education Act ("IDEA"), the Federal Educational Rights and Privacy Act ("FERPA"), and Section 504 of the Rehabilitation Act of 1973.



- North Carolina Open Meetings and Open Records requirements.
- Conflict of interest and ethics.

North Carolina school board members are mandated by law to receive 12 clock hours of training every two years. This training can be provided by NCSBA. The association sponsors training activities that include an annual conference, a new member orientation, an annual law conference, special issue seminars, legislative workshops and an invitational conferences.

Beyond the first year, experienced board members will therefore continue to complete a minimum of six hours of training each year. Additional training beyond the minimum requirements will include presentations on continuous school improvement, as well as training designed for schools serve at-risk and EL populations.

The Board holds ultimate responsibility for the school's success, but as described throughout the charter application subscribes to a policy governance philosophy. It believes that the school is best managed by a strong School Leader under the direction of the Educational Management Organization and given appropriate levels of autonomy. Consistent with that belief, the Complaint Policy provides a clear avenue to ensure that the school is in compliance with applicable law and that school stakeholders have an opportunity to express their concerns in appropriate ways to the Board. All formal complaints must first be submitted to the School Leader, who will have a reasonable amount of time to respond to them. The school's ongoing parental communication and community outreach efforts will undoubtedly reduce the amount and frequency of such formal complaints. However, if an individual or group of individuals is not satisfied with the response of the School Leader, they may file a formal complaint directly with the Board in writing, who will respond to each and every such complaint.

Because the Board of Directors is ultimately responsible for school governance, the complaint process ends at the Board level. However, if a complainant alleges a violation of the law or the School's Charter, and is not satisfied with the Board's response, a formal complaint may be filed in writing to the school's authorizer. The school is committed to providing prompt, thorough and accurate information to the North Carolina Department of Education in such cases and will abide by any prescribed corrective action it deems necessary.



Lisa Weaves

Comments :

The EMO should have no input into selecting board members.

Q94. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.



The Academy's leadership structure is designed for the proper functioning of the school. Management plays a vital role in carrying out the various important activities of the school. A mutual coordination between all the members of a team is a must for both the short- and long-term success of the school. The leadership and management hierarchy were established to ensure proper communication channels between various members. The Academy will operate under a contractual agreement with the Authorizer and will embrace their oversight as a collaborative endeavor. The Academy's leadership hierarchy will include the School's Board of Directors who will govern the academy in further collaboration with the Educational Management Organization, Education Management & Networks, Inc. (EMAN). EMAN will provide full-service management of the Academy including staffing and leadership appointments. At a minimum, the Academy will have a full-time Principal, Dean of Students, Administrative Assistant and teachers to support the rigor of the academic programming. EMAN's Superintendent will report directly to the Board of Directors and supervise the school's leadership team. The Academy's Board of Directors will secure additional contracts with Gregory M. Meihna as legal counsel and will contract with a North Carolina approved and licensed independent third-party CPA firm for the annual audit of the financial statements.

The Academy will initiate a School Leader search once the charter is approved. We anticipate this to be at least a 3-month process to ensure that we hire a qualified candidate to lead the mission and the vision of the Academy. The following are key essential traits in the ideal leader:

- Highly competent and experienced in school leadership.
- Proven track-record of implementing culturally responsive school leadership.
- Certified and qualified to be a school leader in Tennessee.
- Passion for STEM education.
- Dedicated to the shared vision of promoting the mission and vision of the school.
- Exudes character traits such as compassion, empathy, care and trustworthiness.
- Provides evidence of skilled leadership in the domains of communication, collaboration, professional development and instructional leadership.

The process for recruiting the school leader is the following:

- Create a posting for the position using local and available resources such as online, Facebook and LinkedIn platforms.
- Establish a hiring committee consisting of Superintendent, Director of Education, HR Manager and possible Board member.
- Design school leadership interview questions.
- Establish norms of conducting interviews.
- Screening of resumes
- Phone interviews
- Panel interviews
- Superintendent's Interview
- HR Manager's Offer Meeting

The principal will report to EMAN's Superintendent who is certified in Principal Supervisory role through the Association of School Superintendents. The process for engaging the school leader in professional growth and development is an individualized process and takes the "growth mindset" framework into consideration. Using a data-based approach and reflections, the principal will create a personal growth plan which will incorporate goals, objectives, deliverables and resources. The plan will be based on a reciprocal accountability model and ensures a clear path to success. The principal will be provided with a coach and a mentor along with up to \$2,000 dollars for personal professional development for each year. The School Leader will be evaluated based on the National Institute for Excellence in Teaching's (NIET) school leadership framework and will receive two professional appraisals each year (one at mid-point and another at the end of the year).

The Academy will hire an Administrative Assistant and Dean of Students at least six weeks before the beginning of school. Teachers and auxiliary staff members such as social workers and counselors will be hired three weeks prior to the start of school and operational staff will be hired two weeks prior to the start of school. The selection criteria include specific credentials and certifications for each respective assignment. Past successful experiences and proven track record of working with special populations will be strongly desired. Ideal candidates will fit the 4C profile of our team by demonstrating commitment, collaboration, competencies and compassion.

The Academy will make a strong commitment to recruiting and hiring culturally responsive group of staff members who will reflect the diversity of the student body and the surrounding community. The Academy has developed the following diversity goals by evaluating the demographics and characteristics of the school's community:



The Academy sets a goal of having proportional representation of teachers from all ethnicities to mirror the racial and socioeconomic demographics of the student population.

The Academy will engage in the following activities to recruit a diverse pool of applicants:

- Create an intentional action plan to advertise the position in a variety of local places.
- Hold job fairs in local areas.
- Partner with local organizations to advertise strategically.
- Utilize social media platforms.

The HR manager will ensure that all teachers will be certificated, licensed and endorsed in their content area prior to being hired for the respective assignment. The Academy will also promote alternative pathways to teaching by partnering with local universities.

Based on nationally normed, research-based standards, NIET's Teaching Standards Rubric defines effective teaching and fosters collaboration around a common language and vision that correlates with student achievement. NIET's rubric, currently used by eight states, brings a comprehensive focus on four key domains: instruction, the learning environment, designing and planning instruction, and professionalism. The observation system will provide SSA with a strong, valid and reliable instrument that utilizes multiple observations of every teacher, every year by multiple, trained and certified evaluators.

The Academy will utilize a systematic approach to handling unsatisfactory performance of leaders and teachers. Using a progressive coaching and discipline approach, the team members will receive adequate feedback and ample support to develop and implement actionable plans. Using data indicators from the NIET Teachers and Principals Rubric, the supervisor will engage in goal setting with the team member. The key steps involve identifying problems of practice. Once the problem of practice is identified then the team member will collaborate with the supervisor to set measurable goals for improvement. The supervisor will use the NIET rubric to provide regular coaching feedback for the team member. Regular communication with the team member will also take place to update the progress toward the performance goal.

Teachers or leaders who receive an ineffective rating will be placed on a professional improvement plan. If it is deemed necessary to make a change in leadership or with teachers, it will be done using the data and the performance indicators on the NIET Rubric. Lack of progress toward the agreed upon performance goals will be fully documented and the Supervisor, along with EMAN leadership will communicate the necessary changes to the team member. All terminations will be handled as per the contractual agreement between both parties.

Teacher Retention: In its partnership with Education Management & Networks, Inc., the Academy is pleased to be able to offer a competitive salary package to its staff members to include competitive salaries, step raises based on experience and education, a robust benefit package combined with ample personal and sick days. This is one piece of the puzzle that keeps teachers at the academy. Other components include the PLC structure and a leadership model that respects teachers for their daily contributions. EMAN annually hosts a "Mission Possible" celebration to recognize teachers that have met classroom goals. Teachers are provided with certificates of accomplishment and significant cash bonuses. Teachers are aware of the goals and bonus structure in advance. Last year (2020), EMAN awarded over \$95,000 in bonuses. EMAN schools average a 70% teacher retention rate from year to year. 35% of EMAN staff have been employed within the organization for three years or more.

Staff Retention: Other staff members (front office and administrators) are retained as a direct result of the core values that build the foundation upon which the Academy operates. Respect for diversity, a spirit of collaboration, and a shared leadership model tend to keep staff at the school. In addition, the school attempts to keep pace with the cost of living and provide raises to staff on an annual basis when the budget will allow.

All employment contracts will be at-will; however, all staff members will receive annual contracts.



Lisa Weaves

Comments :

It seems strange that an attorney is named in the application, instead of referring simply to the board. It seems as though the EMO is selecting the attorney which would be highly inappropriate.



Q95. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.



Together, the Charter School Board and the EMO will set the annual objectives which will include enrollment goals, student proficiency and growth goals in accordance with the Charter Contract, staffing goals, retention goals (staff and students), and financial goals that shall include revenue goals, expenditures goals and fund balance targets.

By July of every year, the Board shall:

- Confirm committee membership and committee chairs
- Select a EMO Evaluation Lead
- Review the EMO Responsibilities and Annual Goals
- Determine data points to be collected and measured

In August of every year, the Board shall:

- Approve the EMO Annual goals
- Establish the EMO Evaluation timeline
- Set dates for quarterly progress and goal measurement

In September of every year, the Board shall:

- Measure 1st Quarter goal achievement

In October of every year, the Board shall:

- Receive a committee report about Quarter 1
- Discuss any changes, action steps, revisions that need to be made

In November of every year, the Board shall:

- Plan the 2nd Quarter Check In

In December of every year, the Board shall:

- Measure 2nd Quarter goal achievement

In January of every year, the Board shall:

- Receive a committee report about Quarter 2
- Discuss any changes, action steps, revisions that need to be made

In March of every year, the Board shall:

- Measure 3rd Quarter goal achievement

In April of every year, the Board shall:

- Receive a committee report about Quarter 3
- Discuss any changes, action steps, revisions that need to be made
- Plan for end of year evaluation
- Administer stakeholder surveys

In May of every year, the Board shall:

- Receive the EMO Self-Evaluation
- Gather supplemental evidence and documentation related to goal achievement
- Complete the annual EMO evaluation

In June of every year, the Board shall:

- Finalize the annual evaluation of the EMO
- Collaborate with the EMO to create a development plan for the following year that may include additional goals and activities

The Board may terminate the EMO Agreement after sixty (60) days prior written notice to EMO upon the occurrence of any of the following:



3. If EMO shall cease to be approved by the Authorizer to render services under this Agreement;
4. In the event that EMO or any of its Shareholders, and/or Board of Directors shall be guilty of felony or fraud, gross dishonesty, or other act of gross misconduct in the rendering of services under the Agreement;
5. In the event that EMO fails to remedy a material breach of its duties or obligations under this Agreement within sixty (60) days after written notice of the breach is provided to EMO by Academy;

Notwithstanding the foregoing, the Agreement may be terminated by either party immediately in the event that the Contract is revoked or terminated by the Authorizer for any reason. In addition, the Agreement may also be terminated by either party immediately in the event the other party is declared bankrupt or insolvent, or makes an assignment for the benefit of its creditors, or if a receiver is appointed or any proceedings are commenced, voluntary or involuntary, by or against such party under bankruptcy or similar law and such status is not cured within sixty (60) days from its occurrence. The EMO shall notify the Board if any principal or officer of the EMO, or the EMO (including any related organizations or organizations in which a principal or officer of the EMO served as a principal or officer) as a corporate entity, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

Q96. Is the facility provided by the EMO/CMO?

- Yes
- No

Applicant Comments :

Saber STEM Academy of Charlotte plans to lease the facility located at 8310 Harrisburg Road in Charlotte NC 28215 from the current owner of the property (Al Nour Community Center). The facility is located on 7.97 acres of land and provides ample room for future growth, parking, and playground/recreational areas.

Q97. Attach Appendix A4.2 Facility Buyout Agreement, if applicable

Not applicable.

Q98. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.



While EMAN has not managed any schools in North Carolina to date, the General Fund Balance for each of the Michigan school's that EMAN currently manages (full-service only) are identified below:

Oakland International Academy

Fund Balance as of June 30, 2021- \$2,602,850 which represents 31.4% of the annual expenditures for the 2020/2021 year.

Fund Balance as of June 30, 2020 - \$2,076,042 which represents 24% of the annual expenditures for the 2019/2020 year.

Fund Balance as of June 30, 2019 - \$1,752,693 which represents 20.6% of the annual expenditures for the 2018/2019 year.

Caniff Liberty Academy

Fund Balance as of June 30, 2021 - \$1,016,033 which represents 19.9% of the annual expenditures for the 2020/2021 year.

Fund Balance as of June 30, 2020 - \$1,033,072 which represents 21.5% of the annual expenditures for the 2019/2020 year.

Fund Balance as of June 30, 2019 - \$949,421 which represents 20.8% of the annual expenditures for the 2018/2019 year.

Copies of the schools' annual audits for the most recent year have been attached.

New Dawn Academy - Opening in the Fall of 2022

No historical fund balance data is available.

Applicant Evidence :

	
Oakland International 6-30-21 f...	Caniff Liberty 6-30-21 final audi...

Uploaded on **4/24/2022** by
Lorilyn Coggins

Uploaded on **4/24/2022** by
Lorilyn Coggins

Q99. Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6

Applicant Comments :

As a part of its due diligence procedures, balance sheets for the years ending December 31, 2021; December 31, 2020; and December 31, 2019 will be provided to the SSA Board of Directors under separate cover through the Board's legal counsel. As a private corporation, EMAN shares its financial information with each Academy in a private and confidential manner. EMAN financial documents may not be made public. They will be provided to the Board Attorney who can review them and provide his opinion on the soundness of EMAN.

The Balance Sheets provided in response to Question 100 show the fiscal stability of the corporation and the ability to incur the necessary expense of running the schools to include meeting ongoing payroll and other financial obligations.

EMAN is not delinquent on any taxes and is in good standing with the State of Michigan (State of Incorporation).

A Certificate of Good Standing with the State of Michigan has been attached.



Applicant Evidence :

344767173-Cert_of_GS-Domesti...

Uploaded on **4/23/2022** by
Lorilyn Coggins

Q100. Attach Appendix A4.4: IRS Form 990 Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

Not applicable. Education Management & Networks is a private corporation. A copy of the certificate of good standing with the State of Michigan was attached in the response to Question 99.

Balance sheets for the years ending 2021, 2020 and 2019 are attached to demonstrate the organization's fiscal soundness to the North Carolina Department of Instruction, but are not to be made public.

Saber STEM Academy of Charlotte has just recently filed its Articles of Incorporation with the State of North Carolina and filed for an EIN. No 990 filings have been made to date.

Applicant Evidence :

Eman balance sheet 2019[5506...

Uploaded on **4/29/2022** by
Lorilyn Coggins

EMAN balancesheet 2021[5506...

Uploaded on **4/29/2022** by
Lorilyn Coggins

Eman balance sheet 2020[5506...

Uploaded on **4/29/2022** by
Lorilyn Coggins

Section



Lisa Weaves

Ratings

Does Not Meet the Standard

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

Would like to see evidence the board selected this operator for a specific reason that aligns to mission/vision and expected population.



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q101. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse.

Q102. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



To support the Academy's mission, **three major educational goals** have been adopted:

SMART Goal 1 is to enable long-term English language students to acquire a firm command (speaking, reading, and writing) of the English language, along with demonstrated literacy (reading and writing) in their native language. Students in the ELL Program will make growth by at least one level as indicated on the WIDA assessments annually and exit ELL status within five years of first enrolling at the Academy.

SMART Goal 2 is to provide a comprehensive well-rounded education with a concentrated focus on science, technology, engineering, and math (STEM). Striving for equity, diversity, and inclusion, the Academy will increase all students' mastery of STEM concepts and skills as measured by 100% participation in hands-on STEM activities documented through student portfolios. SSA will provide equitable opportunities for all students to engage in high quality STEM learning in a program aligned to recognized as set by the National Institute for STEM Education (NISE).

SMART Goal 3 is to qualify all students for entrance into secondary education and prepare them for success in work and life. Most importantly, SSA will reduce the learning gap between ELL students and non-ELL students. The Academy will ensure that 100% of 8th grade students will complete Xello and complete an educational development plan (EDP) to prepare for a college-ready high school.

These goals will be achieved in a manner that is consistent with the Every Student Succeeds Act (ESEA) or any other federal regulation as set forth by the United States Department of Education.

A Policy Research Brief published by the National Council of Teachers of English in 2008 recommends that English Language Learners (EL) should be presented with challenging curricular content with high expectations through the effective use of technology. They recommend that teachers should know and recognize socio-cultural factors, positioning native languages and home environments as resources. Furthermore, ELLs should be taught the basics of academic literacy while they simultaneously develop their skills in academic English while learning content in a variety of disciplines. Research also indicates that teachers need research-based professional development (James R. Squire Office of Policy Research).

Additionally, the Center for Social and Demographic Analysis (2009) published a Fact Sheet (2009) wherein they report the following statistics:

- Children in immigrant families learning English are a key to our future.
- Children in immigrant families have diverse language environments.
- Children in immigrant families experience important family strengths.
- Children in immigrant families experience a strong family work ethic.

The authors conclude that "there is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy" (September 2009).

Therefore, the **vision** at Saber STEM Academy of Charlotte is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA. "...(STEM) occupations are critical to our continued economic competitiveness because of their direct ties to innovation, economic growth, and productivity" (Georgetown University, 2014).

"We need STEM-related talent to compete globally, and we will need even more in the future. It is not a matter of choice: For the United States to remain the global innovation leader, we must make the most of all of the potential STEM talent this country has to offer" (US News, 2012). Engineering for Kids (2016) adds, "STEM occupations are growing at 17%, while other occupations are growing at 9.8%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering, and mathematics workers play a key role in the sustained



growth and stability of the U.S. economy and are a critical component to helping the U.S. win the future. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. This innovation and science literacy depends on a solid knowledge base in the STEM areas. ...Most jobs of the future will require a basic understanding of math and science.”

STEM's primary components are Science, Technology, Engineering, and Mathematics. These core courses are important for students to learn early on because they expand into every part of our lives. Science can be found everywhere around us. Technology continues to expand into every aspect of our lives. While engineering may be viewed as the basic design of roads and bridges, engineering skills are used to tackle the challenges of changing global weather and environmentally friendly changes. Mathematics is woven into every occupation, and even every activity we participate in. By exposing students to STEM and giving them multiple opportunities to explore STEM-related concepts, SSA students will develop passion, hopefully pursue further learning and potentially jobs in a STEM field. The curriculum will be STEM-based and provide real-life situations to help each student learn. STEM activities provide hands-on and minds-on lessons for the student, making math and science both fun and interesting.

Students in STEM programs have been shown to be more challenged in their classes, required to use technology, and more engaged in hands-on learning activities resulting in advanced student achievement. This is the mission of SSA – to nurture students in a culturally sensitive environment and develop a self-actualized ethos leading to greater citizenship, community participation and contributions, as well as lifelong learning and gainful employment. In the book, “English Learners and STEM Subjects” (Francis and Stephens, 2018), it states, “For ELs, success often hinges on engaging in classroom and out-of-school experiences that encourage them to draw on the languages and multicompetences they already control and to connect new concepts with the knowledge they bring from their homes and communities (Moll et al., 1991 (https://www.nap.edu/read/25182/chapter/84.xhtml#chapter03_pz102-15)). When allowed to interact in varied ways to build from what they already know and to develop new technical knowledge at school, ELs can learn STEM content and practices while simultaneously building their proficiency in English beyond STEM.”

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment (TNReady) data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s) .

Standard 3: Using a recognized value-added assessment, SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and
- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

In direct response to parental demand, SSA will reach out to the underserved foreign-born population and provide a more meaningful educational experience, in a safe welcoming environment. The **competitive strengths** at SSA will ensure that all students reach their highest potential. Students will learn to appreciate their heritage by participating in programs designed to create a greater understanding of cultural differences and diversity; focused on building strength of character in an interpersonal and instructional environment where the development of a self-actualized competitive ethos is valued. In alignment with the characteristics and interests of this diverse population, the academy will provide a comprehensive STEM program to support the reported field of studies in which this target population is most likely to succeed. Developers have selected STEM programming specifically to address the needs of an English language learner population who research shows learn best through hands-on instruction. Developers are aware that other schools in the MNPS area offer a few STEM programs, but at SSA this STEM program will be designed and implemented using instructional methodologies such as Sheltered Instruction Observation Protocol (SIOP), and a robust Arabic immersion program that support the target population.



Lisa Weaves

Comments :

This is jumbled. There are three SMART goals and four standards. The application says that it will teach English, native languages, and Arabic. It will offer material in English, Spanish, Arabic, and Somali, but it never describes its actual expected language background of its population.

Q103.Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



- 40.5% White
- 34.7% Black
- 6.2% Asian
- 13.9% Hispanic
- 4.7% Other

Statisticalatlas.com reports that .7% of the population have Arab ancestry.

In an area where there are few charter schools if any specifically serving the target EL population, SSA will provide foreign-born parents with greater publicly funded educational choices. As recommended by the National Council of Teachers of English (2008), SSA will provide its students with challenging curricular content, set high expectations for all students, especially English Language Learners (ELLs), use technology in effective innovative ways, and recognize socio-cultural factors.

Developers anticipate that most students (estimated at 60%) will be **English Language Learners** and come from **economically disadvantaged** families (an estimated 42-65% of students). With respect to **ethnicity and nationality**, students who may report as “white”, may come from immigrant families. This also holds true for many of the students who report as African American or Black. Students may also report as “Asian”. Developers anticipate a 60-65% African American population. 13% of students may be identified with a **disability** that qualifies them for special education services. Experience shows that the student population will be evenly mixed between male and female students. SSA will be committed to closing the achievement gap for economically disadvantaged and English Language Learners.

The following table identifies the area schools which will be discussed in greater detail in the next question:

School	Math (3-5)	Reading (3-5)	# Students	Grade Level	ED Percentage	NC Report Card Grade
Arisotle Prep	37.5	28.2	179	K-8	66%	C
Bradford Prep	60.4	68.6	1,567	K-12	8.70%	B
Charlotte Lab School	36.8	54.7	824	K-8	18.80%	B
Charlotte Secondary School	8.9	34.2	230	K-8	22.90%	C
Community Schl of Davidson	74.4	76.2	1,421	K-12	5%	A
Corvian Community School	51.5	63.3	1,190	K-12	5%	B
East Voyager	23.8	45.2	105	K-8	24%	C
Eastside STREAM Academy	15.8	30.4	205	K-8	90.70%	F
Invest Collegiate	25	34.9	360	K-8	48%	D
Jackson Day School	39.2	60.6	627	K-12	13.70%	C
KIPP Charlotte	11.9	18.9	879	K-8	57%	D
Lake Norman Charter	79.3	81.1	2,187	K-12	5%	A
Lakeside Charter Academy	30.6	35.7	212	K-8	24.50%	C
Mallard Creek STEM Academy	29.6	43.1	945	K-8	32.50%	C
Matthews Charter Academy	36.6	47.7	751	K-8	49.70%	C
Metrolina Scholars Academy	95%	95%	384	K-8	5%	A
Movement Charter School	21.3	31	553	K-5	62.20%	D
Pioneer Springs	41.8	58.3	415	K-8	13.60%	C
Queen City STEM	37.3	43.9	773	K-12	16.70%	C
Queen's Grant Community Schl	51.7	56.8	1,248	K-12	25.70%	B
Socrates Academy	67.3	71.8	760	K-8	5.70%	B
Southwest Charlotte STEM	27.7	46.1	636	K-8	31.50%	
Steele Creek Prep Academy	28.8	34.9	452	K-8	56.80%	

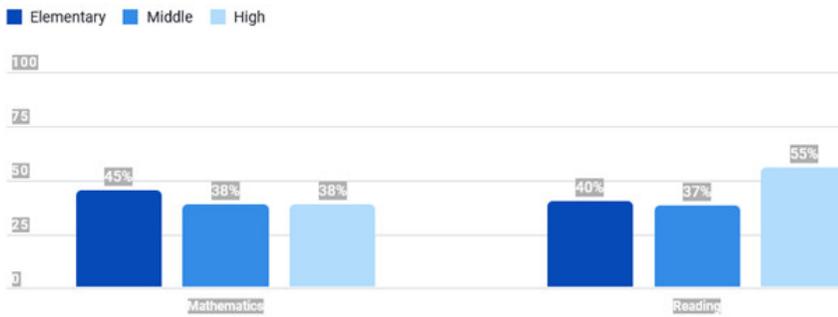


Stewart Creek High School			209	9-12	42.90%	F
Sugar Creek Charter	25.9	42.3	1,640	K-12	80.30%	C
United Community School	20.4	39.5	242	K-8	38.90%	C
Unity Classical Charter	42.9	49.4	236	K-8	22.50%	C
UpROAR Leadership Academy	0	13.2	138	6-12	83.90%	F
Veritas Community School	11.3	23.8	139	K-8	57.20%	D

24% of the above listed schools are performing at a D or lower on the State Report Card.

US News and World Report states that "in Charlotte-Mecklenburg Schools, 40% of elementary students tested at or above the proficient level for reading, and 45% tested at or above that level for math. Also, 37% of middle school students tested at or above the proficient level for reading, and 38% tested at or above that level for math. And 55% of high school students tested at or above the proficient level for reading, and 38% tested at or above that level for math." The following table is provided for test score proficiency:

Test score proficiency



Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



The Charlotte-Mecklenburg schools website (<https://schools.cms.k12.nc.us/eastwayMS/Pages/AboutOurSchool.aspx> (<https://schools.cms.k12.nc.us/eastwayMS/Pages/AboutOurSchool.aspx>)) reports the following:

"Charlotte-Mecklenburg continues to experience major growth within its communities and schools. The 2017 Mecklenburg County Pulse Report included statistics indicating that Mecklenburg County's population grew by "approximately...200,000 people from 2010 to 2020." Additionally, the Report states that the U.S. Census Bureau estimated that "Mecklenburg County was the eighth fastest growing large population county [i.e. counties with populations of at least 500,000] in the U.S." The majority of growth has been within the northern and southern portions of the county. When looking at the county as a set of inter-related rings, we find the following: Center-City, City-Within-A-City, 5-10 Mile Suburban Ring, and the 10-20 Mile Metropolitan Ring.

The Center-City is becoming an economic powerhouse. Businesses are booming and construction is expanding to include not only housing but retail as well. The 5-10 Mile Suburban Ring has also experienced some signs of growth and decline. As we continue to grow, some of the effects of the City-Within-A-City area are expanding to the next ring (5-10 mile) of the county. Within the 10-20 Mile Metropolitan Ring, we continue to experience the most rapid growth within the county.

The Charlotte-Mecklenburg Schools are experiencing growth similar to that within the county. On average, the school district has grown about 1.3% annually since the 2007-08 school year. This equates to about 1,900 students per year. Most of our growth has been evidenced within the northern and southern portions of the county; however, we have experienced growth throughout all segments of the county."

2020/2021 Student Performance data is represented below:

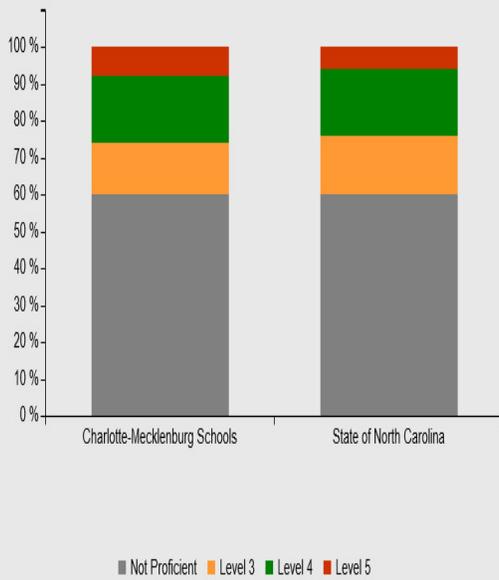


2020-21 Student Performance

Student Performance by District Student Performance by Subgroup

This section describes student performance in various test subject areas. Student test performance is reported as one of four achievement levels. ⁱ Not Proficient is below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career-and-college readiness. For the 2020-21 school year, grade 3 reading was reported using five achievement levels and is not included. To access the grade 3 reading achievement level performance, go to the 2020-21 School Assessment and Other Indicator spreadsheet and select the EOG Reading (Grade 3) tab.

Math Performance ⁱ



Reading Performance ⁱ

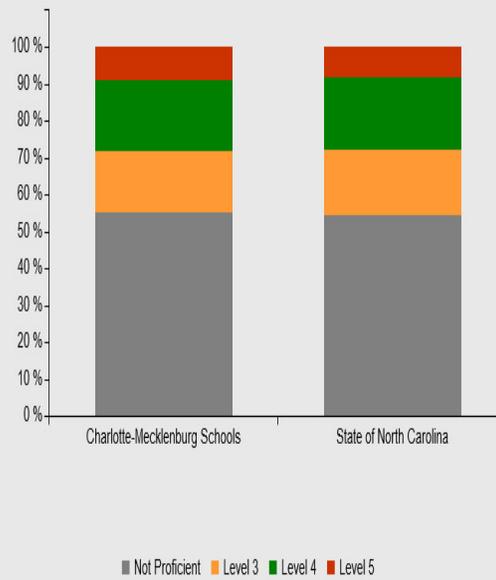
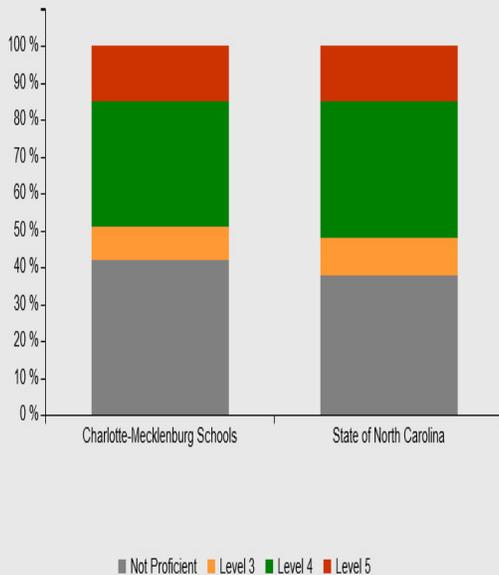


Chart Table

Chart Table

Science Performance ⁱ



Biology Performance ⁱ

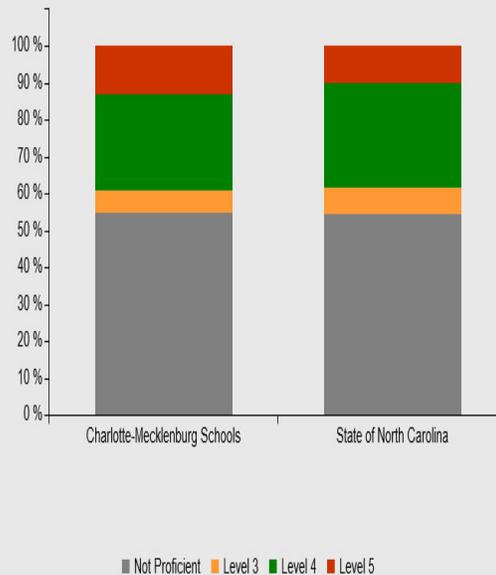


Chart Table

English II Performance ⁱ

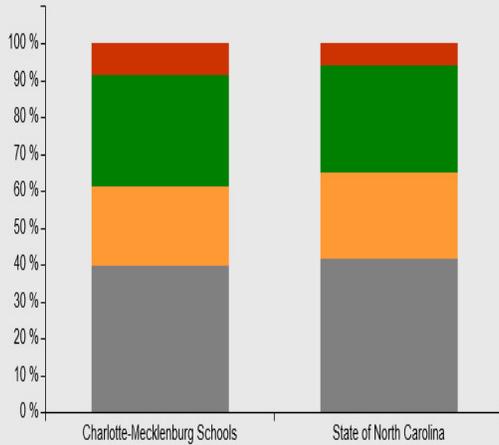
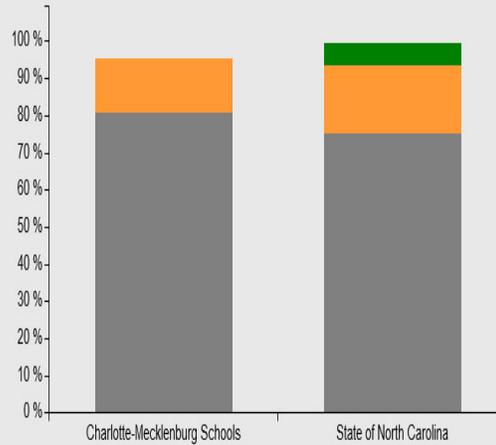


Chart Table

NC Math 1 Performance ⁱ

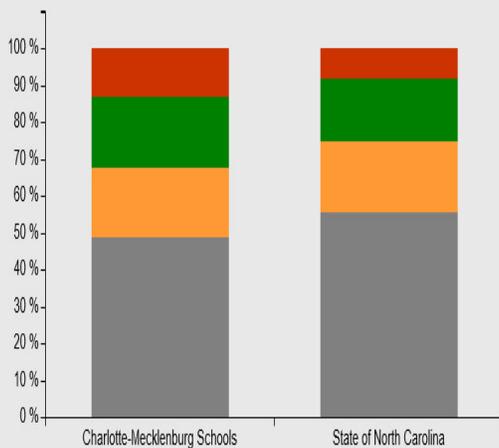


■ Not Proficient ■ Level 3 ■ Level 4 ■ Level 5

■ Not Proficient ■ Level 3 ■ Level 4 ■ Level 5

Chart Table

NC Math 3 Performance ⁱ



■ Not Proficient ■ Level 3 ■ Level 4 ■ Level 5

Chart Table





development team along with other community stakeholders of the academy as together they envision equitable education opportunities for all students, including immigrant children and long-term English Language Learners. SSA will place a strong emphasis on the ideals of international mindedness and responsible citizenship. SSA will promote the development of self-disciplinary skills to enable students to contribute to the betterment of human culture as bearers of intellectual, scientific, and artistic aspirations for peaceful coexistence on earth. The mission and vision of SSA are grounded in the beliefs that:

- An innovative educational opportunity should be provided for all culturally and linguistically diverse students, including immigrant students and long-term English Language Learners.
- A unique student population requires various educational strategies and curriculum to support all students in their endeavor to meet or exceed grade level expectations.
- All students deserve the opportunity to be academically successful and productive members of society.
- Students need opportunities and practice in recognizing examples of quality, ethics, and teamwork in life.
- Students require guidance in recognizing that academic preparation and planning, along with personal interest skills, relate to college/career choice and understanding of the student's responsibilities to achieve personal success.

SSA further believes that these values are fully supportive of the following Belief Statements as to what makes for a "good school":

A good school must...

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

The mission, vision, and belief statements were developed in collaboration between the development team that includes the members of the proposed CMO, and the proposed members of the Board of Directors of SSA, along with community input from other stakeholders to include prospective parents and teachers.

Saber STEM Academy of Charlotte will ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

Initial enrollment in year one for Saber STEM Academy of Charlotte is projected to be 154 students. This number represents 23.6% of the student population at the closest elementary school in the Charlotte-Mecklenburg School District (J.H. Gunn Elementary). The projected enrollment at year 5 is estimated to be 396 students in grades K-8 which represents less than 1% (.4%) of Charlotte-Mecklenburg's overall elementary and middle school enrollment (96,448).



Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

In direct response to parental demand, SSA will reach out to the underserved foreign-born population and provide a more meaningful educational experience, in a safe welcoming environment. The **competitive strengths** at SSA will ensure that all students reach their highest potential. Students will learn to appreciate their heritage by participating in programs designed to create a greater understanding of cultural differences and diversity; focused on building strength of character in an interpersonal and instructional environment where the development of a self-actualized competitive ethos is valued. In alignment with the characteristics and interests of this diverse population, the academy will provide a comprehensive STEM program to support the reported field of studies in which this target population is most likely to succeed. Developers have selected STEM programming specifically to address the needs of an English language learner population who research shows learn best through hands-on instruction. Developers are aware that other schools in the Charlotte-Mecklenburg area offer a few STEM programs, but at SSA this STEM program will be designed and implemented using instructional methodologies such as Sheltered Instruction Observation Protocol (SIOP), and a robust Arabic immersion program that support the target population.



Lisa Weaves

Comments :

Would like evidence for "the reported field of studies in which this target population is most likely to succeed" and "needs of an English language learner population who research shows learns best through hands-on instruction" and why a "robust Arabic immersion program" supports the target population.

Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



As part of the plan for developing effective community partnerships, the founding team has met with local community centers to garner parent interest in Saber STEM Academy of Charlotte. We have utilized surveys, parent focus groups, and one-one meetings to conduct a substantial feasibility study. The Islamic Center of Charlotte and the Al Nour Community Center showed direct interest in working with the EMAN team due to a proven track record of improving schools that serve large populations of EL students from immigrant families.

Multiple conversations have been had with members of the Charlotte immigrant community as the development team listened to their needs for a high-quality charter school sensitive to the needs of their children. Surveys with potential school families indicate there is a need for a school where, along with high-quality academics, safety and security are a priority. The targeted community is 100% behind the idea of a high-quality charter school in the zip code of 28215.

We conducted a formal feasibility study to determine the pressing need for a new charter school. Initially, we did a research to identify the charter schools and public schools in the Charlotte area. Based on the data, we identified the zip code of 28215 where we found a great need for a school of excellence because it has a thriving community of young professionals who have school-aged children. Next, we toured the Charlotte area and visited local community centers and talked with community leaders.

Members of the development team met with leaders of the Charlotte immigrant community (representing parents, residents, community leaders, and business owners) to discuss alternatives to current public education options. Subsequently, the planning team conducted additional virtual meetings with the community and conducted multiple surveys of community members regarding unmet educational needs, resulting in the design of SSA's STEM focus in support of EL students. A major concern among the parents was that long-term English Language Learner (EL) students are not academically prepared for college. This concern is reinforced by the identified achievement gap between LEP (Limited English Proficient) students and their non-LEP counterparts as demonstrated by the results of standardized tests. In addition to language barriers that exist for EL students, students must also overcome cultural biases in curriculum, instructional methodology, and assessment processes.

Additionally, immigrant students may dress differently and observe different customs than their nonimmigrant peers which prevents the seamless integration into the social structures of the traditional public school. Finally, many of these students have faced cultural and/or religious prejudices both in their homelands and in traditional schools once they arrive in the United States. This prejudice often shows itself as bullying which research shows is a barrier to effective learning. Stopbullying.gov reports that kids who are bullied may show "Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school" (<http://www.stopbullying.gov/at-risk/effects/#bullied>).

The most recent survey data received shows that 96% of area respondents are interested in a tuition-free, STEM, K-8 program. As developers prepare for a 2024 school opening, additional multiple community events will be scheduled to further reach out to the community and provide information regarding the educational program at SSA. SSA students will engage in meaningful and relevant learning conducted within a cultural safe harbor. SSA will embrace and celebrate all cultures through its laser focus on college and career readiness designed to enhance and empower students who may have been struggling to acclimate. The founders propose a school that will eliminate the achievement gap between EL and non-EL students. The fundamental mission of the school will be to prepare all students (including ELs) for high-quality secondary education leading to college and careers through a research-based STEM-driven curriculum.

Q108. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

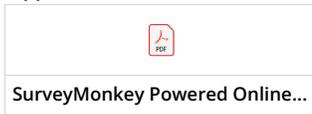
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Applicant Comments :

96% of families (representing 43 students or 30% of the first year enrollment) surveyed (via survey monkey) have indicated a positive interest in a tuition-free STEM K-8 School. This is question #8 on the survey administered to families in the Charlotte community, a copy of which has been attached. 100% of families indicated an interest in STEM programming (question 5). Parents indicated that they most value caring teachers, followed by safety, strong academics and then access to technology. Parents have indicated a willingness to drive more than ten miles to get to Saber STEM Academy of Charlotte and 92% of respondents indicated a desire for providing Arabic language instruction as part of the curriculum.

Applicant Evidence :



Uploaded on **4/26/2022** by
Lorilyn Coggins



Lisa Weaves

Comments :

Would have preferred the data and analysis with the survey.

8.2. Purposes of the Proposed Charter School

Q109. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.



Applicant Comments :

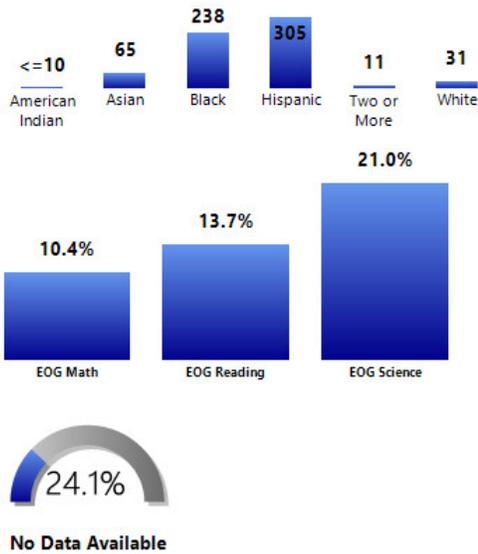
Under the Saber STEM Academy of Charlotte (“SSA”) Board of Director’s governance, the EMO’s operational authority and North Carolina authorization and oversight; SSA will be strategically planned, operated, monitored, and evaluated to meet all six purposes of the NC charter school statute GS 115C-218).

The six legislative purposes of a Charter School are to:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improve student learning.
- Increase learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.

Saber STEM Academy of Charlotte will be located in Charlotte in Mecklenburg County, served by Charlotte-Mecklenburg Schools. Currently, Charlotte-Mecklenburg enrolls over 63,000 students in its elementary buildings, 33,000 students at its middle schools and 43,000 students at the high schools (166 buildings in total). 42 of the 166 schools (25%) have been identified as low performing.

J.H. Gunn Elementary (located nearest to the proposed SSA site) is identified as a moderate-poverty elementary school with an enrollment of 652 students. The following graphics represent the school’s enrollment by ethnicity, college and career ready grade level proficiency and chronic absenteeism.



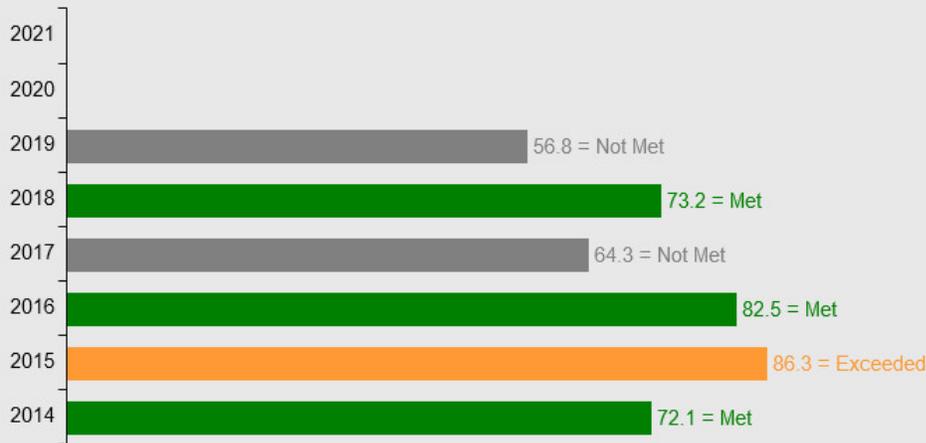
The following graphics represent the Performance History and Academic Growth at J.H. Gunn Elementary.



Performance Grade Score History

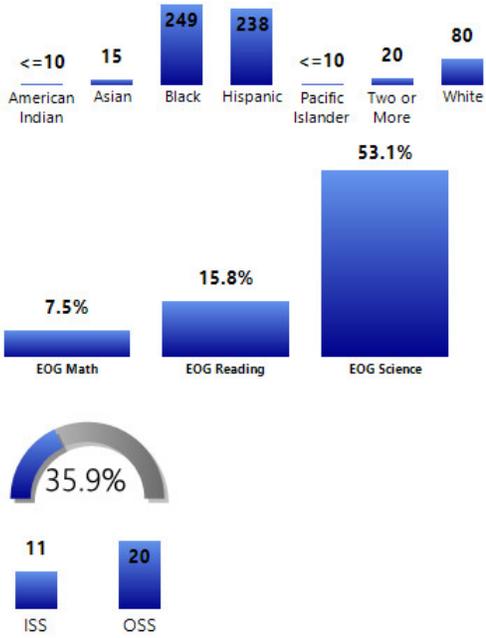


Academic Growth History

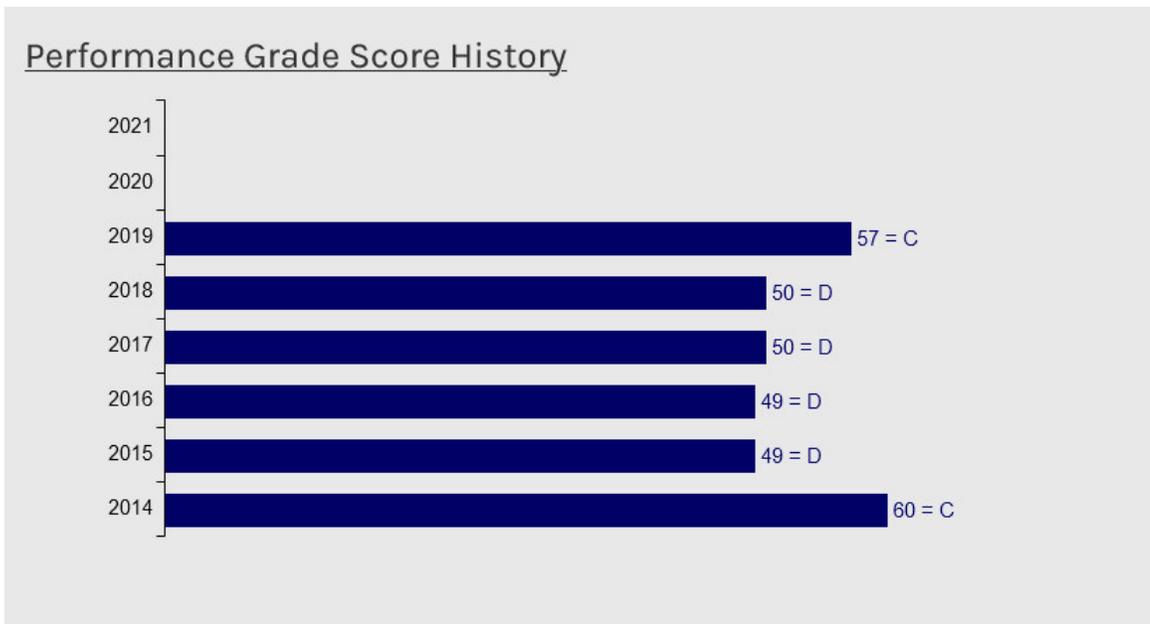


J. H. Gunn Elementary's last Report Card Grade in 2019 was a "D" and more than half of the students were identified as not meeting their growth targets.

The nearest middle school is Northeast Middle School (Charlotte-Mecklenburg Schools) with an enrollment of 606 students, also considered a moderate poverty school. The following graphics represent the school's enrollment by ethnicity, college and career ready grade level proficiency, chronic absenteeism and suspension rates.

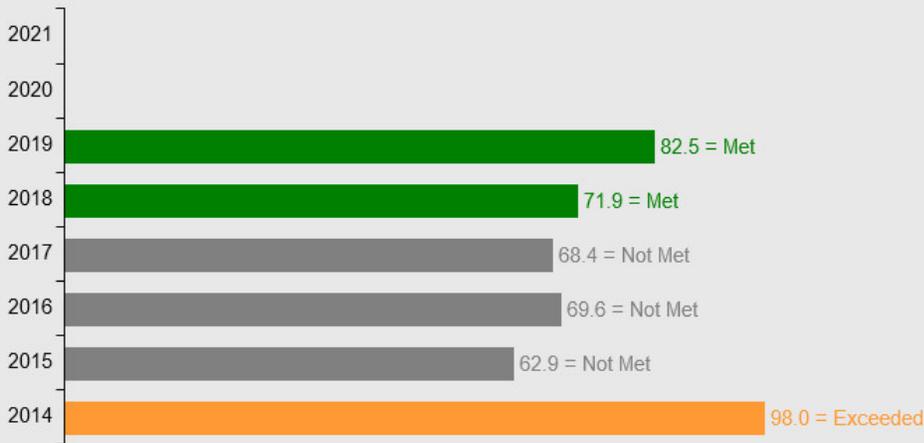


The following graphics represent the Performance History and Academic Growth at Northeast Middle School.





Academic Growth History



Northeast Middle School earned a "C" on the State Report Card in 2019 after four consecutive years of only achieving a "D".

As required by the Every Student Succeeds Act (ESSA), North Carolina must identify schools with low performance on various measures for the purpose of providing additional support.

A school is designated as a TSI – Consistently Underperforming Subgroup school if the same subgroup receives a grade of "F" for the most recent and previous 2 years (three years in a row). At the end of 2020-21, this designation is assigned to schools if the same subgroup receives a grade of "F" in both and 2020-21.

For more information on how schools are identified, see:

- <https://files.nc.gov/dpi/documents/program-monitoring/planning/resources/methodology-identifying-schools.pdf> (<https://files.nc.gov/dpi/documents/program-monitoring/planning/resources/methodology-identifying-schools.pdf>)

Q110. Provide a brief narrative to coincide with **each** applicable legislative purpose(s).



Saber STEM Academy of Charlotte will meet all six legislative purposes:

Saber STEM Academy will provide Charlotte-Macklenburg parents with additional high quality educational options.

Targeting an EL and at-risk population, SSA will improve learning for all students and close the achievement gap.

SSA will provide additional options for parents to meet the educational needs of their students who may currently be attending J.H. Gunn Elementary with a current State Report Grade of "D".

Through a STEM focus, SSA will encourage the use of different and innovative teaching methods which will include project-based learning. Teachers at Saber STEM Academy of Charlotte will have opportunities to become STEM Certified by the National Institute for STEM Education (NISE).

SSA will be built on a foundation of site-based management, community partnerships and transformational leadership.

Using a variety of assessment tools, SSA will measure the performance of students and faculty and advance student proficiency and achievement on state academic assessment.

SSA will create new professional opportunities for teachers in a cutting-edge learning environment that affords parents meaningful opportunities to participate in the education of their children.

8.3. Goals for the Proposed Charter School



Q111. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four achievement standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s).

Standard 3: Using a recognized value-added assessment, SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and
- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Additional goals established for expectations related to school operations, finance and governance shall include the following:

- The Academy shall meet 90% of its enrollment targets each year.
- The Academy shall retain 90% of its currently enrolled students from year to year.
- The Academy shall average 90% daily attendance for all students.
- The Academy shall employ 100% certified teaching and administrative staff.
- The Academy shall retain 85% of its staff from year to year.
- By year 5, the Academy shall develop and maintain a minimal 15% fund balance.
- The Academy shall maintain a five-member Board of Directors.
- Each board members shall maintain an 85% attendance rate at regularly scheduled board meetings.
- The Academy shall maintain an 85% stakeholder satisfaction rate as documented by annual stakeholder surveys.

Q112. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



Saber STEM Academy of Charlotte's primary education philosophy is to prepare all students to be academically and socially prepared and motivated to successfully attend college after graduation. To that end, SSA is fully committed to ensuring that all students achieve grade level mastery or higher in all core subject areas as measured by state and national standards. We believe that all students will be successful if given the opportunity, strong support and the tools to succeed in a safe and nurturing environment. We further believe that:

1. Student learning is the highest priority,
2. Every child is capable of learning,
3. Each child has the right to a quality education,
4. Diversity is strength,
5. Family involvement is essential for student learning, while community involvement enhances student learning,
6. Education should be individualized and adapted to each learner ,
7. All children will be academically prepared for college upon graduation, and
8. Education is a life-long process.

Based on these values, SSA and EMAN will consistently utilize a team approach where teachers collaborate on providing instruction and assessment. To support all students, EMAN will support the teachers and administration in the development and implementation of an effective Response to Intervention (RtI) model that will provide rapid intervention and support for struggling students. EMAN also recommends utilizing a looping model to ensure a continuity of instruction for students as they progress through the grades. EMAN will assist the Academy in the creation of innovative learning environments that support and encourage children to excel and be the best they can be while providing an environment of cultural diversity to alleviate student insecurities and promote high self-esteem, resulting in high academic achievement.

To build high performing schools with a focus on students who may have high needs, EMAN believes that all stakeholders must have a shared mission and goals. Everyone must press for achievement by establishing high expectations for all students. EMAN further believes that learning is best accomplished in an orderly climate where teachers are supported for their influence on learning and the established structure is maintained to ensure clear student goals and strong classroom management.

EMAN and school administration will work with the SSA Board of Directors to develop and implement a continuously improved assessment and evaluation model that allows school leaders, staff and parents to follow student progress and most effectively support their learning needs. The assessment program incorporates both standardized measures and classroom based measures. It also measures growth in understanding and fluency in English. Standardized assessments will include the standards-based NWEA's Measure of Academic Progress (MAP) and the North Carolina State Assessment program, including the Beginning of Grade Three Reading Test, End of Course Tests, End of Grade Tests, Grade Three Read to Achieve and NC Check Ins . MAP will be administered to all kindergarten through 8th grade students at the beginning, middle and end of the school year. Data from the MAP will be analyzed and curriculum delivery reconfigured to reflect the State Standards in alignment with the State's assessment program. MAP provides computer-based, criterion-referenced tests to measure student progress and growth towards content mastery at goal levels of 80 to 90%. WIDA for the English learner students will also be an integral part of the assessment program. W-Apt along with the criterion referenced MAP tests, MSTEP tests and grade specific, subject matter-related assessments provide teachers with the ability to improve teaching and student learning through measurable, data-driven decision-making.

Measures of student achievement will include the standardized assessments that include the state mandated assessment(s), Measures of Academic Progress (NWEA-MAP), WIDA (as needed) in addition to formative and authentic assessments used by classroom teachers to include portfolios of students' project based learning. To improve teaching and learning, all teachers will attend workshops at the beginning of the school year, in which they will engage in the analysis and understanding of the most recent assessment results. The results of all standardized tests will be reviewed by the administration and teachers upon receipt of the data. Results are reviewed throughout the year to determine intervention strategies. As administrators and teachers look at the data, they will: 1) plan how improvements will be made; 2) put a process in place to assure improvements will take place; 3) assess the process throughout the year; and 4) act on the information received. This is a continuous cycle.

Through this multi-dimensional approach, real-time tools provide teachers with data to readily identify challenges and opportunities for students. Aggregate classroom assessment data provide objective measures for teacher accountability and help identify challenges and opportunities for professional development. Administrators will analyze comparative data to understand how students are performing individually, in class cohorts, as a school and against community and state averages.



Administrators and teachers will keep abreast of the latest bi-lingual language models and update the program as necessary.

The curriculum is at all times continually assessed and aligned to meet changing state standards and expectations. SSA will adopt a personalized curriculum that drives better instruction and learning where teacher and students are given room to work and learn in their own appropriate ways; students exhibit mastery of their work, students develop critical thinking skills to develop their minds and structures are simple and flexible.

All classrooms will be staffed with highly qualified certified teachers, with a maximum classroom size established in accordance with board policy. Classrooms are self-contained at the elementary level so as to offer a higher level of consistency for students, and minimize distractions. Specials teachers, such as Reading Specialists, ESL Teachers, Special Education Teachers, Art, and Physical Education Teachers are recruited as student levels require. Classrooms at the middle school level will be based on content with highly qualified teachers for each subject area.

EMAN and SSA recognize that teachers and support staff are the keys to student success. To that end, EMAN recruits only certified and highly qualified teachers; offering competitive salaries to attract and retain teachers and administrators using bonus pay and incentives along with a benefit package that includes health benefits along with vision, dental and a 401k program.

The effective and efficient utilization of various funding sources to include state 31a funding and federal Title I and IDEA funding guides the employment of various support staff at the academy which may include paraprofessionals, a dedicated resource room teacher, and a school social worker, as well as a speech therapist. These positions are not only determined by funding levels, but by individual student needs. When additional staffing is required, EMAN will attend local job fairs as well as advertise on various websites including: the EMAN website, school website, local university websites, CareerBuilder.com website. Teachers will be required to submit resumes, references, certifications and copies of transcripts. The goal will be to have all vacancies staffed each year, no later than two weeks prior to the arrival of students. This will provide enough time for teachers to prepare classrooms and attend professional development. During the two weeks, teachers will also review curriculum, pacing guides, attend grade level and academic collaboration teams and staff meeting to ensure all are informed and equipped to begin the instruction of students.

SSA will use the Teaching and Standards Rubric from the National Institute for Excellence in Teaching (NIET). Based on nationally normed, research-based standards, NIET's rubric defines effective teaching and fosters collaboration around a common language and vision that correlates with student achievement. NIET's Teaching Standards Rubric, currently used by eight states, brings a comprehensive focus on four key domains: instruction, the learning environment, designing and planning instruction, and professionalism. The observation system will provide SSA with a strong, valid and reliable instrument that utilizes multiple observations of every teacher, every year by multiple, trained and certified evaluators.

The Academy will utilize a systematic approach to handling unsatisfactory performance of leaders and teachers. Using a progressive coaching and discipline approach, the team members will receive adequate feedback and ample support to develop and implement actionable plans. Using data indicators from the NIET Teachers and Principals Rubric, the supervisor will engage in goal setting with the team member. The key steps involve identifying problems of practice. Once the problem of practice is identified then the team member will collaborate with the supervisor to set measurable goals for improvement. The supervisor will use the NIET rubric to provide regular coaching feedback for the team member. Regular communication with the team member will also take place to update the progress toward the performance goal.

Teachers or leaders who receive an ineffective rating will be placed on a professional improvement plan. If it is deemed necessary to make a change in leadership or with teachers, it will be done using the data and the performance indicators on the NIET Rubric. Lack of progress toward the agreed upon performance goals will be fully documented and the Supervisor, along with the Network leadership will communicate the necessary changes to the team member. All terminations will be handled as per the contractual agreement between both parties

Great teachers and effective teaching is what works for increasing student performance. Best practice designed to ensure high-quality instruction includes:

1. Hiring great teachers;
2. Adopting a flexible, yet consistent approach to teaching;



3. Supporting great teaching with individualized staff development; and
4. Ensuring great teaching through evaluation and accountability.

The actions needed to develop high performance must incorporate a belief that all students can learn to high standards. Leadership must therefore provide the necessary infrastructure to make and sustain improvements in learning and the learning environment. The school must provide a nurturing environment in which students can feel safe to stretch their abilities and climb to their highest selves. The school must put its primary focus on student, professional and system learning that is purposeful and intentional. While changing school culture can be a daunting task, it can be more easily accomplished when every stakeholder changes their mental map to one that creates the images, assumptions and perspectives of all students as successful future leaders.

EMAN's school improvement philosophy is designed to turn high poverty schools into high performing schools. This process requires deliberate action and ongoing evaluation and involvement.

EMAN has extensive experience working specifically with inner city, economically disadvantaged, minority youth. Some of these students experience potential learning barriers that may include an identified disability, a lack of English proficiency or poverty. EMAN's experience includes working within elementary, middle schools and high schools.

EMAN's fundamental core value is that *all* students can learn regardless of traits that others may deem to be a barrier to learning. EMAN's primary responsibility is to support teachers so that instruction can be structured to address the learning needs of all students and dismantle the barriers to learning.

To support these inner city, economically disadvantaged, minority youth, EMAN utilizes a "What Matters Most Framework" (Goodwin, 2011) in addition to a "Framework for Action" as described by Parrott and Budge for "Turning High Poverty Schools into High Performing Schools" (ASCD, 2012). The Framework for Action is a source of research-based information on the improvement in high poverty schools with practical ideas and tools to guide the complex work of transformation.

School leaders in high performing schools are known to take action in three different areas that include leadership capacity, the learning environment and learning itself. Then, through strategic action, school norms, values, beliefs and culture begin to change.

The "What Matters Most Framework" is designed to ensure that schools are changing the odds for disadvantaged youth and thereby promoting success. Goodwin adds that, "Most successful turnarounds appear to have had the ongoing support of a governing body that offered guidance but did not micromanage or insist on approving, item by item, everything that the school was doing" (Goodwin, 2011, p. 123).

One of the primary goals of a high performing school is the development of a healthy, safe and supportive learning environment for all students. Relationships of mutual respect between students and staff go a long way toward reducing disruptive student behavior. Developing a sense of belonging in the students toward the school is also a key step in reducing problem behavior. The goal is to create a culture where when behavioral problems arise the students themselves proactively address the situation. When adults take disciplinary action it should be designed to teach new behaviors. Discipline should not deprive students of the opportunity for continuous academic learning.

It is critical for all teachers and administrators to understand how poverty can influence learning. Poverty related factors can intervene in the students' ability to learn through health and well-being, language and literacy development, material resources, and mobility. EMAN believes that schools must foster a bond between the students and the school, by fostering caring relationships creating student advisories, creating smaller learning environments, and increasing the likelihood participation in extracurricular activities. Trust must be established between school and home, student and teacher.

According to Coggins (2002), student behavior is a national concern within schools today. The disruptive behavior of students can be attributed to various causes, which can include learning disabilities and other physical and psychological disabilities. Schools have an obligation to educate all students regardless of their learning abilities or suspected disabilities. In order to ensure effective learning, schools need to address the multiple needs that students have.

Steps that EMAN has taken in other schools include:

1. Monitoring data related to ensuring a safe learning environment.
2. Connecting every student to a caring adult.



3. Student advisories.
4. Personalized relationships through small learning environments.
5. Opportunities for all students to participate in extracurricular activities.
6. Engaging families in the school.
7. Personalizing the connection between home and school.
8. Effective adult mentoring programs.
9. Community-based learning and service-learning opportunities.
10. Home visits.
11. Effective two-way communication between home and school.

Regular assessment practices will document the progression of student learning. An effective assessment plan incorporates interdependent assessment and evaluation processes to support data-driven decision-making assessments of children, educational programming (standardized criterion and normative based testing combined with objective and subjective classroom measures), teacher effectiveness, operations and finance, parental involvement and governance.

Measures of student achievement include standardized assessments - State mandated assessment, Measures of Academic Progress (NWEA-MAP), WIDA (as needed) in addition to formative and authentic assessments used by classroom teachers to include portfolios of students' project based learning. To improve teaching and learning, all teachers will attend workshops at the beginning of the school year, in which they will engage in the analysis and understanding of the most recent assessment results. Teachers also participate in Professional Learning Communities (PLCs) throughout the year on an ongoing basis. The results of all standardized tests are reviewed by the administration and teachers upon receipt of the data. Results are reviewed throughout the year to determine intervention strategies.

As administrators and teachers look at the data, they 1) plan how improvements will be made; 2) put a process in place to assure improvements will take place; 3) assess the process throughout the year; and 4) act on the information received. This is a continuous cycle.

Through this multi-dimensional approach, real-time tools provide teachers with data to readily identify challenges and opportunities for students. Aggregate classroom assessment data provide objective measures for teacher accountability and help identify challenges and opportunities for professional development. Administrators will analyze comparative data to understand how students are performing individually, in class cohorts, as a school and against community and state averages. Administrators and teachers will keep abreast of the latest bi-lingual language models and update the program as necessary.

Individual student progress is reported to parents and students at regular intervals throughout the school year. In addition, parent/teacher conferences are held at scheduled times to provide a greater opportunity for parents and teachers to discuss student progress. School wide progress is communicated to students, parents, stakeholders and the Board of Directors at least annually in the Annual Education Report .

Since its inception in 2003, EMAN has been highly successful in all areas of school management, bringing core improvements and efficiencies to any school. This has resulted in the overall success of the district and more specifically in student success.

EMAN is prepared to assume all operating responsibilities for Saber STEM Academy of Charlotte at the pleasure of the Board of Directors. EMAN's proficiencies in all areas of school management can easily be applied to SSA and will bring about higher levels of efficiency, transparency, fiscal responsibility and cooperation. EMAN's concerted efforts are specifically designed to provide a quality education to the students and prepare them to be competitive in the ever changing global environment of both today and tomorrow.

EMAN believes that its responsibility is to oversee day-to-day performance of staff to ensure the mission and vision of the academy are achieved, assist in the process for increasing enrollment and ensure improved academic performance to meet or exceed the Every Student Succeeds Act and Other state and federal regulations. EMAN will work closely with the Board of Directors in making sure that all students are learning, ensuring compliance with the charter contract and maintaining a spirit of fiscal stewardship for the public trust. EMAN will be involved in the initial screening and hiring of personnel, year- end evaluations for all staff, development, management and optimization of the Budget for the Academy, financial accounting for Grants (Title monies), other grant monies and State School Aid expenditures, procuring services and supplies for the school operation and the negotiation of other contracts for all school operations.



Lisa Weaves

Comments :

This was the mission statement provided at the beginning of this section: Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse. This section starts by saying that the primary education philosophy is preparing students for college... It is also not clear how NIET standards are compatible with SIOP strategies. Are teachers expected to learn both, will they be evaluated with both?

Section



Lisa Weaves

Ratings

Does Not
Meet the
Standard

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

Comments above in each section. It is not clear that there is consistency in the goals and tools, or the expected population.



9. Educational Plan

9.1. Instructional Program

Q113. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



SSA's STEM program is aligned with the National Institute of STEM Education (NISE) STEMSCOPES program. During its curriculum selection process, developers listened to parent requests for college preparation, researched high performing STEM schools in the area and completed webinars on the efficacy of STEM schools. As a result of this **evaluation and research**, SSA will feature a **STEM** driven curriculum focus delivered through **Project Based Learning** methodology within the **SIOP** model. Project-based learning puts ELs at the center of dynamic teaching practices, casting students as active agents in their own learning. The benefit is that these EL students are learning vocabulary and other language skills while working together and poring over meaningful content. The National Academies of Sciences, Engineering and Medicine (2018) wrote that "ELs develop STEM knowledge and language proficiency when they are engaged in meaningful interaction in the classroom...STEM subjects afford opportunities for alternate routes to knowledge acquisition." Research into STEM education shows that all students including English language learners and students with special needs benefit from the learner-centered and hands-on instruction that STEM programming supports (Jolly, 2016 and Sotomayor, 2013).

As aptly stated by the United States Department of Education (<https://www.ed.gov/stem> (<https://www.ed.gov/stem>)):

In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering, and math, including computer science—disciplines collectively known as STEM/CS. If we want a nation where our future leaders, neighbors, and workers can understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce, building students' skills, content knowledge, and literacy in STEM fields is essential. We must also make sure that, no matter where children live, they have access to quality learning environments. A child's zip code should not determine their STEM literacy and educational options.

To document student success within this model, the educational goals shall be measured by the North Carolina Comprehensive Assessment Program (TCAP), NWEA's Measures of Academic Progress (MAP), and World Class Instructional Design and Assessment program known as WIDA.

North Carolina EOG, EOC and Check-Ins shall be administered on an annual basis in accordance with the State's test calendar.

NWEA MAP K-8 -NWEA's MAP shall be administered three times each year (Fall, Winter, and Spring). "MAP assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance. Educators use MAP data to inform in-the-moment instructional practices, gain insights into college readiness, and view grade-independent academic growth" (NWEA.org).

WIDA and W-Apt K-8 -Based on the academy's anticipated student population that is expected to include long-term English Language Learners, the academy will also annually administer the WIDA and W-Apt to measure the growth of English language proficiency. The W-Apt or WIDA-ACCESS Placement Test is used as a screener test of English language proficiency and is administered to incoming students who may be designated as English language learners, based initially on the Home Language Survey. WIDA is the English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELs). This tool measures growth in English proficiency and assists the school in assigning students to various internal support systems (Multi-tiered System of Support) based on their current level of English proficiency.

The written curriculum will be clearly outlined for the teachers using unit calendars and maps using a curriculum mapping program called **Rubicon Atlas** (Atlas) available at <https://emaninc.rubiconatlas.org>. Atlas units provide teachers with standards, objectives, key vocabulary, intellectual processes, and lesson sequences along with resources. Atlas units of study range from 3-8 weeks depending on the subject matter. Teachers and administrators will be provided with comprehensive training in the implementation of Atlas. Using Atlas, teachers create weekly lesson plans and reflect on these weekly lesson plans as needed. These lesson plans are submitted to the building leader who utilizes the lesson plans in formal and informal classroom observations. The lesson plans are also reviewed to ensure compliance with the written curriculum and alignment to state standards. This process allows for the administrators to note any changes that may be deemed necessary per the teachers' feedback. In addition, weekly walk-throughs allow for administrator feedback on the alignment of the taught curriculum versus the written curriculum. After every comprehensive unit, teachers provide a written unit feedback through their reflections from teaching that unit. This feedback is reviewed by the administrators and discussed in quarterly meetings to allow for collaborative discourse. In addition to the teachers and administrators, the Curriculum Committee also meets monthly to ensure that current practices match the



standards; audits the standards taught; provides recommendations on revisions and works on developing the district curriculum.

To further support the academic focus, SSA shall engage in comprehensive review and monitoring of the written curriculum, student performance and achievement using a 360 reflection-feedback and observation model. The 360-feedback loop will include annual surveys from all stakeholders including parents, students, teachers, and community members. There will be at least 3 parent meetings during the year to collect qualitative feedback from parents and community members. Annual online surveys on school climate and culture will provide additional perspectives on continuous improvement.

The written curriculum will be updated on an annual basis using the feedback from teachers, student data and best practice research. The Academy is invested in the program monitoring process and has a clearly outlined framework that emphasizes deliberations and discourse on an iterative basis to ensure that the intended curriculum is matching the classroom practices.

Curricula choices have been made based on alignment with the North Carolina standards and the ability of the curricula when taught with fidelity to advance student achievement and reduce the achievement gap between EL students and non-EL students. Choices have also been made based on the experience of the development team in serving an English language learner and at-risk population. In evaluating various curricula options, developers utilized the Hanover Research Planning Tool. Their "Step-By-Step Guide to Program Evaluations" includes three stages beginning with Stage 1) Prioritization and moving to Stage 2) Planning and culminating in Stage 3) Evaluation. Through this process, the Academy has identified its objectives, and aligned the program specific to meet the identified strategic goals while also determining the appropriate measures, assessment tools and documentation needed to evidence the program's success. The process also included self-reflection and inquiry into the stakeholder's (teachers, administrators, Board of Directors, parents, students, and employers) expectations and buy-in. The result is the STEM focused curriculum that will be a unique offering at SSA.

To accomplish the stated goals as described in the response to question 8 and as identified during the evaluative process, all SSA educators (teachers, specialists, and paraprofessionals) will utilize **Rubicon Atlas** (<https://emaninc.rubiconatlas.org/Atlas>) for curriculum mapping across the content and grade levels in the provision of an integrated STEM education, ensuring both vertical and horizontal alignment. Rubicon Atlas incorporates ready access to all curriculum outlines, abstracts, resources, standards, and more. Collaboration tools enable educators to easily work together on curriculum. It is horizontally and vertically aligned to the **North Carolina Academic Standards** (<https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study>). Rubicon Atlas is designed to electronically provide curriculum enhancement and will be customized to reflect SSA's **STEM** and **PBL** (Project Based Learning) pedagogy, academic standards, and unique curricular needs. Rubicon Atlas provides a powerful lens through which each teacher can follow their students' journeys to academic success while delivering instruction within the proven **SIOP** (Sheltered Instruction Observation Protocol) model. Using the North Carolina Academic Standards and a variety of STEM resources, teachers will be able to implement Atlas Rubicon units in their classrooms.

STEM has been chosen because of the research that shows its efficacy with English Language Learners. Tate (2019) argues that "English learners may in fact be well-suited to more advanced materials in science, math and coding." STEM (<https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/stem-education-and-leadership>) education at SSA will occupy a multidimensional space which utilizes a unique approach to teaching and learning that fosters creativity and innovative thinking in all students. STEM lessons are not single experiments or assignments, but a range of learning experiences with a purposeful degree of connection. The goals for students include STEM literacy, 21st century competencies (<http://www.p21.org/our-work/p21-framework>), and workforce readiness. Outcomes for students include STEM related employment, STEM interest, and the development of a STEM identity in addition to overall learning and achievement. Implementation requires adjustments to the learning environment, and the provision of educator supports for a well-thought-out instructional design. Two high level learning objectives associated with integrated STEM education include STEM literacy and 21st century competencies; both of which often lead to collegiate and career success. STEM literacy includes an awareness of the roles that science, technology, engineering, and mathematics play in our global society, and at least a basic level of application fluency. 21st century competencies are a blend of "cognitive, interpersonal, and intrapersonal characteristics that may support deeper learning and knowledge transfer" (Schweingruber, McGraw Hill, Honey, 2014). SSA will utilize **STEMscopes** (stemscopes.com) as part of the primary science curriculum resource. Detailed studies on the efficacy of STEMscopes can be found at www.stemscopes.com/case_studies (http://www.stemscopes.com/case_studies). In addition, hands-on partnerships will be supported by **A World in Motion** (AWIM), **Engineering for Kids** and other similar projects. "Student engagement is facilitated through classroom interaction and hands-on, real-world application. This is true for EL and non-EL students taking STEM courses" (Jankowski, 2016). Jankowski adds that,



“ELL students can improve their English language skills even more through real-world applications that are taught in STEM lessons.”

The STEM focus will be woven throughout all the subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Nutrition, Technology and World Languages. While one subject may have a dominant role, the strategy is always to develop the students' knowledge or skill in multiple content areas using a trans-disciplinary approach. The inclusion of concepts or practices from other subjects is utilized to support or deepen enhanced learning and understanding in multiple subject areas.

Saber STEM Academy will implement teacher and campus certification from the National Institute for STEM Education. NISE's philosophy is at the cutting edge of STEM pedagogy by integrating fifteen teacher actions across three domains. The work of the STEM teacher sets the stage for the level of student engagement that is achieved. SSA believes in the NISE philosophy that effective teachers:

1. Are highly influential
2. Are generally effective but are dominated by actions most appropriate to a STEM classroom
3. Are most susceptible to observation and coaching

The guiding principles from NISE that serve as the backbone of the campus certification in STEM education are:

1. Student autonomy
2. Constructivism
3. Explicit/reflection model of instruction of the nature of Science
4. 21st Century skill building

Saber STEM Academy teachers will be NISE certified and campus certification will begin as soon as the school commences operation. Saber STEM Academy will be one of the few NISE Certified Schools in the State of North Carolina.

In addition to NISE Certification, Saber STEM Academy will also pursue North Carolina STEM Schools of Distinction Designation. The North Carolina STEM School of Distinction designation was developed to highlight those schools that have successfully implemented a STEM education plan. The North Carolina STEM School of Distinction Designation will be recognized by the North Carolina Department of Education for its use of STEM teaching and learning strategies and serve as a model. By partnering and collaborating with the North Carolina STEM Recognition Program, Saber STEM Academy will be fostering the highest standards in STEM education.

The full written curriculum for all grade levels and all subject areas will be drafted in Rubicon Atlas and will be finalized with the full participation of the teachers. Rubicon Atlas provides a logical sequence of learning standards aligned to both state and national requirements. The alignment provides both vertical and horizontal scope and sequences, in addition to the curriculum map of the course with essential vocabulary, resources and tools and assessments. The curriculum is easily accessible to all staff and administration.

SSA has adopted Rubicon Atlas as a curriculum mapping tool and digital platform for the written curriculum. The curriculum for all subjects and courses identified will be available at the school or electronically accessible at the following links:

- Rubicon Atlas (Atlas) <https://emaninc.rubiconatlas.org> (<https://emaninc.rubiconatlas.org>)

The following subjects/courses are offered at the Academy.

Course	Curriculum Source	Curriculum Resources	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade



English		Wonder Reading (K-6)										
English		Study Sync (7-8)										
Language Arts (Reading, Writing, Comprehension)	ATLAS	Fountas & Pinnell	X	X	X	X	X	X	X	X	X	X
		Being a Writer										
		Collaborative Classroom										
Mathematics	ATLAS	STEMScopes	X	X	X	X	X	X	X	X	X	X
Science	ATLAS	Stemscopes Inspire Science	X	X	X	X	X	X	X	X	X	X
Health	ATLAS	Everfi	X	X	X	X	X	X	X	X	X	X
Fitness and Well-Being	ATLAS	Everfi	X	X	X	X	X	X	X	X	X	X
Art	ATLAS	Abakadoodle	X	X	X	X	X	X	X	X	X	X
World Language – Arabic	ATLAS	Rosetta Stone StarTalk	X	X	X	X	X	X	X	X	X	X
Engineering	ATLAS	Engineering is Elementary	X	X	X	X	X	X	X	X	X	X
Additional STEM Program Electives	ATLAS	Stemscopes							X	X	X	



Technology	ATLAS	Microsoft Office Suite	X	X	X	X	X	X	X	X	X
Citizenship and SEL	ATLAS	Leader in Me	X	X	X	X	X	X	X	X	X
Social Studies	ATLAS	McGraw Hill K-8	X	X	X	X	X	X	X	X	X

SSA's approach to curriculum is designed to make all learning standards come to life for students by connecting learning to real-world issues and needs specifically in the core content areas of mathematics and science and interfused with technology, engineering, and the arts. Academically rigorous projects and service-learning activities inspire students to think and work as scholars. The teachers and school leaders work together to develop and ensure that all students receive a standards-based curriculum that is mapped for effective planning and instruction. Mapping skills and content throughout the curriculum involves intense standards alignment, skill and concept maps, and content maps.

To develop meaningful learning activities, grade level teachers are responsible for collaboratively designing effective STEM focused project-based learning activities that engage students in real-world connections guiding them toward higher levels of academic achievement. STEM focused project-based learning involves students in original research, critical thinking, and problem solving. This process builds character along with strong academic skills. Project-based learning is also designed to build literacy skills in students, particularly in the reading and writing of nonfiction text.

The teachers at SSA will require students to produce high-quality work. The Academy will support, celebrate, and reflect on student work to create a culture of excellence. Students will be prepared for global citizenship in an increasingly, complicated, and interconnected world. This preparation requires cross-discipline study in order which then develops knowledge of diverse cultures, languages, and political systems in addition to a broad-based knowledge of physical terrains, ecosystems, and natural forces of our planet. Integrating global awareness also prepares students to be environmental stewards and proponents of social justice. Students will be challenged to consider solutions to social problems such as climate change, economic inequities, international terrorism, and conflict. Students will be encouraged and supported to envision how they can personally make a difference.

SSA will prepare students academically for success as life-long learners. Paving the way for college must begin in the primary years. Eliminating inequities and learning barriers, SSA will ensure that all students have the option and opportunity to go to college by providing a college-bound curriculum, creating college-bound cultures, and providing structures to support college and career readiness utilizing technology for a new generation.

To facilitate the curriculum, SSA will utilize Rubicon Atlas (<https://www.rubicon.com/offerings/atlas-curriculum-design/> (<https://www.rubicon.com/offerings/atlas-curriculum-design/>)). Atlas is the leading curriculum design and management system and is used by schools around the world. Atlas is customizable, with planning templates uniquely designed for each school's curriculum approach, and Atlas also provides detailed reporting to help schools achieve curriculum goals. Atlas brings together the school's community to support collaboration in curriculum design and review. Teachers using Atlas develop their own unique curriculum, easily align to standards, and quickly share classroom best-practices with their colleagues.

As the trusted choice for education communities all over the globe, the Atlas developers understand the need for a custom curriculum management system that grows with the school. More than just a repository, the system comes with incredible support and training for users to ensure engagement of stakeholders and a strong process. Atlas integrates any mandated curriculum into the school's system and provides teachers the ability to personalize curriculum with differentiation and instructional strategies.



Atlas has a dedicated standards team that maintains national and international sets of standards. They also consult on the design of local school standards. Along with the standards editing tool, which facilitates the development, unpacking, and identification of power standards, Atlas contains all the sets of learning outcomes the curriculum aligns to. Within the unit planners, teachers can target the specific standards and benchmarks and align assessments to standards.

Atlas is a web-based application used for curriculum mapping. All that a teacher needs are a computer with an internet connection and a current web browser. Atlas maintains regular backups of curriculum data, so school administrators and teachers don't have to. Additionally, Atlas is designed with an API, so all that hard work can be integrated into other systems. The system is password protected and the data is backed up daily. Teachers can always retrieve deleted content through recycle bins and activity logs accessible in the system.

Atlas is integrated with Google Docs™, Microsoft OneDrive™, and SAML. An API has been created that is available when administrators or teachers need it. The newest product, Pleiades (<https://rubicon.com/offerings/pleiades/>), connects the curriculum in Atlas to student assessment results. By visualizing the school's assessment data, teachers and administrators can compare multiple assessments at once and link the results to curriculum all in one place. In addition to the written curriculum in Rubicon Atlas, teachers will have access to the resources as noted in the course descriptions that follow including Teacher Texts and Guides.

A Cross-Disciplinary Approach

The curriculum at SSA will include instruction in the following subject areas across the grade levels aligned to the North Carolina Standards as appropriate. Course offerings will include:

- English Language Arts
- Mathematics
- Science
- Social Studies with an emphasis on Core Democratic Values
- Visual Arts
- Physical Education
- Foreign Language: Arabic or Spanish
- Engineering
- Additional STEM Program Electives (offered to 6-8 Grade students)
 - Coding
 - Robotics
 - Cybersecurity

Reading

Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. At SSA, comprehension strategies and critical thinking skills are taught across all grade levels to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text and learn to read carefully to extract evidence from text. Complex text sources are used as an enriching challenging. Complex text presents students with an opportunity to go beyond their perceived limits and accomplish more than they thought possible. Students tackle complex texts (individually and in groups) with care and patience to strengthen reading skill.

Reading is taught across all content areas because each subject area requires students to learn from different kinds of texts. Even math, science, technology, and art teachers explicitly teach and support students to be strong readers of text within their discipline. By integrating reading throughout the school day, the importance of reading is conveyed, and students develop skills in critical thinking and meaning.

The primary reading program is ***Wonders Reading (McGraw Hill) and Study Sync***, along with ***Fountas & Pinnell*** leveled readers for guided reading groups.

Writing

At SSA, writing is taught across the curriculum in all grade levels. Students learn to write effectively to inform and to build arguments substantiated with evidence. They also learn to write with literary power in narrative and poetic genres. Teachers of math, science, technology, and the arts explicitly teach and support quality writing within their discipline. Students learn to write like historians, scientists,



mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom. Writing is the central vehicle for learning and communicating in all classrooms. The primary writing program is "*Being a Writer*" from the *Collaborative Classroom*. Writing is taught explicitly using genre-based standards and the formal writing process.

Mathematics

At SSA, math is taught with rigor and integrity in discrete math classes. However, along with discrete math instruction, math is integrated into projects whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that the Academy celebrates literacy through events, projects, community meetings, exhibitions, and displays, mathematical thinking and learning is showcased and discussed throughout the building.

Teachers at SSA focus on foundational facts – vocabulary, formulas, algorithms, and number facts – that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is a strong focus on developing problem-solving skills and critical thinking. Students learn to use appropriate technology strategically for problem solving. Technology tools are not used as a substitute for learning foundational facts but are used to enhance conceptual understanding and problem solving. Math teachers support students to think like mathematicians and cultivate mathematical habits of mind – curiosity, risk-taking, perseverance, and craftsmanship. Students learn to reason abstractly and quantitatively, model mathematically to empirical situations, construct and critique mathematical arguments.

The primary resource for math instruction will be Stemsscopes Math.

Science

Teachers at the SSA support students to read, write, think, and work as scientists and problem solvers. Students use project-based learning and collaboration with professional scientists and engineers for interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community and the broader community.

SSA teachers reinforce connections among science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

SSA will utilize *STEMscopes* as part of the primary science curriculum resource for STEM activities for K-8. Students in grades 6-8 will also follow a traditional life science, physical science and earth science learning track using *McGraw Hill*.

Engineering

The Engineering curriculum at SSA is an inquiry-based STEM curriculum that teaches students thinking and reasoning skills needed for success. Built around the engineering design process, SSA students learn how to solve problems systematically, creating skills, optimism, and attitudes that are vital for their futures. Integrated lessons, activities, and web resources aim to help students learn more about engineering. Some of these resources come from the National Science Digital Library (<https://www.nsf.gov/cgi-bin/good-bye?http://nsdl.org/>) (NSDL). NSDL is the National Science Foundation's online library of resources for science, technology, engineering, and mathematics education. SSA will integrate the engineering standards with the hands-on programs offered by "*Engineering is Elementary*", EiE curricula. This program will provide a strong emphasis on the design process.

Technology

Students will become literate in technology and develop skills and abilities to utilize technology in ways that enhance communication and problem solving through various ways of accessing, managing, integrating, evaluating, and creating information to improve learning in all subject areas. Technology education is designed to create lifelong knowledge and skills for the 21st century. Students will become proficient in Microsoft Office Suite by grade 8. While the STEM focus will be integrated throughout the curriculum at all grade levels, students in 6-8



grades will have electives available in Coding, Robotics, Cybersecurity, Web-based and Computer Applications.

Social Studies

At SSA, the social studies curriculum is prioritized so that students develop an understanding of enduring concepts that can be applied to the global world as it continues to evolve. Teachers view social studies as a way to develop each student's capacity to interpret their world critically and to then engage productively in the world. Teachers help student to understand the big picture and timeline of history, emphasizing deep understanding rather than memorization of a myriad of facts and details. It is through this focus on the big picture that teachers support students to appreciate and understand diverse cultures and develop an understanding of the connections among ancient and modern cultures. To help animate history, teacher choose compelling case studies and projects that include narratives that intertwine history, government, economics, geography, and culture, eliciting and illuminating enduring themes. Students investigate and address social issues within their local community and become compassionate community members. While learning social studies, students act as social scientists. They analyze primary sources, consider multiple perspectives, conduct research, and draw conclusions. Explicit literacy instruction is a focus for all students at all grade levels. As a result, students learn to read, write, and think as historians.

McGraw Hill K-8 is the primary resource for social studies.

Arts

At SSA, the arts in all forms (including music) are celebrated as a foundation for understanding culture. They are a considered and valued as a central aspect of learning and life. Artistic skills are understood as intelligences and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with all other subjects. SSA will be filled with student artwork, displayed in such ways that honor the work. Artistic performances are a point of pride for the Academy.

The visual and performing arts are taught using the same effective instructional practices that are used in the other disciplines and all students have access to professional artists and professional exhibitions and performances. Classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines. Arts are often used as a window into disciplinary content in other academic subjects. The arts are also used as a window into diverse cultures and regions of the world.

Fitness and Well-Being

SSA promotes wellness in students and staff. Healthy eating, exercise, stress reduction, and healthy relationship – the key elements of physical and mental health – are included as part of the Academy's wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition and character development, and reinforces the Academy's culture of respect, responsibility, and achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate. Experiences in the real world – working in and appreciating nature – are a priority for students and staff. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. The Academy provides a healthy hot lunch program with breakfast and snacks and discourages unhealthy foods. Staff emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students.

Curriculum Expectations

Curriculum expectations are communicated to staff, students, and parents in a variety of ways. Staff is informed about the curriculum in written communications embedded in the academy's various operations manuals, to verbal communication via one-on-one or group meetings including professional learning communities (PLC). Ongoing communication with staff also occurs via the academy evaluation rubric through the National Institute for Excellence in Teaching (NIET). Parents are informed about the curriculum through the website, Open Houses, Orientation meetings, Parent/Student Handbook, and regular curriculum meetings. Students are informed about the curriculum expectations through classroom syllabi and daily content and learning expectations that are verbally communicated by the teacher and put in writing on the board.

The key characteristics of the academic plan are embedded in the constructivist worldview of the theories of teaching and learning. Dewey (1938), referenced that learning is social activity. Vygotsky (1978) further supported the significance of interactions and experiences during



the learning process. He attested to the importance of co-construction of knowledge and working within the zone of proximal development are essential to the learning process. Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256) Using this constructivist approach, we have selected the Problem-Based Learning (PBL) model to reflect the main vehicle of delivery for our educational program. PBL will be an appropriate fit for the learning environment because it motivates course content and maximizes learning via investigation, explanation, and resolution of real and meaningful problems. Using this student-centered approach will enhance the development of practical skills and higher-order thinking skills. The ultimate goal of the PBL method is to ensure that students are developing their problem-solving skills through a self-directed learning as a lifetime habit and teamwork skills. As stated by Larson (2001) students in the PBL classroom improve their social skills as they have more opportunities to practice using the language for authentic communication. The following structures will be part of the academic plan to ensure that PBL strategies are streamlined and embedded throughout the students' experiences:

- Cooperative learning—students will develop skills and competencies to succeed in small and large group environments with common goals.
- Guided inquiry—teachers will develop skills and competencies to successfully implement and facilitate a guided inquiry cycle in the classroom using a gradual release model.
- 5E lesson design—all PBL activities will be aligned to the 5E lesson design (Engage, Explore, Explain, Elaborate and Evaluate).

The Academy's Educational Program will be predicated by the North Carolina Academic Standards and supported with the WIDA English Language Development standards. Instructional strategies are based on best practices and research-based frameworks. The teachers at The Academy will utilize SIOP strategies, Cooperative Learning strategies and Project Based Learning strategies to engage students in active academic tasks. Best practice methodology includes setting clear lesson goals, starting lessons with show and tell, questioning to check for understanding, utilizing graphical summaries, practice, providing students with feedback, flexibility with timelines for learning, encouraging productive group work, teaching strategies for learning and nurturing meta-cognition (<http://www.evidencebasedteaching.org> (<http://www.evidencebasedteaching.org>)).

Atlas Units will provide clear guidance to teachers on incorporating critical thinking and scaffolding students' higher order processing skills. There will be a clear direction for teachers on how to use the Gradual Release Model to prepare students for meeting rigorous standards. The *Gradual Release Model* uses basic phases of teaching to include the "I-do, We-do and You-do" cycle with an emphasis on formative assessments to direct student learning.

In addition to ATLAS, teachers will have access to a variety of primary and secondary resources, as noted below, which will be aligned to the standards and objectives of each lesson. Using NIET's teaching standards rubric, teachers incorporate lesson segments to interact with new knowledge, deepen and practice new knowledge and help students test and hypothesize to synthesize new knowledge. Teachers will also use formative assessment data to tailor instruction and provide feedback to students to help them monitor and track their learning goals.

English Language Arts Instruction (Reading Comprehension & Fluency, Vocabulary, Grammar, Writing, Spelling): SSA will utilize the North Carolina Academic Standards for Language Arts instruction. The standards can be downloaded from the web by visiting <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/english-language-arts>.

The standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K-12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

Students are asked to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This develops critical-thinking, problem-solving, and analytical skills required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The North Carolina Academic Standards and the College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help



students meet the challenges of reading, writing, speaking, listening, and language in their respective fields.

It is important to note that the grade 6–8 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to read texts closely and attentively in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

The textbook series will be McGraw Hill's Wonders Reading Program and StudySync series, coordinated with the McGraw Hill Language for Learning System utilized by English Learners. The system uses a balance of content area reading and high interest stories to provide research-based reading and language skills instruction. Program features include academic language acquisition, instructional support imbedded resources, and ancillary support. Students utilize the McGraw Hill English Learning System not only to master English, but to improve understanding of content material and vocabulary as well. The connection between the English Learning System and the actual reading program using Fountas and Pinnel leveled readers give students an integrated approach that reinforces instruction both in English and in reading comprehension.

Students will work with their instructor daily in Guided Reading Groups. This gives every student the opportunity to work with their teacher one on one every day. Every student is given a chance to work on grade level reading comprehension skills taught to the class at their own reading level. Celebration of success at all levels of performance is extremely important for continued growth.

One additional supplementary resource used is Making Meaning Comprehension and Vocabulary series. This allows English Learners to focus specifically on comprehension strategies and vocabulary that is used daily. Such a focus is extremely important for those learning the language and allows them to read content area textbooks and stories more easily.

Mathematics Instruction: Stemsopes Math will be utilized for mathematics instruction. This program will be used to meet the North Carolina Standards content objectives for math, found at <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/mathematics>.

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is “a mile wide and an inch deep.”

These new standards build on the best of high-quality math standards from states across the country. They also draw on the most important international models for mathematical practice, as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators, parents and students, and members of the public.

The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards.

The math program concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.



These standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something also means asking a teacher to assess whether the student has understood it. What does mathematical understanding look like? One way for teachers to do that is to ask the student to justify, in a way that is appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

During class time students and teachers work together from the textbook, completing all the problems together so that students can master the content. Manipulatives and technology are utilized on a regular basis so that students can engage more meaningfully with the content. As students master grade level objectives in class, Accelerated Math worksheets will be given as homework. Worksheets allow teachers to differentiate instruction by tailoring worksheets to each individual student learning level, arrange groups for small group or individualized instruction, and design groups for cooperative learning during class. The Accelerated Math program works by initially assessing all students, determining their strengths and weaknesses, and then designs sheets that instruct students in areas of weakness or challenge them in areas of strength, offer practice opportunities, and then create assessment worksheets. Students complete the worksheets on a separate answer sheet that gets graded by the computer. At that point, the program determines whether more instruction and practice are needed or whether a new topic should be introduced.

With iPads and laptops, students will visit websites to practice skills, play games, and take assessments. Students will utilize: BrainPOP! and BrainPOP! Jr., www.sheppardsoftware.com (<http://www.sheppardsoftware.com>), and www.coolmath-games.com (<http://www.coolmath-games.com>). Games and activities allow students to use math skills to accomplish tasks for everyday life will be utilized whenever possible. The primary resources for math are McGraw Hill My Math Program (K-5) and Eureka Math (6-8).

Science Instruction: Instructors will utilize the North Carolina Academic Standards and Next Generation Science Standards to teach our students grade level science concepts. Teachers will be offered opportunities to obtain STEM certification through the National Institute for Stem Education (NISE). The standards are located at <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/science>. While McGraw Hill textbooks will serve as the main resource, STEMscopes classroom science kits providing hands-on experiments and activities that engage students in the excitement of performing science. For Middle School students, McGraw Hill's Inspire Science kits are used as the performance piece, allowing students to work with more sophisticated pieces of equipment, integrate math and record-keeping and work more consistently using the Scientific Method. Resources such as Stemsscopes, Discovery Ed streaming, www.primarygames.com/science.php (<http://www.primarygames.com/science.php>), www.sheppardsoftware.com/science.htm (<http://www.sheppardsoftware.com/science.htm>), www.sciencekids.co.nz/gamesactivities.html (<http://www.sciencekids.co.nz/gamesactivities.html>), Engineering is Elementary and AWIM Science Kits provide examples of the scientific method in process, view demonstrations or experiments, and demonstrate their understanding through various activities and performance assessments.

Social Studies Instruction: The academy will follow the North Carolina Academic Standards for Social Studies for all grade levels. The standards and several excellent resources can be accessed from <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/social-studies>. The McGraw Hill textbook series serves as the major resource to keep students engaged and enthusiastic.

In addition, students will utilize Discovery Education, Sheppard Software, other on-line games, and Reader's Theater as appropriate. Further, students will be engaged in community projects, gaining a deeper understanding of community and the need to know about all cultures, history, geography, and economies of the world.

During its curriculum selection process, developers listened to parent requests for college preparation, researched high-performing STEM schools in the area, and completed webinars on the efficacy of STEM schools. As a result of this *evaluation and research*, SSA will feature a STEM driven curriculum focus delivered through *Project Based Learning* methodology within the *SIOP* model. Project-based learning puts ELLs at the center of dynamic teaching practices, casting students as active agents in their own learning. The benefit is that these ELL students are learning vocabulary and other language skills while working together and poring over meaningful content. The National Academies of Sciences, Engineering, and Medicine (2018) wrote that "ELs develop STEM knowledge and language proficiency when they are engaged in meaningful interaction in the classroom...STEM subjects afford opportunities for alternate routes to knowledge acquisition." Research into STEM education shows that all students including English language learners and students with special needs benefit from the learner-centered and hands-on instruction that STEM programming supports (Jolly, 2016 and Sotomayor, 2013).

As developers researched various curriculum resources, they were directed by the **Hanover Research Planning Tool**. Their Step-by-Step



Guide to Program Evaluation prompted the developers to engage in three stages to maximize the academy's investment in programs, resources, and policies. Stage 1 was a Prioritization Stage wherein the team created lists of major programs and initiatives to be considered; established criteria and chose specific programs for evaluation. Stage 2 involved extensive planning to build staff and organizational capacity; promote stakeholder buy-in; increase familiarity with standards and set goals. The final stage of Evaluation brought the team together to collect and analyze data, develop findings, create an action plan, and implement the established action plan.

Project Based Learning (PBL) with hands-on applications will be used to teach STEM subjects in an integrated fashion. PBL provides students with opportunities to apply STEM knowledge and engage in STEM practices in interesting and relevant experiences and contexts. PBL is more student-centered, experiential, and open-ended with successful results when working with long-term English language learners. PBL provides students with an experiential instructional strategy that encourages students to be active learners. PBL engages students in projects that are based on problems encountered in real life, where multiple solutions are possible. Unique characteristics include small group work in a classroom where the teacher serves as a facilitator or guide. The acquisition of new information is acquired through self-directed learning.

Research (Boaler, 2002) **shows** that after three years in a PBL school, the PBL students outperformed traditional students in mathematics achievement in both conceptual and applied knowledge. The experience of project-based learning was found to reduce student math anxiety.

In alignment with the National Institute for STEM Education, the Academy will incorporate the PBL Gold Standard (www.pblworks.org) (<http://www.pblworks.org>) framework to provide teachers and school leaders to develop a comprehensive PBL model. This model focuses on sustained inquiry and uses an iterative process to help students engage in research. The following seven steps are iterative in nature: develop essential questions, engage in inquiry, incorporate authenticity, embrace student voice, promote reflection, facilitate critique and revision, and create products/presentations to share. Teachers will continue to teach the state standards in all core classes. Students will engage in one STEM-based PBL project each marking period. This project is organic in nature and will be designed with students' questions and interests in mind. Each day students will spend 25-30 minutes on exploring and explaining the concepts and vocabulary. The remainder of the 60 minutes will be on STEM activities to promote the PBL's goals for each week. On Fridays, students will apply the concepts learned to their group project. Teachers will meet with students to clarify their understanding and/or misconceptions. Students will receive rubric-based feedback three times during the marking period. All completed projects will be presented to the whole class each marking period.

Project Based Learning will be the vehicle for delivering most of the curriculum. This delivery system will be supported by the Sheltered Instruction Observation Protocol Model (**SIOP**). SIOP is a **research-based approach** to delivering instruction to English Language Learners but has also been proven effective with all children. (<http://www.siopinstitute.net/about.html>). SIOP provides an (8) element framework: 1-Preparation; 2-Building Background; 3-Comprehensible Input; 4- Strategies; 5-Interaction; 6-Practical Application; 7-Lesson delivery; 8-Review and Assessment. SIOP gets students involved by providing a daily plan that teachers follow consistently. This plan is posted in the classroom for students to see. It has been employed with ESL as well as non-ESL students and research shows its effectiveness within all populations. When all teachers and grade levels utilize the SIOP approach, continuity and integration is ensured for all students at all grade levels. Teacher support will be essential to the sustainability of the programming. Therefore, Master Teachers and coaches will be working closely to monitor implementation.

Applicant Evidence :

 IS183-Quick-Reference-Guide-K...	 IS184-Quick-Reference-Guide-1...	 IS185-Quick-Reference-Guide-2...	 IS186-Quick-Reference-Guide-3...
Uploaded on 4/29/2022 by Lorilyn Coggins			
 IS187-Quick-Reference-Guide-4...	 IS187-Quick-Reference-Guide-4...		
Uploaded on 4/29/2022 by Lorilyn Coggins	Uploaded on 4/29/2022 by Lorilyn Coggins		

Q114. Will the proposed charter school serve a single-sex student population?



- Yes
- No

Q118. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The Academy will serve K-8 students. The elementary school division is for grades K-5 and middle school for grades 6-8. Using evidence based and research-based practices, the differentiation is based on developmentally appropriate activities and needs in mind.

Instruction will be delivered in a traditional self-contained classroom setting with certified teachers and additional support provided by bilingual paraprofessionals. Based on the needs of long-term English language learner students, additional supports will be provided in a “push-in” and “pull-out” basis from content specialists and ESL coaches as student needs demand.

Students who are identified and qualify for special education will receive ancillary supplemental instruction from a dedicated resource room teacher with additional services as needed from a contracted occupational therapist, speech therapist and social worker as individual IEPs may dictate. The goal will be to ensure that every student receives as much “main-stream” instruction as possible.

Class size will be limited to 22 students per class with one certified teacher. Additional paraprofessional supports, reading and math coaches, along with ESL coaches will be provided as needed.

Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



Due to an anticipated large population of EL students, the Academy will adopt Sheltered Instruction Observation Protocol as a universal method of teaching and learning. Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. "The SIOP Model is an empirically-tested, research-based model of sheltered instruction that serves as a framework for planning and delivering instruction in content areas such as science, language arts, history, and mathematics. It also helps ESL (English as a second language) and ELD (English language development) teachers incorporate content topics and classroom tasks into their language lessons. SIOP reflects best practices from the research literature, each of its components are grounded in research, and it has a solid research base from empirical studies conducted on the SIOP Model itself" (<https://www.janaechevarria.com>) (<https://www.janaechevarria.com>). The SIOP model is known to the development team having been effectively utilized at other Network schools resulting in stronger ELL growth and progress. The SIOP Model can be used with STEM and PBL to advance EL achievement.

The Academy's proposed instructional methods are well-suited to the targeted student population because these are tailored to the individualized needs of that community. Given the fact that the community population is representative of over ten different ethnicities, speaking more than fifteen languages, the SIOP method will benefit this EL population. In addition, the Arabic language elective will be a unique enhancement to the program because there was a specific need identified in the community surveys to provide this language as the foreign language. Arabic was also identified as the most frequently spoken native language.

The educational program also emphasizes the importance of culturally responsive teaching through a variety of unique literature and resources to promote a positive image of immigrant families. In addition, our teachers and staff will be trained in culturally responsive methods to ensure the fidelity of the curriculum.

The Academic Plan is fully aligned with the North Carolina Academic Standards. The Academy has designed the scope and sequence of the unit plans to correlate with the standards to ensure that ALL students reach mastery of the required content. Grades K-8 students will experience a comprehensive and tailored transdisciplinary curriculum which will be enveloped in a research-based instructional rubric. All TAS aligned unit plans will be curriculum mapped in the Rubicon Atlas platform.

STEM has been chosen because of the research that shows its efficacy with English Language Learners. Tate (2019) argues that "English learners may in fact be well-suited to more advanced materials in science, math and coding." STEM (<http://www.mistempartnership.com/>) (<http://www.mistempartnership.com/>) education at SSA will occupy a multidimensional space which utilizes a unique approach to teaching and learning that fosters creativity and innovative thinking in all students. STEM lessons are not single experiments or assignments, but a range of learning experiences with a purposeful degree of connection. The goals for students include STEM literacy, 21st century competencies (<http://www.p21.org/our-work/p21-framework>), and workforce readiness. Outcomes for students include STEM related employment, STEM interest, and the development of a STEM identity in addition to overall learning and achievement. Implementation requires adjustments to the learning environment, and the provision of educator supports for a well-thought-out instructional design. Two high level learning objectives associated with integrated STEM education include STEM literacy and 21st century competencies; both of which often lead to collegiate and career success. STEM literacy includes an awareness of the roles that science, technology, engineering, and mathematics play in our global society, and at least a basic level of application fluency. 21st century competencies are a blend of "cognitive, interpersonal, and intrapersonal characteristics that may support deeper learning and knowledge transfer" (Schweingruber, McGraw Hill, Honey, 2014). SSA will utilize **STEMscopes** (stemscopes.com) as part of the primary science curriculum resource. Detailed studies on the efficacy of STEMscopes can be found at www.stemscopes.com/case_studies (http://www.stemscopes.com/case_studies). In addition, hands-on partnerships will be supported by **A World in Motion** (AWIM), **Engineering for Kids** and other similar projects. "Student engagement is facilitated through classroom interaction and hands-on, real-world application. This is true for ELL and non-ELL students taking STEM courses" (Jankowski, 2016). Jankowski adds that, "ELL students can improve their English language skills even more through real-world applications that are taught in STEM lessons."

The STEM focus will be woven throughout all the subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Nutrition, Technology and World Languages. While one subject may have a dominant role, the strategy is always to develop the students' knowledge or skill in multiple content areas using a trans-disciplinary approach. The inclusion of concepts or practices from other subjects is utilized to support or deepen enhanced learning and understanding in multiple subject areas.

SSA's approach to curriculum is designed to make all learning standards come to life for students by connecting learning to real-world issues and needs specifically in the core content areas of mathematics and science and interfused with technology, engineering, and the arts.



Academically rigorous projects and service-learning activities inspire students to think and work as scholars. The teachers and school leaders work together to develop and ensure that all students receive a standards-based curriculum that is mapped for effective planning and instruction. Mapping skills and content throughout the curriculum involves intense standards alignment, skill and concept maps, and content maps.

To develop meaningful learning activities, grade level teachers are responsible for collaboratively designing effective STEM focused project-based learning activities that engage students in real-world connections guiding them toward higher levels of academic achievement. STEM focused project-based learning involves students in original research, critical thinking, and problem solving. This process builds character along with strong academic skills. Project-based learning is also designed to build literacy skills in students, particularly in the reading and writing of nonfiction text.

The teachers at SSA will require students to produce high-quality work. The Academy will support, celebrate, and reflect on student work to create a culture of excellence. Students will be prepared for global citizenship in an increasingly, complicated, and interconnected world. This preparation requires cross-discipline study in order which then develops knowledge of diverse cultures, languages, and political systems in addition to a broad-based knowledge of physical terrains, ecosystems, and natural forces of our planet. Integrating global awareness also prepares students to be environmental stewards and proponents of social justice. Students will be challenged to consider solutions to social problems such as climate change, economic inequities, international terrorism, and conflict. Students will be encouraged and supported to envision how they can personally make a difference.

SSA will prepare students academically for success as life-long learners. Paving the way for college must begin in the primary years. Eliminating inequities and learning barriers, NDA will ensure that all students have the option and opportunity to go to college by providing a college-bound curriculum, creating college-bound cultures, and providing structures to support college and career readiness utilizing technology for a new generation.

To facilitate the curriculum, SSA will utilize Rubicon Atlas (<https://www.rubicon.com/offerings/atlas-curriculum-design/>) as described below:

Atlas is the leading curriculum design and management system and is used by schools around the world. Atlas is customizable, with planning templates uniquely designed for each school's curriculum approach, and Atlas also provides detailed reporting to help schools achieve curriculum goals. Atlas brings together the school's community to support collaboration in curriculum design and review. Teachers using Atlas develop their own unique curriculum, easily align to standards, and quickly share classroom best-practices with their colleagues.

As the trusted choice for education communities all over the globe, the Atlas developers understand the need for a custom curriculum management system that grows with the school. More than just a repository, the system comes with incredible support and training for users to ensure engagement of stakeholders and a strong process. Atlas integrates any mandated curriculum into the school's system and provides teachers the ability to personalize curriculum with differentiation and instructional strategies.

Atlas has a dedicated standards team that maintains national and international sets of standards. They also consult on the design of local school standards. Along with the standards editing tool, which facilitates the development, unpacking, and identification of power standards, Atlas contains all the sets of learning outcomes the curriculum aligns to. Within the unit planners, teachers can target the specific standards and benchmarks and align assessments to standards.

Atlas is a web-based application. All that a teacher needs are a computer with an internet connection and a current web browser. Atlas maintains regular backups of curriculum data, so school administrators and teachers don't have to. Additionally, Atlas is designed with an API, so all that hard work can be integrated into other systems. The system is password protected and the data is backed up daily. Teachers can always retrieve deleted content through recycle bins and activity logs accessible in the system.

Atlas is integrated with Google Docs™, Microsoft OneDrive™, and SAML. An API has been created that is available when administrators or teachers need it. The newest product, Pleiades (<https://rubicon.com/offerings/pleiades/>), connects the curriculum in Atlas to student assessment results. By visualizing the school's assessment data, teachers and administrators can compare multiple assessments at once and link the results to curriculum all in one place. In addition to the written curriculum in Rubicon Atlas, teachers will have access to the resources as noted in the course descriptions that follow including Teacher Texts and Guides.



Q120. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

As noted in the response to the question above, teachers would be expected to master the Sheltered Instruction Observation Protocol (SIOP) for its efficacy with English Learners. In addition, teachers will be expected to master STEM driven instructional strategies as a mission specific instructional strategy. Teachers will also be expected to be able to differentiate instruction as needed for a variety of ability levels within the classroom. Teachers must master classroom management skills and be proficient in their use of Rubicon Atlas.



Lisa Weaves

Comments :

Teachers will also be NISE certified and must be familiar with NIET standards. PBL was mentioned, and dual language proficiency seems to be a necessity due to teaching in native language, as well as Arabic.

Q121. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Students will be promoted from year to year through the grade levels in accordance with the following promotion strategies:

- Satisfactorily completing all of the courses and prescribed academic work.
- Demonstrating satisfactory progress in each of the relevant areas and individualized growth/ proficiency targets.
- Passing grade in all courses on the report card.

Students may be retained at grade level when the following steps are followed:

- Using a child study team approach, if a student is identified for retention, then the following measures will be in place:
- Use data to support the identification of the student.
- Incorporate whole child approach by utilizing social and emotional well-being of the student with the respective recommendations.
- Inform parents within 15 days of identification.
- Create a robust individualized promotion plan using evidence-based practices.
- Create a SMART plan to ensure reciprocal accountability.
- Create a plan for home to school connection.
- Monitor student progress and link to future grade's goals as part of the success criteria.
- Offer summer school program as an intervention.
- Communicate with the parents if adequate progress is not being made within the guidelines of 10 or 30 days respectively.

The Academy will fully adopt and align with the North Carolina State Board of Education's promotion and retention policies.

In addition, the Academy will ensure that students in 3rd grade are monitored for promotion and will have research-based interventions accessible to them when needed.



Q122. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The calendar adopted by SSA will follow the Charlotte-Mecklenburg calendar with a few exceptions for which waivers will be requested as needed. The calendar will provide a minimum of 185 days of instruction.

Future years may be based upon a balanced calendar.

The school calendar will at all times comply with the legislative requirements related to days and hours of instruction. A draft calendar has been attached.

Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

School will be in session on Monday through Friday and the day will be scheduled from 7:50 a.m. to 3:10 p.m. Half-days days, when utilized, will run from 7:50 a.m. to 12:00 p.m. Based on draft calculations, students will be provided 185 days of instruction for a total of 1,203 seat hours of instruction. This does not include the optional extended day classes students can take for an extra hour each day, Saturday class options or the hours of scheduled teacher professional development.

The daily schedule is arranged to support collaboration and planning between staff, and consists of dedicated time for instruction in English Language Arts, Math, and a longer block for Science, providing emphasis on the integrated STEM education. Time is also allotted for physical education and other enrichment coursework such as art. Students requiring supplementary instruction from special education teachers, reading specialists or other supplementary staff have a schedule that varies slightly to accommodate special needs. The services are delivered via "push in" and "pull out" formats, with the goal to keep the student within the mainstream classroom as much as possible, integrating additional services into regular instruction. Collaboration between "specials" teachers and core teachers has been proven to be highly effective in the implementation of this schedule and students' academic success.

Q124. Describe a typical day for a teacher and a student in the school's first year of operation.

A typical school day will include:

7:50a.m.- 8:30a.m. Breakfast and Classroom Morning Meeting/SEL

8:30a.m.-9:25a.m. Reading Block

9:30a.m.-10:25a.m. Math Block

10:30-11:00 Social Studies

11:05-11:45p.m. Writing Block

11:45a.m.-12:25p.m Recess and Lunch

12:30-2:00p.m. Science Mini-Lesson and STEM Activities using Problem-Based Learning

2:05-2:50p.m. ELECTIVE—Arabic, Spanish (K-8) OR STEM Elective for 6-8)

2:50-3:10p.m Planner and Pack-up

Q125. Will this proposed school include a high school?



- Yes
- No

Q131. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

A sample curriculum outline for math instruction in kindergarten through grade 8 has been attached.

Applicant Evidence :


North Carolina Math Curriculu...

Uploaded on **4/29/2022** by

Lorilyn Coggins

Q132. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Comments :

A sample calendar has been attached including 185 instructional days.

Applicant Evidence :


NC 2024-25 Proposed Calendar[...

Uploaded on **4/26/2022** by

Lorilyn Coggins

Q133. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Comments :

A sample daiily/weekly schedule has been attached.

Applicant Evidence :


NC Class Schedule.docx

Uploaded on **4/26/2022** by

Lorilyn Coggins

9.2. Special Populations and "At-Risk" Students



Q134. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

The Academy will ensure that the school environment is safe, engaging and conducive to learning for ALL students. The framework for embracing special populations is designed using the five dimensions of schooling model: intentional, structural, curricular, pedagogical and evaluative. The Academy intends to be intentional in its design of the missions and vision to utilize the lens of social justice, equity, diversity and equity in the educational programing. The Academy will promote a structural scheme that includes a calendar built around celebration of diverse cultures and ethnicities. In addition, specific attention has been granted towards creating a learning environment that can welcome all students in engaging ways. This includes how classrooms are arranged and how students and teachers use their time. The Academy has plans for curricular and pedagogical modification to ensure that all students receive an equitable learning environment. The Academy has plans on how success targets and criteria will be utilized and aligned with the inclusive schooling practices. Using evidence-based practices such as mixed-ability groupings, accommodations and translations, we believe that all students including EL, Special Education and at-risk student populations will be able to reach their full potential.

The Academy utilizes Response to Intervention (RtI) methodology within a Multi-Tiered System of Supports (MTSS) for early the early detection of possible special needs that students may have and to provide students with a variety of interventions designed to ensure that all students succeed. MTSS is " a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components (https://www.michigan.gov/images/mde/Multi-Tiered_System_of_Supports_700484_7.jpg) of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed." These learners are provided with targeted **interventions** and monitored for progress on an ongoing basis."

The Academy will implement with fidelity the planned supports and interventions of the MTSS model. The Academy will follow the approach of providing Tier 1 Instruction to all students using a high-quality curriculum aligned with the North Carolina State Standards. Ten to fifteen percent of students will receive research-based Tier II interventions based on the deficits that universal screening has identified. For students not making significant progress with Tier II interventions, an additional amount of Tier III explicit and direct instruction will be provided to 3-5% of students. The Academy leadership is well-versed in using data to make informed instructional decisions.

Q135. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



The Academy leadership team is well-versed in working with special populations, especially foreign-born, at-risk students and students identified with disabilities who qualify for special education services. Many of our leadership team members immigrated to the United States at various times and ages and have a personal understanding of the challenges that can occur.

In compliance with Federal and State law, SSA will have a formal child find process in place to ensure the early identification of students who may be identified with a disability that qualifies them for special education services and supports. As documented in the Network adopted Special Education Manual:

A parent or school can refer a student with a disability for special education services; in fact, schools have an affirmative obligation to find students with disabilities who may need help, including students who are homeless and those attending private or charter schools.

A student with a disability is eligible for special education services and supports if he or she fits into one of 13 categories of disability. Students who do not fit into one of the categories may still receive help under Section 504 of the Rehabilitation Act.

The process the school must use to determine which students are eligible for special education is set forth in guidance documents approved by the North Carolina Department of Public Instruction (<https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/every-child-accountability-tracking-system-ecats/special-education/manuals-tip-sheets-documentation> (<https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/every-child-accountability-tracking-system-ecats/special-education/manuals-tip-sheets-documentation>)). The guidance describes each step of the procedure, identifies the expertise of the evaluators, and explains the protections afforded. Clear timelines are provided so that the student does not have to wait indefinitely for help.

In most situations the need for special education is clear and uncontested by either the school or the student's parent. For some students, however, additional evaluations, extraordinary expertise or the exercise of due process rights is necessary. Special education eligibility and the educational assistance and protections this offers the student are extremely important. It is important to know the process for determining eligibility and to know what to do if there are difficulties along the way.

Students requiring supplementary instruction from special education teachers, reading specialists or other supplementary staff have a schedule that varies slightly to accommodate special needs. The services are delivered via "push in" and "pull out" formats, with the goal to keep the student within the mainstream classroom as much as possible, integrating additional services into regular instruction. Collaboration between "specials" teachers and core teachers has been proven to be highly effective in the implementation of this schedule and students' academic success.

Early Intervention: SSA utilizes Response to Intervention (RtI²) methodology within a Multi-Tiered System of Supports (MTSS) for early the early detection of possible special needs that students may have and to provide students with a variety of interventions designed to ensure that all students succeed. The Response to Intervention Model is "an integrated, multi- tiered system of **instruction**, assessment, and **intervention** designed to meet the achievement and behavioral needs of all learners. ... MTSS is " a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components (https://www.michigan.gov/images/mde/Multi-Tiered_System_of_Supports_700484_7.jpg) of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed." These learners are provided with targeted **interventions** and monitored for progress on an ongoing basis."

Students in grades K-3 will have Individual Reading Improvement Plans (IRIP) developed and implemented if a reading deficiency is evident as documented by the assessment program.

Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

1. Methods for identifying EL students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
4. Means for providing qualified staffing for EL students.



English Language Learners: English Language Learners are identified through the Home Language Survey administered to all students during the enrollment process. Students whose native language is not English are then administered the W-Apt to assess English proficiency. Students who are subsequently identified as an English Language Learner are provided with necessary supports (ESL instruction) and translation services to ensure the acquisition of English. Annual WIDA assessments assess student growth in English proficiency and students are exited from the ELL program as appropriate. Translations services are also provided to ensure effective home/school communications. Adult ESL classes are offered in the evenings with available Title I funding.

All EL students shall have an individual learning plan (ILP) that contains assessment data, short-term goals to progress in proficiency, growth trajectories, strategies, accommodations, and scaffolding used in the delivery of ESL services. All teachers who provide ESL services shall be provided with annual training to include ELD standards, appropriate ESL instructional methods, and strategies for collaboration.

Based on the development team's experience in serving English Language Learners, the academy will include a comprehensive **Newcomer Program** to provide supports to students who are recent immigrants and the broad range of English Language Learners across the spectrum including Emerging English speakers, Developing English Speakers, Expanding English speakers, and Bridging English speakers. Supports vary depending upon student need and ability and may include ESL coaches, bilingual paraprofessionals, tutors, social work, speech therapy and the utilization of various research-based programming specific to the needs of English Language Learners such as SIOP (Sheltered Instruction Observation Protocols), ILit from Savaas Learning, Rosetta Stone, and Imagine Learning. Supports for English Language Learners will be provided beginning on the first day of school, although some support positions may be hired based on available funding through Title III or Section 41. The Network has experience operating Newcomer Programs at both Oakland International Academy and Caniff Liberty Academy where approximately 40% of the student population are reported as "immigrants".

EL students who score a 4.4 composite or higher and 4.2 or higher for literacy on the WIDA or ACCESS shall be exited from the program.

Q137. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.



The Academy is committed to providing all students with an equitable educational opportunity, this includes the gifted and talented students. The Academy will have a streamlined process to identify students who fit the criteria for a tailored program. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified. Teacher recommendations based on observations and experiences will be an instrumental factor in determining students' unique needs. Once students are identified using standardized, authentic, and performance-based assessments, a parent meeting will be scheduled to discuss options for their students. The following evidence-based programs will be available to help students receive high-quality instruction within their zone of proximal development:

1. **Acceleration**—Acceleration occurs when students move through the traditional curriculum at rates faster than typical. Students can accelerate by whole grade or subject-based depending on their identified needs. For whole-grade skipping and accelerations, students' social and emotional well-being will be prioritized.
2. **Curriculum Compacting**—Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to the curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
3. **Groupings**—students will be identified to work in homogeneous groups to work on complex tasks or texts to develop higher-level thinking skills.
4. **Pull-out Services**: students will have access to individualized instruction 3 to 4 times per week with one-one or small group instruction on a personalized curriculum with a certified teacher.

The Academy will utilize the Multi-tiered Systems of Student Support to ensure that Gifted students are progressing at an adequate level. As part of this framework, students will receive an individualized action plan with goals, objectives, and intended learning outcomes three times a year. A dedicated professional will be assigned to the student's case monitoring. A team of professionals consisting of a general education teacher, an elective teacher, a social worker, a counselor, an administrator, and other designated representatives will meet regularly to discuss student progress. An annual evaluation will be conducted by the Principal to ensure that students are progressing toward their individual goals. Students will take beginning, middle, and end of the year assessments to engage in monitoring progress with data teams.

9.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q138. **Identification and Records** Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



The Academy shall assume primary responsibility for the administration and delivery of special education programs and services to students with disabilities. The Academy is committed to the provision of a continuum of special education programs and services to disabled students .

Placement options shall follow a continuum of services model to ensure that each disabled person is provided a free and appropriate public education in the least restrictive environment. To that end, every attempt will be made to first serve disabled students in the context of a regular education classroom. Other more restrictive environments, such as resource rooms, self-contained categorical classrooms, or settings outside the Academy will be considered only after consideration has been given by the individual educational plan as to the feasibility of placement in the regular classroom.

If a student is identified as a student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973, the Academy shall:

- A. maintain the student's educational records for five (5) years after termination of special education programs, services, and/or graduation; and
- B. only destroy such educational records after notifying the parents/eligible students that the information is no longer needed to provide educational services and will be destroyed.

The personally-identifiable information on a disabled student shall be retained permanently unless the parents/eligible students request that it be destroyed as specified in these guidelines. The COR should remind them that the records may be needed by the student or the parents for Social Security benefits or other purpose.

A parent may request, during the placement procedure, that his/her child participate in special education programming. If so, the Academy's special education identification and evaluation procedure is to be followed. If there is no conclusive evidence that special education testing should be initiated or if the student does not qualify, the 504 evaluation procedure may be applicable or the School Leader's Team may be notified prior to student placement.

The Academy will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The Academy further will provide a free appropriate public education ("FAPE") to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one or more major life activities). Said education shall entail the provision of regular or special education and related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their peers without disabilities to the maximum extent appropriate. In addition to its provision of educational services, the

Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the Academy, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services, and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the Academy's non-academic and extra-curricular service and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the School Leader or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by a written statement of the reasons for reaching that conclusion. In the event the School Leader or his/her designee determines that an undue burden would result, the Academy will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the Academy's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how



the school will avoid misidentification of special education students.



SSA will have a formal child find process in place to ensure the early identification of students who may be identified with a disability that qualifies them for special education services and supports. As documented in EMAN's adopted Special Education Manual:

A parent or school can refer a student with a disability for special education services; in fact, schools have an affirmative obligation to find students with disabilities who may need help, including students who are homeless and those attending private or charter schools.

A student with a disability is eligible for special education services and supports if he or she fits into one of 13 categories of disability. Students who do not fit into one of the categories may still receive help under Section 504 of the Rehabilitation Act.

In most situations the need for special education is clear and uncontested by either the school or the student's parent. For some students, however, additional evaluations, extraordinary expertise or the exercise of due process rights is necessary. Special education eligibility and the educational assistance and protections this offers the student are extremely important. It is important to know the process for determining eligibility and to know what to do if there are difficulties along the way.

Child Find

IDEA instructs the state to engage in "Child Find" activities. This means that schools cannot just sit back and wait for parents, teachers, or other interested people to notify them about a student who may need special education services. They must have a method in place to search out and identify students who need services. The school must also find ways to determine which children are receiving special education and related services. 20 USC 1412(a)(3); 34 CFR 300.111.

The academy's **special education** department will deliver services for students with identified special needs. The department will consist, at a minimum, of one resource room teacher, one speech and language pathologist and one social worker. The academy will contract with The Futures Healthcore (or other qualified vendor), to fill these positions unless numbers warrant hiring a full-time resource room teacher. Additionally, the academy will contract the services of a school psychologist (Total Education Solutions, a national organization providing special education services) for testing and evaluation of students suspected of learning disabilities, as well as an occupational therapist (and physical therapist, as needed). The academy will employ a school social worker for any student who requires social work services.

While the academy emphasizes mainstreaming and inclusive education, pullout services are utilized for students whose IEPs require speech and language services or resource room supports. Special education is provided in the least restrictive environment and complies with FAPE. Due to the target population of English Language Learners, it should also be noted that considerable care is taken to not over-identify students for special education when a language barrier may be the initial learning barrier. All students are administered a Home Language Survey upon admission. Students who indicate that a language other than English is spoken at home are also administered the W-Apt to determine eligibility for English Language Learner supports. WIDA scores are taken into consideration when and if speech and language concerns are raised. General education teachers work collaboratively with the special education department through the academy's Response to Intervention (RtI) coordinator. The RtI coordinator and social worker are utilized to ensure general education teachers are kept up to date on accommodations through the provision of 'IEPs at a glance,' which succinctly summarize the needed modifications and accommodations for students with IEPs in a general education setting. The STEM education offered at SSA will provide an ongoing opportunity for students with special needs to use problem-solving skills and higher-level thinking in a fun way. As an **innovative approach** to special education, Ed.gov reports that "early engagement in STEM is critical for our youngest learners because opportunity gaps in STEM can begin prior to preschool—and they can continue grow as students progress through school. There are a host of ways that the public and private sectors can partner to better address this STEM opportunity gap in early learning, such as integrating STEM with the arts and literacy, and using education technologies including screen media (e.g., television, computers, videogames, tablets)... The use of technology can be an important tool for closing these gaps when used intentionally and appropriately in conjunction with other forms of pedagogy." Jolly (2016) writes that special education students tend to thrive in "active, hands-on, problem-solving classroom environments" where there is regular movement, shorter class times, smaller classes, respectful understanding environments, and flexible teaching styles. Jolly adds that, "the unique design of STEM lessons allows students, regardless of disability, access to real-life learning experiences" (<https://www.middleweb.com/28082/stem-classes-and-kids-with-special-needs>). STEM programming and the use of technology is also proven to be an effective research-based educational best practice for the target population of English language learners (Sotomayor, 2013; National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education (<https://www.nap.edu/author/DBASSE>); Board on Science Education (<https://www.nap.edu/author/BOSE>); Board on Children, Youth, and Families (<https://www.nap.edu/author/BOCYF>); Committee on Supporting English Learners in STEM Subjects (<https://www.nap.edu/initiative>



/committee-on-supporting-english-learners-in-stem-subjects); David Francis and Amy Stephens, Editors)

When making educational placement decisions for students with disabilities, the Academy ensures that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team makes decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy follows all Special Education Rules as issued by the Tennessee Department of Education. Caseload requirements are maintained in accordance with requirements. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs are developed, revised, and implemented in accordance with the **Individuals with Disabilities Education Improvement Act** ("IDEA") and state law and regulations.

The Academy fully complies with federal laws and regulations governing children with disabilities:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Tennessee Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy ensures that the IEP is fully implemented in accordance with IDEA and is reviewed annually or more frequently as determined. The RtI Coordinator is responsible for the Academy's child find process and information regarding the special education program is available to parents in the main office.

Students who are identified with disabilities and qualify for special education may receive **Resource Room** supports, occupational therapy, speech, and language therapy, as well as social work services in accordance with their established Individualized Education Plan (IEP) updated on at least an annual basis in accordance with the Individuals with Disabilities Education Act. Students will be afforded a free and appropriate public education in the least restrictive environment. In anticipation that 10-12% of students may qualify for special education services, the academy plans to hire a Resource Room teacher to provide one-to-one and small group support for a caseload not to exceed 23 students. Should the number of students who qualify for special education exceed that caseload; the academy will contract for a part-time resource room teacher from The Futures Healthcore. The Futures Healthcore will also provide contracted OT and speech therapists. The academy anticipates hiring a full-time school social worker to support special education and other at-risk students. Psychological testing will be conducted under contract with Total Education Solutions. The academy anticipates receiving IDEA funding.

Other individuals with disabilities, who do not qualify for special education, may receive additional supports and accommodations in accordance with an established 504 Plan as required under the Americans with Disabilities Act.

Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)



Saber STEM Academy of Charlotte acknowledges that it cannot deny admission to any child eligible for special education services. In addition, Saber STEM Academy of Charlotte will hire licensed and highly qualified special education teachers. SSA will furthermore provide a full continuum of services to meet the unique needs of all students, including those students with identified disabilities.

Record keeping for students with disabilities is governed by a combination of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). FERPA, which applies more broadly to recipients of federal financial aid, protects the privacy of educational records by affording parents and eligible students access to records, while limiting the access of outsiders, or third parties, to these records. At the same time, consistent with FERPA, IDEA specifically requires educational officials to take steps to ensure the confidentiality of “personally identifiable data, information, and records” maintained by schools, while its regulations incorporate FERPA into its statutory scheme. Further, the IDEA and its regulations include provisions about parental rights to examine records, the transmittal of special education records when students move (including disciplinary records), and the forwarding of records to juvenile authorities when school officials report crimes. FERPA and, by incorporation, the appropriate provisions in the IDEA both focus on educational records maintained by schools containing personally identifiable student information. The statutes and their regulations further cover directory information such as students’ names, addresses, telephone listings, and other miscellaneous data.

Saber STEM Academy of Charlotte will protect students’ rights under FERPA and the IDEA .

Confidentiality of Records - FERPA Requirements

Insofar as FERPA applies to all students, it covers children with disabilities. FERPA’s major provisions include the types of records covered, notification, parent right to access records, correcting or amending records, and enforcement.

Types of Records Covered

FERPA applies to educational records generated by school staff containing personally identifiable information about students. The most common form of student records preserved by school officials are cumulative files containing a range of information such as transcripts, report cards, and standardized test results. Other types of records may be kept separately, such as those specific to health, guidance, or special education. Further, most school systems retain directory information, which includes demographic data on students such as their names, addresses, telephone numbers, dates and places of birth, major fields of study, participation in officially recognized extracurricular activities and sports, weight and height measurements of athletes, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Not all documents kept by school personnel are classified as educational records subject to FERPA’s provisions. Records made by educational personnel kept in their sole possession and which are unavailable to others, except temporary substitutes, are exempt. This includes notes teachers commonly make and retain for their own use in the course of their duties.

Notification

FERPA mandates that school personnel notify parents and eligible students annually of their right to inspect and review, request amendment of, and consent to disclosure of educational records, as well as to file complaints with the federal Department of Education (DOE) concerning alleged failures of schools to comply with the statute. School personnel must notify parents and eligible students before releasing directory information about current students, informing them of the categories of records that are considered directory, and allow them sufficient time to request that the information not be released without their consent.

Rights to Access Student Records

Parents and eligible students have the right to inspect and review records containing personally identifiable information regarding the education of their children. FERPA affords noncustodial parents the same right of access to educational records as custodial parents, unless their rights have been restricted by court order. Moreover, FERPA requires school officials to give parents and eligible students reasonable interpretations and explanations of the information contained in students’ records. Students who have reached their eighteenth birthdays,



or who attend postsecondary institutions, have the right to inspect and control access to their own school records. FERPA does allow educational officials to take the age and types or severity of students' disabilities into account when considering whether to grant rights of access to special education students. Third parties are allowed access to students' records, other than directory information, only if parents provide written consent. However, exceptions to this rule allow for the efficient daily operation of schools. For example, school employees who have legitimate educational reasons can access student records. Also, in emergency situations, school personnel can allow individuals charged with protecting the health and safety of students to view records. Student records also may be subject to judicial subpoenas.

Third parties seeking access to student records must have written consent from parents identifying the information to be released, the reason for the requested release, and to whom the information is being given. Parents and eligible students have the right to receive copies of documents that are released. In this respect, school staff must maintain logs of all individuals or groups, except exempted parties, granted access to student records. These accounts must be kept with the students' records and should explain the legitimate interests of those who were allowed access.

Officials of educational agencies that maintain student records must comply with parental requests for review without unnecessary delay. More specifically, unless parents and qualified students agree otherwise, officials must grant them access no later than forty-five days after receiving their requests. Needless to say, nothing prohibits officials from granting requests for access to records more quickly. Agencies receiving requests for access to records cannot charge fees to search for or to retrieve student records. Once materials are located, officials can charge for copies as long as a payment does not effectively prevent parents and qualified students from exercising their rights to inspect and review educational records.

Correcting or Amending Records

Parents or qualified students who disagree with data in educational records have the right to ask school officials to amend the disputed information. If school authorities refuse their requests to amend the records in question within a reasonable time, parties are entitled to hearings at which hearing officers evaluate whether the challenged material is accurate and appropriately contained within the educational records. If hearing officers agree that challenged materials are inaccurate, misleading, or otherwise violate the rights of students to privacy, school personnel must amend the records accordingly. Conversely, if hearing officers determine that the contested materials are not inaccurate or misleading, or do not otherwise violate students' privacy rights, the records do not have to be removed or amended. Still, parents and qualified students may add statements explaining their objections to the records, and these declarations must be kept with the contested information for as long as the records are kept on file.

Enforcement

School officials who deny parents or eligible students the opportunity to review requested educational records, or release them without authority, can be charged with violating FERPA, thereby triggering its enforcement provisions. Parties and eligible students must file complaints of FERPA violations within 180 days of either claimed violations or the date when claimants knew or reasonably should have known about the alleged violations. When FPCO officials receive complaints, they notify authorities at educational institutions in writing, outlining the alleged violations and asking them to respond before they decide whether to proceed with investigations. If FPCO officials agree that violations occurred, the DOE can withhold future payments under its programs, issue orders to compel compliance, or ultimately terminate institutional eligibility to receive federal funding if officials refuse to comply within a reasonable time.

The IDEA and Student Records

The special education process generates considerable data on students with disabilities, most of which is considered a student record. In addition to the information contained in the records of all students, files of children with disabilities may include materials such as their individualized education programs (IEPs), progress reports, test reports, health and medical information, reports from various therapists and service providers, and data provided by parents. Although FERPA dictates requirements for all school records on students, including those in special education programs, the importance of keeping information on these students confidential is so important that Congress added additional requirements in the IDEA. As noted earlier, FERPA has been



incorporated into the IDEA by reference and is reiterated in its regulations.

Confidentiality

In IDEA, Congress charged the Secretary of the DOE to “take appropriate action, in accordance with [FERPA], to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by State educational agencies and local educational agencies....” A separate section specifically requires state agencies to comply with this mandate. It should also be noted that the IDEA’s regulations give parents the option of having administrative due process hearings open to the public.

Opportunity to Examine Records

IDEA’s due process procedures require school boards to provide the parents of students with disabilities opportunities to examine all records relating to their children as part of their right to participate in any meetings regarding the children’s identification, evaluation, and placement. In addition, boards must provide parents and records can be destroyed, they indicate that this may be done when the information is no longer needed to provide children with services. Documents that may be destroyed include, but are not limited to, outdated IEPs and evaluation reports. The regulation states that parents must be advised when records are no longer needed and the information must be destroyed at the parents’ request. Further, the regulations specify that school officials can save, without time limitations, records including students’ names, addresses, phone numbers, grades, attendance records, classes attended, and grade levels completed, along with the years they were completed.

Recommendations

In light of the complexity of FERPA, and the additional record-keeping requirements outlined in the IDEA, SSA will consider the following recommendations in developing policies and responsible practices:

- Periodically, and at least annually, convey notices to parents and eligible students explaining their rights to inspect, review, request amendment of, and consent to disclosure of educational records. Notice can be sent via newsletters, student handbooks, brochures, district websites, local access TV, and/or e-mail. Notices sent to parents of students with disabilities, informing them of their rights under the IDEA, must inform them of their right to examine the records of their children.
- Notify parents that if they wish to amend the records of their children, but school officials refuse, they may attach statements to the files noting their disagreement with the contents that must be included whenever records are disclosed.
- Include information in all notices on how parents can enforce their rights by filing complaints with the DOE for alleged failures to comply with FERPA.
- Recognizing that parental permission or consent is transferred to students who turn eighteen, provide all notices to those who have reached this age. However, as to students with disabilities, establish procedures for taking their ages and the types or severity of their disabilities into account when considering whether to grant them access.

Disciplinary Information

The IDEA allows states to require school boards to include information about current or past disciplinary actions in the records of students with disabilities, and to transmit this data to the same extent as with students who do not have disabilities. The records may include descriptions of behavior requiring disciplinary actions, the actions taken, and other data that may be important to the safety of the students or others who may be in contact with them.

Transmittal of Records

When students transfer to new districts, personnel in their new schools must act promptly to obtain their records from their previous schools, including their IEPs and any other significant information regarding the provision of a free appropriate public education. Another section requires officials in the students’ former schools to take prompt action supplying these records. While the statutory provision applies only to students who transfer to districts within a state, the regulations apply to children who transfer to systems in other jurisdictions.

When disciplinary information is transmitted to students’ new schools, it must include copies of their current IEPs along with statements



of current or previous disciplinary actions.

The IDEA includes a clarification declaring that school officials are not prohibited from reporting crimes committed by students with disabilities to appropriate authorities. However, when officials do so, they must also transmit copies of the children's special education and disciplinary records. The regulations add a disclaimer that this may be done only to the extent that the transmission is allowed by FERPA.

Destruction of Records

The files of students with disabilities, especially those with severe disabilities who are in special education programs throughout their schooling, can become voluminous. At some points, then, much of this information may no longer be relevant because it is outdated. Recognizing how records can quickly become cumbersome, the DOE promulgated regulations allowing for the destruction of those no longer needed. This is best done in consultation with their parents.

- Ensure access to records within the forty-five days set by FERPA. Policies should pay particular attention to giving timely access to the records of students with disabilities, particularly since parents may require these files for outside evaluations or to prepare for IEP meetings. Failure to provide records prior to IEP meetings could be viewed as limiting parental rights to participate fully in the IEP process.
- Inform stakeholders that records made by, and in the sole possession of, educational personnel and not accessible to others except temporary substitutes are not subject to release.
- Inform stakeholders that permission is unnecessary before data can be accessed by school staff with legitimate educational interests in the content of the records. For example, personnel conducting assessments as part of a special education evaluation may access students' records to obtain pertinent information about the students' educational histories. Further, in emergencies individuals who protect the health and safety of students may access records if necessary.
- Principals should appoint a custodian of records to supervise access to records in order to prevent access by unauthorized parties. Custodians should keep logs including names, dates, times, and durations that users had materials, of all who access files. Electronic files should be password protected, and the password should be changed periodically.
- Take great care in guarding the confidentiality of the records of students with disabilities. While it is important to respect the confidentiality of all students' records, failure to keep records of special education students confidential can have a stigmatizing effect on children.
- While ensuring the confidentiality of special education records, develop efficient procedures to share important information with all staff responsible for implementing the IEPs of students with disabilities.
- Provide annual professional development sessions to remind staff of recordkeeping requirements and to keep them abreast of changes in the law or school board policy. Since many IEPs are revised annually in the spring, it would be wise to review all record-keeping requirements with special education staff at that time.
- It is equally as important to review FERPA's and the IDEA's requirements, along with the board's record-keeping procedures, with administrative and secretarial staff prior to the beginning of each school year.
- Create posters outlining FERPA's major requirements and display these prominently in faculty lounges to serve as reminders.
- Insofar as most new teachers may not be aware of FERPA, it would be prudent to include detailed information in their orientation packets and provide them with an overview as part of any orientation sessions. By the same token, new special education teachers should be instructed in the IDEA's requirements regarding confidentiality and record keeping.
- Due to the importance of continuity of programming for students with disabilities, immediately request that the records of students transferring from another school system be forwarded. By the same token, immediately send to their new schools the records of students with disabilities who are moving to a new district. It would be helpful to give their parents copies of their current IEPs to hand-carry to the new schools. For purposes of the efficient transfer of records, it is good practice to establish and maintain good working relationships with school officials in neighboring districts.



- Develop procedures to allow access by noncustodial parents who have the same access rights as custodial parents. These procedures need to include safeguards to make sure that parents whose rights have been abrogated by court decrees are denied access to restricted records. As such, custodial parents should be notified that they need to keep school personnel informed of any changes in noncustodial parents' rights to access records.
- Develop a systematic means of destroying records, with parental consent, that are no longer needed. In this respect, keep in mind that the IDEA has a two year statute of limitations for parents to request hearings, and state law may provide a longer limitations period.
- Insofar as jurisdictions may have their own student records laws, school personnel need to be cognizant of any differences between federal and state laws.
- Document all steps the school district has taken to notify parents of their rights under FERPA and the IDEA, as well as those to train staff.
- Review and update all procedures annually.

Q141. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



The academy's **special education** department will deliver services for students with identified special needs. The department will consist, at a minimum, of one resource room teacher, one speech and language pathologist and one social worker. The academy will contract with The Futures Healthcore (or other qualified vendor), to fill these positions unless numbers warrant hiring a full-time resource room teacher. Additionally, the academy will contract the services of a school psychologist (Total Education Solutions) for testing and evaluation of students suspected of learning disabilities, as well as an occupational therapist (and physical therapist, as needed). The academy will employ a school social worker for any student who requires social work services.

While the academy emphasizes mainstreaming and inclusive education, pullout services are utilized for students whose IEPs require speech and language services or resource room supports. Special education is provided in the least restrictive environment and complies with FAPE. Due to the target population of English Language Learners, it should also be noted that considerable care is taken to not over-identify students for special education when a language barrier may be the initial learning barrier. All students are administered a Home Language Survey upon admission. Students who indicate that a language other than English is spoken at home are also administered the W-Apt to determine eligibility for English Language Learner supports. WIDA scores are taken into consideration when and if speech and language concerns are raised. General education teachers work collaboratively with the special education department through the academy's Response to Intervention (RtI) coordinator. The RtI coordinator and social worker are utilized to ensure general education teachers are kept up to date on accommodations through the provision of 'IEPs at a glance,' which succinctly summarize the needed modifications and accommodations for students with IEPs in a general education setting. The STEM education offered at SSA will provide an ongoing opportunity for students with special needs to use problem-solving skills and higher-level thinking in a fun way. As an **innovative approach** to special education, Ed.gov reports that "early engagement in STEM is critical for our youngest learners because opportunity gaps in STEM can begin prior to preschool—and they can continue grow as students progress through school. There are a host of ways that the public and private sectors can partner to better address this STEM opportunity gap in early learning, such as integrating STEM with the arts and literacy, and using education technologies including screen media (e.g., television, computers, videogames, tablets)... The use of technology can be an important tool for closing these gaps when used intentionally and appropriately in conjunction with other forms of pedagogy." Jolly (2016) writes that special education students tend to thrive in "active, hands-on, problem-solving classroom environments" where there is regular movement, shorter class times, smaller classes, respectful understanding environments, and flexible teaching styles. Jolly adds that, "the unique design of STEM lessons allows students, regardless of disability, access to real-life learning experiences" (<https://www.middleweb.com/28082/stem-classes-and-kids-with-special-needs>) (<https://www.middleweb.com/28082/stem-classes-and-kids-with-special-needs>). STEM programming and the use of technology is also proven to be an effective research-based educational best practice for the target population of English language learners (Sotomayor, 2013; National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education (<https://www.nap.edu/author/DBASSE>); Board on Science Education (<https://www.nap.edu/author/BOSE>); Board on Children, Youth, and Families (<https://www.nap.edu/author/BOCYF>); Committee on Supporting English Learners in STEM Subjects (<https://www.nap.edu/initiative/committee-on-supporting-english-learners-in-stem-subjects>); David Francis and Amy Stephens, Editors)

When making educational placement decisions for students with disabilities, the Academy ensures that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team makes decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy follows all Special Education Rules as issued by the Tennessee Department of Education. Caseload requirements are maintained in accordance with requirements. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs are developed, revised, and implemented in accordance with the **Individuals with Disabilities Education Improvement Act** ("IDEA") and state law and regulations.

The Academy fully complies with federal laws and regulations governing children with disabilities:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Tennessee Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy ensures that the IEP is fully implemented in accordance with IDEA and is reviewed annually or more frequently as determined. The RtI Coordinator is responsible for the Academy's child find process and information regarding the special education program is available to



parents in the main office.

Students who are identified with disabilities and qualify for special education may receive **Resource Room** supports, occupational therapy, speech, and language therapy, as well as social work services in accordance with their established Individualized Education Plan (IEP) updated on at least an annual basis in accordance with the Individuals with Disabilities Education Act. Students will be afforded a free and appropriate public education in the least restrictive environment. In anticipation that 10-12% of students may qualify for special education services, the academy plans to hire a Resource Room teacher to provide one-to-one and small group support for a caseload not to exceed 23 students. Should the number of students who qualify for special education exceed that caseload; the academy will contract for a part-time resource room teacher from The Futures Healthcore. The Futures Healthcore will also provide contracted OT and speech therapists. The academy anticipates hiring a full-time school social worker to support special education and other at-risk students. Psychological testing will be conducted under contract with Total Education Solutions. The academy anticipates receiving IDEA funding.

Other individuals with disabilities, who do not qualify for special education, may receive additional supports and accommodations in accordance with an established 504 Plan as required under the Americans with Disabilities Act.

Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



The continuum of special education services for school-age students with disabilities is an array of services to meet an individual student's needs that may include:

Consultant Teacher Services (CT)-- CT services are provided to a school-age student with a disability in the student's general education classes, and/or to the student's general education teachers. These services are provided by a certified special education teacher, unless the CT services are to be provided for the purpose of providing specially designed reading instruction, such instruction may be provided by a certified reading teacher qualified.

- **Direct CT** services means specially designed instruction provided to student(s) with a disability by a certified special education teacher, to aid the student(s) to benefit from the general education class instruction. The purpose is to adapt the content, methodology, or delivery of instruction to support the student(s) to successfully participate and progress in the general curriculum during regular instruction. Direct CT can be combined with indirect CT services.

- **Indirect CT** services means consultation provided by a certified special education teacher to a general education teacher. The purpose is to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.

Resource Room Services- Resource room program is a special education program for a student with a disability who needs specialized supplementary instruction for a portion of the school day. Resource Room instruction is not provided in place of the student's regular academic instruction.

Integrated Co-Teaching Services- Integrated co-teaching services, means the provision of specially designed academic instruction provided to a group of students with disabilities and nondisabled students. This is sometimes called "Collaborative Team Teaching," and involves a class being taught by both a special education teacher and a general education teacher. In this model, both teachers share responsibility for the planning and delivering of primary instruction, as well as evaluation for all students. Integrated co-teaching can be an alternative to placement in a special class with the added benefit of having both a special education and a general education teacher deliver the curriculum to the student.

Related Services- Related services assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services include, but are not limited to: Speech-language therapy, audiology services and/or interpreting services, physical therapy, occupational therapy, counseling services and/or psychological counseling services, orientation and mobility service, parent counseling and training, school health services and/or school nursing services, and assistive technology services.

Additional special education services that may be recommended for students include:

Adapted Physical Education- Adapted physical education is a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Special Transportation- Special transportation means services and supports necessary for the student to travel to and from school and between schools; in and around school buildings; and includes specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation to a student with a disability. Examples of special transportation include: special seating; vehicle and/or equipment needs; adult supervision; type of transportation; and other accommodations.

Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Section 504 of the *Rehabilitation Act of 1973* protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance, including federal funds. Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

The U.S. Department of Education (ED) enforces Section 504 in programs and activities that receive funds from ED. Recipients of these funds include public school districts, institutions of higher education, and other state and local education agencies. ED has published a regulation implementing Section 504 (34 C.F.R. Part 104) and maintains an Office for Civil Rights (OCR), with 12 enforcement offices and a headquarters office in Washington, D.C., to enforce Section 504 and other civil rights laws that pertain to recipients of funds.

The Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability.

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education. The ED Section 504 regulation defines a person with a disability as "any person who: (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."

For elementary and secondary education programs, a qualified person with a disability is a person with a disability who is:

- of an age during which it is mandatory under state law to provide such services to persons with disabilities;
- of an age during which persons without disabilities are provided such services; or
- entitled to receive a free appropriate public education under the *Individuals with Disabilities Education Act (IDEA)*. (*IDEA* is discussed later in the pamphlet.)

In general, all school-age children who are individuals with disabilities as defined by Section 504 and *IDEA* are entitled to FAPE.

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

An appropriate education will include:

- education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
- evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and
- establishment of due process procedures that enable parents and guardians to:
 - receive required notices;
 - review their child's records; and
 - challenge identification, evaluation and placement decisions.

Due process procedures must also provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

To be appropriate, education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of individuals with disabilities.

One way to ensure that programs meet individual needs is through the development of an individualized education program (IEP) for each



student with a disability. IEPs are required for students participating in the special education programs of recipients of funding under the *IDEA*.

The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities must be comparable, and appropriate materials and equipment must be available.

Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to the education needs of the students with disabilities. A recipient of ED funds must place a person with a disability in the regular education environment, unless it is demonstrated by the recipient that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services, including meals, recess, and physical education, to the maximum extent appropriate to their individual needs.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and door-to-door transportation for students with mobility impairments.

A recipient of ED funds that places an individual with disabilities in another school is responsible for taking into account the proximity of the other school to the student's home. If a recipient operates a facility for persons with disabilities, the facility and associated activities must be comparable to other facilities, services, and activities of the recipient.

Failure to provide persons with disabilities with an appropriate education frequently occurs as a result of misclassification and inappropriate placement. It is illegal to base individual placement decisions on presumptions and stereotypes regarding persons with disabilities or on classes of such persons. For example, it would be a violation of the law for a recipient to adopt a policy that every student who is hearing impaired, regardless of the severity of the child's disability, must be placed in a state school for the deaf.

Section 504 requires the use of evaluation and placement procedures that ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

A school district must conduct or arrange for an individual evaluation at no cost to the parents before any action is taken with respect to the initial placement of a child who has a disability, or before any significant change in that placement.

Recipients of ED funds must establish standards and procedures for initial and continuing evaluations and placement decisions regarding persons who, because of a disability, need or are believed to need special education or related services.

These procedures must ensure that tests and other evaluation materials:

- have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer;
- are tailored to assess specific areas of education need and are not designed merely to provide a single general intelligence quotient; and
- are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Recipients must draw upon a variety of sources in the evaluation and placement process so that the possibility of error is minimized. All significant factors related to the learning process must be considered.



These sources and factors include, for example, aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. "Adaptive behavior is the effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his or her age and cultural group." (See Appendix A to 34 CFR Part 104, Evaluation and Placement.)

Information from all sources must be documented and considered by a group of knowledgeable persons, and procedures must ensure that the student is placed with nondisabled students to the greatest extent appropriate.

Periodic reevaluation is required. This may be conducted in accordance with the *IDEA* regulation, which requires reevaluation at three-year intervals (unless the parent and school district agree reevaluation is unnecessary) or more frequently if conditions warrant, or if the child's parent or teacher requests a reevaluation.

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services.

Parents must be told about these procedures. In addition, parents or guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student's records. The due process procedures must allow the parents or guardians of students in elementary and secondary schools to challenge evaluation and placement procedures and decisions.

If parents or guardians disagree with the school's decisions, they must be afforded an impartial hearing, with an opportunity for their participation and for representation by counsel. A review procedure also must be available to parents or guardians who disagree with the hearing decision.

Recipients operating federally funded programs must provide education and related services free of charge to students with disabilities and their parents or guardians. Provision of a free education is the provision of education and related services without cost to the person with a disability or his or her parents or guardians, except for fees equally imposed on nondisabled persons or their parents or guardians.

If a recipient is unable to provide a free appropriate public education itself, the recipient may place a person with a disability in, or refer such person to, a program other than the one it operates.

However, the recipient remains responsible for ensuring that the education offered is an appropriate education, as defined in the law, and for coverage of financial obligations associated with the placement.

The cost of the program may include tuition and other related services, such as room and board, psychological and medical services necessary for diagnostic and evaluative purposes, and adequate transportation. Funds available from any public or private source, including insurers,⁴ (<https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html#note4>) may be used by the recipient to meet the requirements of FAPE.

If a student is placed in a private school because a school district cannot provide an appropriate program, the financial obligations for this placement are the responsibility of the school district. However, if a school district makes available a free appropriate public education and the student's parents or guardian choose to place the child in a private school, the school district is not required to pay for the student's education in the private school. If a recipient school district places a student with a disability in a program that requires the student to be away from home, the recipient is responsible for the cost of room and board and nonmedical care.

To meet the requirements of FAPE, a recipient may place a student with a disability in, or refer such student to, a program not operated by the recipient. When this occurs, the recipient must ensure that adequate transportation is provided to and from the program at no greater personal or family cost than would be incurred if the student with a disability were placed in the recipient's program.

Q144. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



The point of having an IEP is to help each child with an identified disability reach the state standards. To ensure that, the IEP team will set annual goals and measure improvement against those goals.

At the annual IEP meeting, the IEP team will review the child's progress toward annual goals. In some cases, those goals may not have been met and will need to stay the same for another year. But if the child *has* met them or the team thinks that they need to be changed, the IEP team will work together to develop new goals for the coming year.

Setting annual goals takes more than just knowing where a particular child's skills are now. It also means knowing what skills need work to make progress toward grade-level standards. As an equal member of the IEP team, parents are expected to understand and be involved in the process of setting goals.

The child's present level of performance (PLOP) is key in setting annual goals. The PLOP describes how the child is doing now. It looks at current skills and specific areas of weakness — not just in academic subjects, but in other areas, too, such as motor and social skills.

The child's PLOP helps map a plan of what needs to happen to get those skills from where they are now to grade level.

Information is gathered from many sources. This can include the child's most recent evaluation, standardized testing, work samples and progress monitoring, as well as reports from parents and teachers.

Aligning goals to PLOP is just one part of a standards-based IEP. Ideally, each child's IEP will also be strengths-based. Weaving strengths into IEP goals can help the teacher, child and parent follow the child's progress.

One way of doing this is to include a strength assessment as part of determining PLOP. This provides information about the child's abilities — for both the IEP team and your child. There may be areas where the child excels at home or in other environments that could be used to help in school. And there may be areas of strength that the child hasn't even discovered yet.

Those insights can be used to make SMART goals stronger.

SMART is short for **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented and **T**ime-bound.

- **Specific:** Each goal is specific in naming the skill or subject area and the targeted goal.
- **Measurable:** The goal is stated in a way that your child's progress can be measured by standardized tests,
 - or screening.
- **Attainable:** The goal represents progress that is realistic for your child.
- **Results-oriented:** The goal clearly lays out what your child will do to accomplish it.
- **Time-bound:** The goal includes a time frame in which your child will achieve it, with the right supports and services. It also states when and how often progress will be measured.

SSA will provide progress reports during the year — at least as often as when report cards are issued.

Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The academy's **special education** department will deliver services for students with identified special needs. The department will consist, at a minimum, of one resource room teacher, one speech and language pathologist, one teacher consultant, one physical therapist, and one social worker. The academy will contract with The Stepping Stone Group (or other qualified vendor), to fill these positions unless numbers warrant hiring a full-time resource room teacher. Additionally, the academy will contract the services of a school psychologist (Total Education Solutions) for testing and evaluation of students suspected of learning disabilities, as well as an occupational therapist (and physical therapist, as needed). The academy will employ a school social worker for any student who requires social work services.

9.4. Student Performance Standards



Q146. Describe the student performance standards for the school as a whole.

Saber STEM Academy will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s).

Standard 3: Using a recognized value-added assessment (TVAAS), SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and
- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Q147. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



Martha Stassen et al (2001, p.5) define assessment as the “The systematic collection and analysis of information to improve student learning.” This definition epitomizes the very essence of the nature of assessments which is not only iterative but also captures the essential task of student assessment in the teaching and learning process. Essentially, student assessment enables teachers to measure the effectiveness of their teaching by linking student performance to specific learning objectives. Hence, teachers are then able to incorporate effective teaching strategies and revise ineffective ones from their pedagogical practices.

SSA will embrace the framework designed by Grant Wiggins and Jay McTighe called “Understanding by Design” (2005). This framework outlines the “backward design” model which guides the teachers to “think like an assessor” before designing the lessons.

The evaluation of student learning through a battery of assessment is critical because it provides feedback to teachers and students about the extent to which students are reaching mastery within the course objectives. As units progress, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point.

Assessment for learning occurs at all stages of the learning process. There are two forms of student assessment about teaching and learning, formative and summative assessments. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve their learning. Use of formal and informal strategies to adjust instruction while it is happening (see formative assessment guidance sheet). The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a respective standard or benchmark. Examples of summative assessments include a mid-term test, final, a paper or presentation (see guidance on summative assessments).

Here is an overview of the standardized assessment that SSA will utilize during the course of the year:

- STAR Reading (2-8): Using short, computer-adaptive reading tests, STAR reports provide teachers with students' reading and comprehension levels. This provides another snapshot of students' literacy profile. (Fall and Spring)
- Fountas & Pinnell (K-5): Using the *Fountas & Pinnell Benchmark Assessment Systems* to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. (Fall and Spring)
- WIDA (K-8) ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is used in Tennessee to test the language proficiency skills of the ELL students during each spring testing cycle. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. (Spring)
- WIDA APT (W-APT) stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system. (New students who have HL survey and did not participate in WIDA assessment)

The Academy's Assessment Plan is holistic, and performance based to include summative and formative methods. Both norm-referenced and criterion referenced data will be collected using the assessments which will guide instruction. Using a standards-based approach all assessments are aligned with the Tennessee Academic Standards. There are two approaches to assessment at SSA - one is the diagnostic and prescriptive model and the other uses interim, formative, and summative assessments as part of the elective model. The Assessment plan is both student and teacher centered. Students identified with disabilities may have accommodations provided for each assessment in accordance with their IEP. At a minimum, the Academy will use the following unique assessments:

Local Unit Assessments - Teacher-created assessments play an integral role in the formative and summative assessment plan at the Academy. Teachers will use the unit exams and quizzes to tailor instructional practices and pacing of the curriculum. These assessments will be based on best practices and collaborative work of teacher committees.

STEM Assessments - Various STEM projects will be completed by students and may include presentations, prototypes, posters, videos, blueprints and skits. Student projects will be assessed by team and project rubrics. Team rubrics evaluate each member's role and participation, while a project rubric evaluates specific components of a final outcome. The assessment of STEM activities will also allow opportunities for student feedback. Students will have multiple opportunities to demonstrate the learning through performance-based assessments and will engage in self-assessment and self-monitoring skills (Cognia Performance Standards for STEM Certification – Standard



10).

Regular assessment practices will document the progression of student learning. An effective assessment plan incorporates interdependent assessment and evaluation processes to support data-driven decision-making assessments of children, educational programming (standardized criterion and normative based testing combined with objective and subjective classroom measures), teacher effectiveness, operations and finance, parental involvement, and governance.

The Academy is committed to assessing and evaluating the readiness levels of all the students. The Academy will collect data on what is taught fully and what may have been left out from each year's curriculum plan. A skill-gap analysis will be essential to recover any loss of learning that may have occurred for incoming students during the pandemic. The Academy will face the difficult challenge of recovering skill gaps and still continue with the grade-level standards. To overcome this challenge, the Academy will incorporate the use of a Power Standards based approach to compacting the curriculum. Power Standards are standards that are essential to students' success in the future grade level. These standards are selected based on their endurance, leverage and readiness of the students. Teachers will work in PLCs to determine these Power standards and essential objectives to help the students succeed in the Tennessee Academic Standards. The Academy will use a standards-based approach to formatively report students' progress in each of these Power standards with the school administration. Parents will receive formative data on cognitive and behavior processes of their children using Class Dojo. In addition, teachers will use a grace and guidance-based approach to grading students. Although, The Academy will continue using A-E report cards for student evaluations, it has removed the possibility of any student receiving an "F". Instead, students will receive "incompletes" which will allow for teachers, paraeducators and interventionists to work with students closely to get work completed. Parents will receive progress reports (after 4 weeks) and report cards at the end of the quarter. A strong emphasis is being placed on providing intense support to ensure that students complete their work by using all of the resources available. The Academy intends to have a plan in place to help communicate with the parents. Teachers will receive PD on communicating with parents and have the resources available to make this work. Finally, the Academy will monitor students with interim assessments using local tools and standardized instruments such as Fountas and Pinnell, EasyCBM, common assessments and unit/chapter tests. The Academy will structure PLCs to have more conversations around data and monitoring practices to ensure students' mastery in the respective skills.

Students in grades K-3 will have Individual Reading Improvement Plans (IRIP) developed and implemented if a reading deficiency is evident as documented by the assessment program.

The management company and school administration will work with the SSA Board of Directors to develop and implement a continuously improved assessment and evaluation model that allows school leaders, staff, and parents to follow student progress and most effectively support their learning needs. The assessment program incorporates both standardized measures and classroom-based measures. It also measures **growth** in understanding and fluency in English. At SSA, standardized assessments will include the standards based NWEA's Measure of Academic Progress (MAP) and the state End of Grade (EOG) assessments, including Beginning of Grade 3 (BOG3) assessments. MAP is administered to all 1st through 8th grade students at the beginning, middle and end of the school year. Data from the MAP will be analyzed and curriculum delivery reconfigured and differentiated to reflect the State Standards in alignment with North Carolina's EOG tests. MAP provides computer-based, criterion-referenced tests to measure student progress and growth towards content mastery at goal levels of 80 to 90%. End of Grade assessments will be a component of the overall assessment system, as is the WIDA for the English learner students. W-Apt along with the criterion referenced MAP tests, EOG, and End of Course (EOC) assessments provide teachers with the ability to improve **teaching and student learning** through measurable, data-driven decision-making.

To improve teaching and learning, all teachers will attend workshops at the beginning of the school year, in which they will engage in the analysis and understanding of the most recent assessment results. The results of all standardized tests will be reviewed by the administration and teachers upon receipt of the data. Results are reviewed throughout the year to determine intervention strategies and to adjust instruction as identified. As administrators and teachers look at the data, they will: 1) plan how improvements will be made; 2) put a process in place to assure improvements will take place; 3) assess the process throughout the year; and 4) act on the information received. This is a continuous cycle.

Through this **multi-dimensional approach**, real-time tools provide teachers with up-to-date data to readily identify challenges and opportunities for students and make appropriate adjustments. Aggregate classroom assessment data provide objective measures for teacher accountability and help identify challenges and opportunities for professional development. Administrators will analyze comparative data to understand how students are performing individually, in class cohorts, as a school and against community and state averages. Administrators



and teachers will keep abreast of the latest bi-lingual language models and update the program as necessary.

Individual student progress shall be reported to parents and students at regular intervals throughout the school year. Report cards are issued approximately every 9 weeks with progress reports in the interim (at about 4 weeks). In addition, parent/teacher conferences shall be held at scheduled times (reflected in the school calendar discussed in the response to Question 14) to provide a greater opportunity for parents and teachers to discuss student progress. School-wide progress shall also be communicated to students and parents at least annually in the Annual Education Report and Parent Dashboard as required by the State of Tennessee.

A portion of every monthly board meeting will be dedicated to the discussion of student achievement and progress toward the educational goals as stipulated in the Charter Contract. The reauthorization of the Academy will be dependent upon documented evidence of increasing proficiency and student growth as indicated in the response to question 8.

Alignment - While Rubicon Atlas is designed to ensure that the curricula are effectively delivered through daily lessons that are prepared in full alignment with North Carolina Academic Standards, Next Generation Science Standards and World Language Standards; the continuous analysis of assessment data procured through EOG, EOC, and MAP results will enable administrators and teachers to adjust curriculum delivery as needed to maximize ongoing alignment to the standards based on student achievement of those standards. To ensure that all students are prepared for college and post-graduation careers, SSA will implement a competency-based assessment model to complement the standardized assessment program. It has been shown that competency-based education programs are intentional and utilize transparent approaches to curricular design. This ensures that each learner is equipped with a full range of competencies that prepares the learner for post-graduation success. Competency based education is designed to reduce racial, cultural, socio-economic, gender and other potential bias.

Continuous School Improvement and Monitoring - The actions needed to develop high performance incorporate a belief that all students can learn to high standards. Leadership will provide the necessary infrastructure to make and sustain improvements in learning and the learning environment. SSA will provide a nurturing environment in which students can feel safe to stretch their abilities and climb to their highest selves. The school will put its primary focus on student, professional and system learning that is purposeful and intentional. School culture is best accomplished when every stakeholder changes their mental map to one that creates the images, assumptions, and perspectives of all students as successful future leaders.

Summative assessments, homework and PBL projects will receive a numeric grade and a rubric-based score, respectively. Parents will receive progress reports every 4-5 weeks and report cards each card marking (9 weeks). At least three times a year (as noted on the school calendar, question 14) parent/teacher conferences will be held to provide one-on-one time between teachers and parents to discuss each individual child's progress. Translators will be available for these meetings as need to ensure effective communication and understanding with the parents. Parents are not limited to this schedule and are encouraged to speak with the administration and faculty throughout the year to stay abreast and informed about student progress and needs. Additional communication methods with parents will include Class Dojo and parent access to the academy's student information system portal – PowerSchool. The following criterion-referenced grading structure will be used to calculate final grades for students:

- PBL Project 30%
- Quizzes/Tests 30%
- Homework 10%
- Classwork 30%

Additional Information (including special education and English language learner support) will be available to parents in the administrative office and on the school's website. Annual notifications are sent out to parents in multiple languages as required by legislation and include but are not limited to the Annual Education Report, Concussion Awareness, EL Annual Notification, etc. Other notifications to parents are sent out on an as needed basis and are translated into family home languages as appropriate.

Q148. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



Students will be promoted from year to year through the grade levels in accordance with the following promotion strategies:

- Satisfactorily completing all of the courses and prescribed academic work.
- Demonstrating satisfactory progress in each of the relevant areas and individualized growth/ proficiency targets.
- Passing grade in all courses on the report card.

Students may be retained at grade level when the following steps are followed:

- Using a child study team approach, if a student is identified for retention, then the following measures will be in place:
- Use data to support the identification of the student.
- Incorporate whole child approach by utilizing social and emotional well-being of the student with the respective recommendations.
- Inform parents within 15 days of identification.
- Create a robust individualized promotion plan using evidence-based practices.
- Create a SMART plan to ensure reciprocal accountability.
- Create a plan for home to school connection.
- Monitor student progress and link to future grade's goals as part of the success criteria.
- Offer summer school program as an intervention.
- Communicate with the parents if adequate progress is not being made within the guidelines of 10 or 30 days respectively.

Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

The Academy will fully adopt and align with the North Carolina's promotion and retention policies.

- Students will be monitored on their performance level on the state assessments for proficiency and growth.
- In addition, students will be monitored for growth using the MAP. The following indicators will be utilized:
- Satisfactorily completing all of the courses and prescribed academic work.
- Demonstrating satisfactory progress in each of the relevant areas and individualized growth/ proficiency targets.
- Passing grade in all courses on the report card.

In addition, the Academy will ensure that students in 3rd grade are monitored for promotion and will have research-based interventions accessible to them when needed.

9.5. School Culture and Discipline

Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



One of the primary goals of a high performing school is the development of a healthy, safe and supportive learning environment for all students. Relationships of mutual respect between students and staff go a long way toward reducing disruptive student behavior. Developing a sense of belonging in the students toward the school is also a key step in reducing problem behavior. The goal is to create a culture where when behavioral problems arise the students themselves proactively address the situation. When adults take disciplinary action, it should be designed to teach new behaviors. Discipline should not deprive students of the opportunity for continuous academic learning.

It is critical for all teachers and administrators to understand how poverty can influence learning. Poverty related factors can intervene in the students' ability to learn through health and well-being, language and literacy development, material resources, and mobility. Salman Community Services AND the Network believes that schools must foster a bond between the students and the school, by fostering caring relationships creating student advisories, creating smaller learning environments, and increasing the likelihood participation in extracurricular activities. Trust must be established between school and home, student and teacher.

According to Coggins (2002), student behavior is a national concern within schools today. The disruptive behavior of students can be attributed to various causes, which can include learning disabilities and other physical and psychological disabilities. Schools have an obligation to educate all students regardless of their learning abilities or suspected disabilities. In order to ensure effective learning, schools need to address the multiple needs that students have.

The Academy will strive to promote a positive school culture and climate that will be based on our mission and vision; a nurturing and caring school environment. We believe that school culture is the belief and attitude influencing every aspect of how a school functions. We attest that "culture" shared by all school stakeholders makes the actualization of both short- and long-term goals easier.

The best practices for shaping our school culture are built around the themes of a shared vision, shared values, norms, patterns and behaviors, tangible evidence, team-learning and personal mastery along with the work supported by the research from Hall & Hord, 2015. The Academy's development team understands that good school culture starts with connections—strong and overlapping interactions among all members of the school community.

The Academy's school-wide model on school climate is based on the framework of Safe Supportive School Model which was developed by a national panel of researchers and other experts in the field. This model highlights the three main tenets which determine a positive school climate: engagement, safety and environment. The following descriptors define these tenets:

Engagement—cultural and linguistic competence, relationships, school participation.

Safety—emotional, physical, psychological safety, antibullying policies, emergency readiness and crises intervention.

Environment—physical environment, instructional environment, physical and mental health, discipline.

The Academy will strive to ensure that a positive school culture and climate is reminiscent of the acronym, JEDI (Justice, Equity, Diversity and Inclusion). Under this umbrella, the following key programs will be weaved in to promote these ideals:

1. Leader in Me Program
2. Positive Behavior and Intervention Systems
3. Restorative Practices

The Academy's ethos is developed with the underpinning traits of the aforementioned programs to ensure perpetual practice.

To that end, the Student Creed at the Saber STEM Academy will cultivate and nurture students who strive to:

- Be safe, respectful and responsible citizens of our school community.
- Build relationships and be compassionate towards each other.
- Repair relationships and restore respect by taking responsibility and ensuring accountability.
- Practice a growth mindset by embracing the seven strategies of effective people.
- Become lifelong learners committed to achieving excellence and doing their personal best.
- Embody positive character traits such as honesty, courage, trustworthiness, and respect to make the world a better place.

Steps that the Network has taken in other schools include:



1. Monitoring data related to ensuring a safe learning environment.
2. Connecting every student to a caring adult.
3. Student advisories.
4. Personalized relationships through small learning environments.
5. Opportunities for all students to participate in extracurricular activities.
6. Engaging families in the school.
7. Personalizing the connection between home and school.
8. Effective adult mentoring programs.
9. Community-based learning and service-learning opportunities.
10. Home visits.
11. Effective two-way communication between home and school.

Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



SSA will build a positive culture for students, teachers, administrators and parents using the key principles taught within the Leader in ME program by Franklin Covey.

Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. There are over 5,000 Leader in Me schools in all 50 states and in over 50 countries. Our mission is to unleash the greatness in students, educators, and school communities everywhere. (<https://www.leaderinme.org/>) (<https://www.leaderinme.org/>)

Leader in Me provides schools with a model and process that addresses common challenges that are unique to students. Parents, educators, and school administrators are concerned with their child's physical, mental, social, and economic well-being, all of which are factors that can contribute to or hinder academic success. Teachers, staff, and administrators at *Leader in Me* Schools are empowered to provide support in all of these areas by creating a learning environment that addresses whole-child education with five (5) Core Paradigms:

1. Everyone can be a leader
2. Everyone has genius
3. Change starts with me
4. Educators empower students to lead their own learning
5. Develop the whole person

These paradigms influence the behavior of staff, students, and their families. Leader in Me schools help students feel emotionally safe, socially supported, and academically engaged. The Leader in Me process builds the personal and professional capacity of educators, equipping them with the know-how to simultaneously guide a student's development in all three skill domains. As students apply this expanded set of skills toward academic achievement, they improve their ability to succeed. Positive school culture is an essential requirement for ensuring higher attendance. Research has found that when students and staff feel valued and recognized for their unique gifts and talents, they experience an increased desire to engage with people and activities at school. This student and staff engagement helps students and staff see that their presence impacts others, and their attendance positively benefits other students and teachers in their classrooms. As a result, attendance rates naturally increase. "Key elements of The Leader in Me include (a) a common understanding of and pervasive use of Seven Habits language, (b) student goal setting and data tracking, (c) leadership opportunities for students, and (d) a school culture that promotes student ownership of learning do indeed increase student motivation and promote positive peer interactions" (Tidd, 1996). The inclusion of Leader in Me teaching on a daily basis within the established curriculum will ensure that all students are supported and guided to become leaders, regardless of whether they enroll in SSA at the start of the school year or during the school year.

1. The Academy will ensure that the school environment is safe, engaging and conducive to learning for ALL students. The framework for embracing special populations is designed using the five dimensions of schooling model: intentional, structural, curricular, pedagogical and evaluative. The Academy intends to be intentional in its design of the missions and vision to utilize the lens of social justice, equity, diversity and equity in the educational programming. The Academy will promote a structural scheme that includes a calendar built around celebration of diverse cultures and ethnicities. In addition, specific attention has been granted towards creating a learning environment that can welcome all students in engaging ways. This includes how classrooms are arranged and how students and teachers use their time. The Academy has plans for curricular and pedagogical modification to ensure that all students receive an equitable learning environment. The Academy has plans on how success targets and criteria will be utilized and aligned with the inclusive schooling practices. Using evidence-based practices such as mixed-ability groupings, accommodations and translations, we believe that all students including EL, Special Education and at-risk student populations will be able to reach their full potential.

Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**



The Academy will incorporate a two-pronged approach to ensuring discipline and safety of all students. The first method will be proactive and responsive in nature and will hinge on the ideals of Restorative Justice Practices. If the first method is exhausted and severe infractions are present then a more traditional, retributive approach of suspensions and detentions will be utilized.

Restorative Practices:

Restorative Justice (RJ) is a culture and a set of practices that engages the whole school community in building relationships and repairing harm through mutual, inclusive dialog and cooperation to restore respect. The three tenets of RJ include identifying harms and needs, explaining accountability and responsibility and finally communicating in enlarged circles to ensure proper resolutions. Restorative Justice is a broad term that encompasses a growing social movement to institutionalize non-punitive, relationship-centered approaches for avoiding and addressing harm, responding to violations of legal and human rights, and collaboratively solving problems (Restorative Justice in U.S. Schools, 2019).

The student discipline policy is included in the school handbook which is included as an attachment.

Student Discipline: To prevent the overuse of discipline strategies the academy also implements Restorative Justice Practices throughout the building. Restorative justice is designed to keep kids in school rather than resort to suspension or expulsion. A child that is not in school is a child that is not learning. Restorative justice empowers our staff and students to develop tolerance and understanding in the development of skill sets that promote better decision making.

Appropriate behavior is expected at all times in the classrooms, in the school building and at off-school sites at all times. Students will be accountable for their behaviors. Disciplinary actions will be used to correct misbehavior. Personal accountability is demonstrated when the student:

- Regularly and punctually attends all classes;
- Comes to class prepared with necessary books and supplies;
- Participates in class activities and completes all assignments;
- Reflects a positive and responsible attitude toward learning;
- Exhibits age appropriate choices, behavior and actions that lead to solutions rather than problems.
- Challenges himself/herself to attain exemplary education goals;
- Demonstrates respect for himself/herself and others;
- Demonstrates respect for the property of himself/herself and others;
- Follows rules set by the school and the classroom teacher;
- Accepts responsibility for his/her own belongings.
- Conforms to the dress code.

Student Code of Conduct:

All students who attend Saber STEM Academy will be expected to follow all the rules and regulations. The purpose of these rules and regulations is to provide an atmosphere that is conducive to learning and to prevent behavior which interferes with the academic progress of the students. Rules violation will result in sanctions according to the nature and number of violations. The violations are divided into three distinct levels. Each level has specific disciplinary interventions that may be utilized when appropriate.

In general, students are expected to behave in a reasonable and safe manner at all times. Appropriate conduct is expected in the classroom, hallways, lavatories, offices, busses and cafeteria. Violations and disciplinary responses are divided into three levels, with Level III violations being the most serious.

Level I Violations

Each student is expected to respect the rights and property of others, including the property of SSA. Disrespectful behavior and/or attitude towards others will not be tolerated, such as consistent and willful disruption of class.

- Disruptive behavior violates school policy and is defined as disregarding school rules, policies, or behaving in a way that disrupts or interferes with the educational process, including bullying, teasing, taunting or harassing. Especially for grades K-3, this would include hitting or pushing another student in school, biting or scratching a student or staff member, spitting, name calling or use of profane language.



- No object may be thrown unless it is a part of a supervised program conducted by a staff member.
- The use of personal radios, MP3 players, electronic games and toys is not permitted on school property during school time.
- During scheduled class times, students may not be in the halls or lavatory without a pass.
- Students, once arrived to school grounds, may not leave the school without permission.
- The opening and closing of windows/blinds and sitting on windowsills are prohibited. If a window is open, students are prohibited from throwing anything out of classroom or lavatory windows.
- Skipping or leaving a class during the school day is not permitted. Students engaging in such activities will be considered truant.
- No glass containers are allowed in the building without prior permission from a staff member.
- All consumption of food and beverages is limited to the lunchtime unless otherwise approved by a staff member.
- Chewing gum is prohibited.
- Sunglasses are not to be worn in school.
- Any form of student protest that disrupts the educational process is prohibited.
- Inappropriate displays of affection are prohibited, which includes kissing, embracing or engaging in affectionate activity during school or school related activities.
- Saber STEM Academy reserves the right to handle all cases not covered by these guidelines at the discretion of the principal, his/her designates or staff as delegated.

Level II Violations

- Gambling in any form is prohibited.
- Cigarette smoking is prohibited
- Possession of drug paraphernalia is prohibited.
- Possession of obscene material or pornographic literature in any form is strictly prohibited.
- Verbal abuse, profanity, name-calling, and gestures designed to create a disruption or incite violence is prohibited, including oral or written intimidation related to, but not limited to a person's race, color, religion, gender or ethnicity.
- Failure to follow the directions of administrators, school staff, and parent volunteers will not be tolerated.
- Insolence—Displaying verbal or nonverbal disrespect towards school personnel or volunteers is not allowed.
- Personal threat or intimidation—Threatening or intending to do bodily harm to another individual is a violation of state regulation.
- Profanity—Writing, gesturing or speaking in a way that transmits an offensive or sexually suggestive meaning is prohibited.
- Vandalism—Intentional damage or destruction of school property or the property of others is prohibited and may result in a police report as well as other sanctions.
- Academic misconduct—Plagiarism, cheating, or tampering with educational records or materials is not allowed. Such infractions will result in a failing grade for the assignment, in addition to further disciplinary actions.
- Abuse of Technology—Unauthorized use of hardware, software or Internet access is prohibited. Failure to follow procedures outlined by the lab instructor and posted rules is a violation of school policy.

Level III Violations

The following serious violations will result in student suspension and/or expulsion.

Weapons

- **Possession of a gun**--Possession of any gun -- loaded or unloaded -- including but not limited to handguns, shotguns, starter pistol, air gun, pellet guns, BB guns, or toy guns is prohibited and will result in immediate suspension and may cause for an expulsion hearing to be conducted. (Note: All expulsions are brought before the Board of Directors for an expulsion hearing.)
- **Possession of a knife**--A knife is defined to include any knife regardless of the blade length or total size including straight razors, box cutter with a razor or any instrument which has been altered in a manner to simulate a knife (i.e., letter openers, fingernail file, etc.) Possession of knives will result in immediate suspension and may cause for an expulsion hearing to be conducted. (Note: All expulsions are brought before the Board of Directors for an expulsion hearing.)
- **Possession of a lethal weapon**--Possession of a weapon other than a knife or a gun which has the capacity to cause serious injury or death is prohibited and will cause an immediate expulsion. Weapons include the following: karate sticks, throwing stars, iron bars, daggers, dirks, brass knuckles, stilettos, blunt instruments, chemical repellents, aerosols, smoke bombs, fireworks, etc. COMBINE ALL WEAPONS BUT SPELL OUT SPECIFICALLY...MAYBE NOT
- **Possession of weapons or dangerous objects:** Use of weapons or dangerous objects is prohibited. "Use" is defined as:



1. Using a weapon/dangerous object in a physical altercation with a staff member(s) or student(s).
2. Having a weapon/dangerous object in one's possession during a physical altercation.
3. Threatening a person with a weapon or dangerous object.
4. Robbery with a weapon or dangerous object.
5. Extortion or coercion through threats or actual use of a weapon or dangerous object.
6. Discharge of a firearm.

Fighting- Fighting is unacceptable and will result in immediate suspension. The length of suspension will be determined by the Principal and based on the frequency of such behavior as well as the student's overall school behavior.

Assault and Battery- Assault and battery, defined as any attack upon a student or staff member resulting in:

- Serious injury.
- The victim attempts to avoid the altercation but is nevertheless attacked.
- Three or more individuals are involved simultaneously in assaulting the individual.

Assault and battery will result an immediate suspension with the immediate call for an expulsion hearing before the Board of Directors. The student will not be allowed back into school until the Board meets and determines the student's final disposition.

Theft/Possession Of Stolen Property--Involvement in any way with the theft of goods or the possession of stolen properties in the school building, on school grounds, at off-campus sites or at any school functions is prohibited.

Forgery/Falsification of Documents--Forgery is defined as the unauthorized usage or writing of another person's name or identity on school forms or on other school-related correspondence. Falsifying documents also means changing any school communication (i.e., letters to parents, progress reports, report cards, etc.). These are prohibited acts.

Violation of City, State or Federal Laws--Any student who is found guilty of an act that would be considered a violation of any criminal law may be subject to expulsion.

Chronic Violation of Discipline Code--Students who, after receiving prescriptive measures, demonstrate that they are persistent or unwilling to conform to the school regulations and who have proven to be a distracting or corrupting influence may be subject to expulsion.

Interference with or Intimidation of School Personnel--Any person who prevents or attempts to prevent school personnel from engaging in their lawful duties through the use of threats, violence or harassment will be subject to suspension/ expulsion.

False Alarms--Any person who knowingly and intentionally activates a fire alarm when a fire is not present will be subject to expulsion

Sexual Misconduct--Any verbal or physical sexual misconduct including but not limited to **rape** and **sexual harassment** is illegal and will cause an immediate expulsion. Examples include sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Hate crimes as defined by Michigan statute committed on school premises directed at school staff members, students, or other building tenants and their property.

Gang membership and/or **gang related activities** (including, but not limited to clothing, signing, graffiti and property damage/demarcation.)

For Level 1 violations, a teacher or staff member will use the proper disciplinary action/s to correct a student's misbehavior. If the student responds in a positive manner, no further action will be taken. The 2nd and 3rd Level I infractions during a school day will result in a disciplinary consequence at the classroom level. If a 4th infraction occurs during the day, the student behavior is raised to a Level II infraction and remanded to the Principal's office. Students who repeatedly violate the rules and regulations of conduct may be subject to an out-of-school suspension for 1-3 days as determined by the Principal. Notice will be provided to the parents/guardians. Students who are suspended will not be eligible to participate in school activities including extra-curricular events.

Any of the following strategies may be utilized:

1. Parent/Teacher/Administrator conference



2. Administrator/Parent/Guardian conference
3. Phone call to parent
4. Lunch detention
5. Behavioral contract
6. Denial of participation in class and/or school activities
7. Denial of participation in graduation/award ceremonies
8. Restitution/restoration
9. Action Plan and assignments
10. Confiscation of inappropriate object
11. School Community Service
12. Referral to support staff
13. Before/after school detention
14. In-school suspension—Up to 10 days
15. Out- of -school suspension—Up to 10 days
16. Other disciplinary strategies as needed.

Level II Violations pose a serious disruption to the educational environment. Depending on the severity of the incident, the violation may be considered as a Level III violation. Law enforcement will be contacted.

Any of the following actions may be taken:

1. Level I actions
2. Recommendation to Board of Directors for long-term suspension or expulsion
3. Law enforcement notification
4. Referrals to support staff and agencies

Violations at Level III are unlawful and seriously disrupt the teaching and learning at school. In addition to the actions taken at Level II, the proper law enforcement authorities may be contacted. Drugs, weapons and physical/sexual assault will result in out-of-school suspension or expulsion on the first violation.

NOTE: All long-term suspensions (in excess of 10 days) and expulsions are recommended to the Board of Directors of Saber STEM Academy of Charlotte which has final authority.

9.6. Certify

Q153. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q154. Explanation (optional):

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The application mostly meets the standard, but it is what I commonly refer to as a "kitchen sink" application where ALL the best research-based practices are thrown in for good measure. From NIET, NISE, SIOP, Leader in ME, RTI, RJ, PBS, PBL, Rubicon, all the assessments, plus instruction in English, native language and Arabic, with materials in English, Spanish, Arabic and Somali, all the bases are covered, but that is a lot of territory for teachers to cover and a lot for a relatively small K-8 school.



10. Governance and Capacity

10.1. School Governing Body

Q155. [Organization Street Address \(if you have one\)](#)

- [On the Organization Information page, you already provided the mailing address.](#)

Saber STEM Academy of Charlotte plans to locate at 8310 Harrisburg Road, Charlotte NC 48215 in a leased facility designed to be occupied as a school.

10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q156. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.](#)

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Applicant Comments :

Proposed Board Members, include the following individuals:

- Dr. Bassem Obeid
- Dr. Mohamed Sanjak
- Abdllah Darweesh
- Fadi Deeb
- Eyad Ibrahim Shakhtour

The Board table has been attached.

Resources


Initial Members of the Nonprof...

Applicant Evidence :


Board Membership Table.xlsx

Uploaded on **4/29/2022** by
Lorilyn Coggins

Q157. [Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.](#)



Five potential board members have been **identified** based on their interest and support for a STEM driven public charter school in the Charlotte community serving an immigrant EL population. The board members as identified have no relationship to Education Management & Networks, Inc. (the proposed EMO) and have indicated no other conflict of interests that exist.

Proposed Board Members, include the following individuals:

- Dr. Bassem Obeid
- Dr. Mohamed Sanjak
- Abdllah Darweesh
- Fadi Deeb
- Eyad Ibrahim Shakhtour

The Academy Board shall consist of five members. The Academy Board shall be responsible for the business, property, and affairs of the Academy, including oversight of financial resources. The Academy Board shall set all educational, fiscal, and administrative policies for the Academy. The Academy will contract with Education Management & Networks, Inc., as its Education Management Organization to oversee the day-to-day operations of the school and to ensure that the mission and goals of the board are realized. Current and future Academy board members shall be residents of the State of North Carolina, citizens of the United States and agree to undergo any requisite background checks. Board members serve as volunteers and provide a diverse set of qualifications and contributions to include finance, business operations and organization, educational expertise, and community relations. The initial Board of Directors shall also be responsible for nominating future applicants for appointment to the Board. The board will post an announcement on the academy website seeking interest in board membership to fill future vacancies.

The Board of Directors will meet monthly in order to effectively fulfill its governing role. One way the Board will conduct its business is through an efficient committee structure. The By-laws provide the Board with the authority to establish ad hoc and standing committees. The Board anticipates creating two initial standing committees in order for it to properly exercise its fiduciary and governance roles.

The Governance Committee of the Board will likely be chaired by the Chair of the full Board. The Governance Committee's primary responsibility will be to provide oversight, monitoring and evaluation of the Education Management Organization (EMO) and to serve as a liaison to the full Board. The Governance Committee will serve as the Evaluation Committee and draft the annual evaluation of the CMO, with the input of other members of the Board and present it to the full Board for approval.

The Finance Committee will coordinate the Board's financial oversight responsibilities by recommending policy to the Board and monitoring its implementation. The committee will also provide Board oversight of the organization's financial audit. The Treasurer of the Board will serve as chair, and the Committee will monitor the organization's financial records; review and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; review the annual budget and recommends it to the full Board for approval; monitor budget implementation and financial procedures; monitor assets, ensure compliance with federal, state, and other financial reporting requirements; and help the full Board understand the organization's financial standing.

Depending on the evolving needs of SSA, other committees may include: (1) the Resource Development Subcommittee, (drawn from membership of the Finance Committee) which may plan and implement the school's fundraising programs; (2) the Facilities Committee, which assesses the short and long term facilities needs and presents a long range facility plan to the board; (3) and a Strategic Planning Committee, which develops a 3-5 year blueprint for the school's future.

The School Leader will be supported and evaluated throughout the year by both the Education Management Organization and the Board using both formative and summative assessment gathered from faculty, students, and parents. The process will be led by the Governance Committee. A member of the Board will be chosen each year to lead the process. The Board believes that evaluation is an ongoing and reflective process. The lead Board member will deliver the assessment feedback to the Education Management Organization throughout the year as part of the evaluation process described below.

In April of each year, one member of the Board will be appointed to be the lead of the team, with responsibilities including overseeing the process and ensuring the timeline is followed; collecting the data from all stakeholders and summarizing it for the Committee, full Board and Charter Management Organization; and meeting with the Charter Management Organization to review the data and to build a development plan based on that data.



The Evaluation Team (Governance Committee) will oversee the following areas:

- Education Management Organization Vision and Goals for school year;
- Formative feedback process; and
- Final Evaluation.

The Education Management Organization and the Evaluation Team will develop a high level set of goals (3-7 goals) that the Education Management Organization will present to the Evaluation Team prior to each school year for approval (Clearly defined academic achievement goals will always be part of the high level set of goals); and the Evaluation Team will oversee a year-end survey to identified stakeholders focused on the Education Management Organization goals for the year.

The Education Management Organization and Evaluation Team will develop a set of specific areas to collect feedback for the Education Management Organization that are aligned with a Leadership Rubric. The Evaluation Team will personally interview each faculty member for about 15 minutes to gather input on the focus areas. The interviews will take place evenly over the course of the school year and the lead on the Evaluation Team will collect the formative data and will regularly share it with the Education Management Organization as well as develop support plans to assist in areas of growth as needed.

The Evaluation Team will collect data at year-end related to Education Management Organization Goals as well as Formative Feedback and share it with the Education Management Organization. The Evaluation Team will develop and propose a support plan for the Education Management Organization that reflects the needs identified in the data and the Evaluation Team will make a recommendation to the Board concerning the School Leader's employment status and performance bonus.

In addition to the important responsibility of evaluating the performance of the Education Management Organization, the board also values reflective practice and self-evaluation of its own performance. The success of the school will depend greatly on the Board's effectiveness in carrying out essential roles and responsibilities. Therefore, board self-evaluation is vital in determining how well the board is performing, and the steps that can be taken for continued improvement. Board self-evaluation refers to a set of practices used to examine and evaluate performance against a set of defined standards and will:

- Have the enthusiastic support of Board leadership;
- Be based on standards and best practices that characterize effective board performance;
- Be formal, conducted on a regular, agreed-upon basis, including a written assessment tool; and
- Include an assessment implementation plan to set goals for board improvement.

Given the accountability measures contained within the application, the Board evaluates itself against specific performance measures annually. The Board will use a tool developed by The High Bar, who provides expertise, training and powerful web-based tools to assist boards to improve public education. Additional information about The High Bar can be located at www.reachthehighbar.com.

Q158. Describe the size, current and desired composition, powers, and duties of the governing board.



The Board of Directors shall consist of the number of members as established within the provisions of the Charter Contract.

The term of each Board member shall be for a term, the length of which is set by the Charter Contract. A member may be appointed for additional terms.

Each Board member must swear or affirm and file the oath of public officers within the timelines established in the Charter Contract and applicable law.

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the Academy, and learn Board procedures. Accordingly, the Board shall, in conjunction with the Authorizer and the Educational Service Provider, give copies of the following items to each new Board member no later than his/her first regular meeting as Board member for his/her use and possession during their term on the Board:

1. a copy of the Charter Contract;
2. the Educational Service Provider Contract;
3. a copy of the Board policy manual;
4. the current budget statement, audit report, and related fiscal materials;
5. master employment agreements contracts in place;
6. student handbook;
7. staff handbook;
8. Open Meetings Act;
9. meeting conduct material (standard agenda, recording minutes, handling of a motion); and
10. other materials, as deemed appropriate by the

Each new Board member shall be invited to meet with the Board President and the Educational Service Provider representative to discuss Board functions, policies, procedures, and provisions of the Charter Contract.

The Board shall encourage the attendance of each new Board member at orientation and training meetings.

Individual members of the Board do not possess the powers that reside in the Board of Directors. The Board speaks through its approval of actions that are reflected in its minutes and not through its individual members. An act of the Board shall not be valid unless approved by majority vote of the Directors of the Academy present at a meeting at which a quorum is present.

No member of the Board shall be denied documents or information to which s/he is legally entitled and which are required in the performance of his/her duties as a Board member.

The Board President, functions as the official spokesperson for the Board. Occasionally, however, individual Board members will make public statements on School matters. If such statements imply, or if the readers (listeners) could infer, that the opinions expressed or statements made are the official positions of the Board, the Board members shall, when writing or speaking on School matters to the media, legislators, and other officials, Board members should make it clear that their views do not necessarily reflect the views of the Board or those of their colleagues on the Board.

This policy shall apply to all statements and/or writings by individual Board members not explicitly sanctioned by a majority of its members, except as follows:

1. correspondence, such as legislative proposals, when the Board member has received official guidance from the Board on the matters discussed in the letter;
2. routine, not for publication, correspondence of the Educational Service Provider and other Board employees;
3. routine "thank you" letters of the Board;
4. statements by Board members on non-Academy matters (providing the statements do not identify the author as a member of the Board); and
5. personal statements



A Board member's personal or private use of social media may have unintended, negative consequences to the Board member and/or the Academy, including possible violations of the Open Meetings Act and issues relating to creation of a public Postings to social media should be done in a manner sensitive to the Board member's responsibilities, applicable Academy policies, and legal obligations.

Board members shall not receive annual compensation for service as a Board Member.

By resolution of the Board, expenses of a Board member shall be reimbursed when incurred in the performance of his/her duties or in the performance of functions authorized by the Board and duly vouchered. The following guidelines have been established by the Board of Directors to ensure appropriate and proper reimbursement of expenses for Board members:

1. Expenses will be reimbursed only for activities authorized by the
2. Reimbursement for mileage will not exceed the current rate established by the Internal Revenue
3. When attending a Board-approved conference, all fees, parking, mileage, meals, and housing will be
4. Purchase of any printed or other materials relating to Board Membership will be reimbursed if pre-purchase approval is given by the If such approval is not possible or feasible, a voucher must be submitted to the Board for approval.
5. When the Board attends a community or Academy-related event as a Board function, or a Board member attends as the designated representative of the Board, any incurred expenses, including mileage, will be reimbursed by the If a Board member attends such events as a private citizen, any incurred expenses are to be paid by the Board member.
6. No entertainment expenses or purchases of alcoholic beverages are allowed.
7. A voucher detailing the amount and nature of each expense must be submitted to the Board for approval at a Board meeting after the expenses have been incurred and prior to

As members of the Board of Directors, Board members will strive to improve public education and to that end they will:

1. remember always that their first and greatest concern must be for the educational welfare of the students attending the academy;
2. attend all regularly scheduled and special Board Meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
3. recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
4. render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
5. encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
6. work with the other Board members to establish effective Board policies and to delegate authority for the administration of the Academy to the Educational Service Provider or School Leader;
7. communicate to other Board members and the Educational Service Provider expressions of public reaction to Board policies and Academy programs;
8. inform themselves about current educational issues by individual study and through participation in programs providing needed information;
9. support the employment of those persons best qualified to serve as staff, and insist on a regular and impartial evaluation of all staff;
10. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
11. take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; and
12. observe all applicable statutory limitations and duties regarding conflicts of

Board members shall perform their official duties free from any conflict of interest. To this end, no Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency, apart from the total interest of the Academy.

When a member of the Board suspects the possibility of a personal interest conflict, he/she should disclose his/her interest (such disclosure shall become a matter of record in the minutes of the Board) and thereafter abstain from any participation in both the discussion of the matter and the vote thereon.

If a Board member's financial interest pertains to a proposed contract with the Academy, the following requirements must be met:

1. The Board member shall disclose the financial interest in the contract to the Board with such disclosure made a part of the official Board If his/her direct financial interest amounts to \$250 or more, or five percent (5%) or more of the contract cost to the Academy, the Board member



shall make the disclosure in one of two (2) ways:

2. In writing, to the Board President (or, if the member is the Board President, to the Board Secretary) at least seven (7) days prior to the meeting at which the vote on the contract will be The disclosure shall be made public in the same manner as the Board's notices of its public meetings. (See Board Operating Policy 0165.)
3. By verbal announcement at a meeting at least seven (7) days prior to the meeting at which a vote on the contract is to be The Board member must use this method of disclosure if his/her financial interest amounts to \$5,000 or more.
4. Any contract in which there is a conflict of interest, as defined by this Policy and the related statute (MCL 321 et seq.), must be approved by a vote of not less than two-thirds (2/3) of the full Board (excluding the vote of any Board member with a financial interest).

However, if a majority of the members of the Board are required to abstain from voting on a contract or other financial transaction due to a financial interest, then for the purposes of that contract or other financial transaction, the members who are not required to abstain constitute a quorum of the board and only a majority of those members eligible to vote is required for approval of the contract or financial transaction. A member of the Board is presumed to have a conflict of interest if the member or his/her family member has a financial interest, or a competing financial interest, in the contract or other financial transaction or is an employee of or at the Academy.

Having a child in the Academy does not alone constitute a conflict of interest or financial interest in a contract or other financial transaction of the Academy.

"Family member" means a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's parent or parent's spouse, and includes these relationships as created by adoption or marriage.

A Board member is not considered to have a financial interest in any of the following instances:

1. A contract or other financial transaction between the Academy and any of the following:
2. A corporation in which the individual is a stockholder owning 1% or less of the total stock outstanding in any class if the stock is not listed on a stock exchange or owning stock that has a present market value of \$25,000.00 or less if the stock is listed on a stock exchange.
3. A corporation in which a trust, if the individual is a beneficiary under the trust, owns 1% or less of the total stock outstanding in any class if the stock is not listed on a stock exchange or owns stock that has a present market value of \$25,000.00 or less if the stock is listed on a stock
4. A professional limited liability company organized pursuant to the Michigan limited liability company act, if the individual is an employee but not a member of the
5. A contract or other financial transaction between the Academy and any of the following:
6. A corporation in which the individual is not a director, officer, or
7. A firm, partnership, or other unincorporated association, in which the individual is not a partner, member, or
8. A corporation or firm that has an indebtedness owed to the
9. A contract awarded to the lowest qualified bidder, upon receipt of sealed bids pursuant to a published notice for bids if the notice does not bar, except as authorized by law, any qualified person, firm, corporation, or trust from bidding. This does not apply to any amendments or renegotiations of a contract or to additional payments under the contract that were not authorized by the contract at the time of award.

The official minutes of the Board must disclose the name of each party involved in the contract, the nature of the financial interest, and the terms of the contract, including the duration; financial consideration between the parties; facilities or services of the Academy included in the contract; and the nature and degree of assignment of school staff needed to fulfill the

A Board member with a conflict of interest in a contract may not participate in the discussion of nor vote on the contract.

Board members shall not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts involved with Federal grant funds, except that a Board member may accept an unsolicited gift of nominal value.

A Board member may serve as a volunteer coach or supervisor of a student extra-curricular activity if ALL of the following conditions are present:

1. The Board member receives no compensation as a volunteer coach or supervisor;
2. The Board member abstains from voting on issues before the Board concerning the program in which he is involved during the period of time s/he serves as a volunteer coach or supervisor; and
3. The appointing authority has received the results of a criminal history check and criminal records check from the Michigan State Police and the Federal Bureau of Investigation for the Board



The Board may hold harmless, indemnify, Directors and Officers, pay, settle, or compromise a judgment against a Board member to the extent allowed under the law. The Board may also purchase Errors and Omissions insurance coverage for the Board of Directors.

The Board of Director's intent is to provide an environment that fosters the respect and dignity of each person. To this end, the Board is committed to maintaining an environment free of harassment and intimidation.

Harassment of students, persons providing services to the Academy, and employees on the basis of their race, color, national origin, sex, disability, age, religion, or any other legally protected characteristic in its educational programs or activities is prohibited and will not be tolerated.

Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The proposed board members bring a variety of skill sets to Saber STEM Academy of Charlotte that include school leadership, community outreach and engagement, administration, governance, instruction, and performance management. However, the board will contract with Education Management & Networks, Inc. (EMAN) to successfully launch Saber STEM Academy of Charlotte and to provide ongoing day-to-day operations including school leadership, administration, curriculum, instruction, assessment, performance management and parent/community engagement.

The founding board includes:

- Dr. Bassem Obeid - 7609 Glencannon Drive, Charlotte NC 28227, (704) 293-2512
- Dr. Mohamed Sanjak - 2126 Providence Road, Charlotte NC 28211
- Abdllah Darweeh - 4801 E Independence Blvd, Suite 502, Charlotte NC 282112, adcpapc@yahoo.com, (mailto:adcpapc@yahoo.com,) (704) 451-4739
- Fadi Deeb - fadideeb@hotmail.com, (mailto:fadideeb@hotmail.com,) (704) 650-5283
- Eyad Ibrahim Shakhtour - 13700 Portpatrick Lane, Charlotte NC 28105, franklinautoex@gmail.com, (mailto:franklinautoex@gmail.com,)

The Board of Directors has partnered with Education Management & Networks, Inc. to launch Saber STEM Academy of Charlotte.

Education Management & Networks, Inc. ("EMAN"), is a full service management company currently servicing charter schools in the State of Michigan and able to work with clients throughout the United States and worldwide. With a combined experience of over sixty years, our team provides high quality operational services to a number of schools within the Metro Detroit area and beyond.

EMAN works to continuously improve the standard of education being delivered with the goal of creating graduates who have the highest proficiencies and skills necessary to succeed in post-graduation activities. EMAN strives to raise the expectations and goals of all stakeholders – from students and their families to academy staff and administration to the communities at large wherein EMAN managed schools are located.

EMAN prides itself on meeting the above goals while assisting its schools to run on strong, fiscally sound business practices that enable them to excel while still heavily weighing the decision making process towards students' education.

Education Management & Networks, Inc. (EMAN) has an extensive, incontestable record of serving communities that harbor historically underserved student populations. Oakland International Academy (OIA) founded in 1999, selected EMAN as its educational service provider in 2005. EMAN has managed the school for 14 years. OIA currently serves approximately 800 students. 73% are English language learners. 92% are identified as economically disadvantaged. In 2012, EMAN opened Caniff Liberty Academy (CLA) with 278 students. In just four years, CLA expanded its population to more than 480 students. 87% of the students are economically disadvantaged and 57% are English Language Learners. EMAN has soundly demonstrated its expertise in serving unique populations.

EMAN and the Development Team bring requisite skill sets to this project to effectively launch and govern the school. Requisite skill sets include knowledge of the target population, language skills, finance skills, legal capacity, education expertise, community service and finance, in addition to public relations. Each member of the Development Team brings unique characteristics, **strengths, experiences**, and abilities that make the team well-rounded.

As CEO of EMAN, **Mr. Ahmed Saber** will oversee the launch and implementation of the Academy in collaboration with the Board of Directors. He will ensure that the mission and vision of the Academy are achieved, assist in student recruitment and the employment of all staff to ensure academic performance that meets or exceeds the Every Student Succeeds Act (ESSA). He will develop, manage, and optimize the board approved budget and oversee financial accounting and procurement of services and supplies for school operations. Mr. Saber has prior work experience and education as an engineer which supports the STEM focused curriculum to be offered at the academy.

Mr. Ehab Hassan, with his Bachelor of Science degree in Electrical and Computer Engineering and a Master of Business Administration degree, has over ten years of management experience working in different environments from small to large organizations including Deloitte Touche, prior to joining the EMAN team. He is experienced in technology and business operations. Mr. Hassan will be responsible for technology, lease negotiations and preparation of the facility for optimal instruction.

Dr. Lorilyn Coggins has 35 years of experience in education administration and compliance. Working exclusively with charter schools since



1995, she has assisted over a dozen schools from development through start-up to ongoing operations. She works closely and in concert with board members as they navigate their way through reporting requirements, compliance, and public board functions. Coggins earned a Bachelor of Arts degree in Family Life Education from Spring Arbor College; a master's degree, Specialist Degree and Doctorate in clinical psychology and humanistic education from the Center for Humanistic Studies, now the Michigan School of Professional Psychology.

Dr. Azra Ali received her bachelor's and master's degrees in Education along with an Education Specialist Degree in Curriculum and Instruction and completed her Doctoral Degree in Education Leadership and Policy Studies at Wayne State University. Dr. Ali has spent the past twenty-three years in various teaching, coaching, and leadership positions at private and charter schools. Her expertise in curriculum design, staff development, and leadership skills helps her facilitate professional development throughout each of our schools. Not content to "rest on her laurels", Dr. Ali strives to stay current with continuing education opportunities and has completed the Art of Leadership Program at the Harvard Principal Leadership Program which has provided her with best practices in whole school reform. She also attained her International Baccalaureate Academy certification with endorsements in IB workshop leading, consulting, and site visiting. Dr. Ali is an asset to the EMAN team as she engages the school community in culturally responsive teaching practices to promote achievement for EL students.

Dr. Randy Speck earned a Doctorate in Education from Gwynedd University in 2020, a Specialist degree in Educational Administration from Oakland University in 2003. He also has a Master's degree in Educational Leadership from Lipscomb University that was achieved in 1997. Dr. Speck is an instructional leader for all EMAN schools and Director of Education. Leadership is needed in so many industries but there may be no greater place for creativity, innovation and new ways of thinking than in education. His career has been in education but his stated passion has to do with assisting people, whether adults or children to be able to reach their full potential. Organizations, made up of people need to be constantly trained and developed into performing at higher levels than they were.



Q160. Explain how this governance structure and composition will help ensure that

1. The school will be an educational and operational success;
2. The board will evaluate the success of the school and school leader; and
3. There will be active and effective representation of key stakeholders, including parents.

The Board's role will be to effectively govern Saber STEM Academy of Charlotte. The process of governance requires effective decision making. In order to make sound decisions the Board will utilize a six step process that includes the following decision making steps:

1. Define the Problem
2. Gather Information
3. Get the EMO's recommendation and consider alternatives
4. Forecast consequences
5. Check proposed decisions against values, goals and mission
6. Decide, determine, settle, conclude and resolve

The Board will work in concert with its school attorney when necessary.

In collaboration, the Board will team with its EMO for school success to establish expectations for vision and planning, standards, assessment, accountability, resource alignment, culture and climate, and continuous improvement. The board will make a commitment to the curriculum and educational program by adopting a vision and setting standards; aligning financial and human resources; in addition to regular assessment and accountability procedures.

The Board of Directors is first and foremost an advocate for education. To communicate with the community, board members will be informed, cordial, respectful, practical, honest and realistic. Stakeholders in the community may include members of old and respected families, judges, clergy, business leaders, members of service organizations, as well as parents. Parents will be expected to be active participants in their child(ren)'s education and have a voice in key decisions. Parent partnerships and involvement will be key indicators of success at the Academy. The Academy will strive to promote positive parent engagement through a variety of programs.

The initial parent perceptions, support and involvement will be instrumental to the success of the Academy. We anticipate that garnering blind trust as a new school and making our enrollment goals will be our definitive challenge. We hope to mitigate it by utilizing best practices in parent engagement and involvement to promote a growth mindset and establish trust through transparency, collaboration, and deliverables.

Q161. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

All board members were **identified and selected** based on their interest and support for a STEM driven public charter school in Charlotte NC serving an immigrant ELL population. The board members as identified have no relationship to EMAN and have indicated no other conflict of interests that exist.

Q162. Describe the group's ties to and/or knowledge of the target community.



The development team members for Saber STEM Academy have significant experience in serving an EL and AtRisk student population. EMAN was founded in 2003 to serve charter schools in Michigan. One such charter school in the EMAN network is Oakland International Academy (OIA) with students from Detroit and Hamtramck, Michigan. Comparatively speaking, Oakland International Academy, while located in Wayne County, serves a population like the proposed target population. Oakland International Academy (OIA) has demonstrated greater results with proficiency and growth than its peers, while serving a more challenging population (both economically disadvantaged and English Language Learners).

Founded in 1999, OIA has been managed by Education Management & Networks (EMAN) since 2003. OIA offers the type of educational culture that SSA will provide; one that is sensitive to the needs of a diverse culture and supports English language development and acculturation for a growing immigrant population. While SSA is not a replication of OIA, many of the strategies and best practices that are employed at OIA will be implemented including the use of certified ESL teachers, bilingual support staff, translation services, Sheltered Instruction Observation Protocols (SIOP) for instruction, and a comprehensive evaluation system for all staff.

The school's proposed location will be at the Al Nour Community Center owned by the ICC a recognized 501(c)3 organization. There are approximately 7000 Muslims in the Charlotte area. The Islamic Center of Charlotte is considered the central of three mosques located in Charlotte, and has the largest population.

Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



The Board of Directors of Saber STEM Academy fo Charlotte will meet regularly on a monthly basis. The calendar of meetings will be adopted by the Board of Directors at its Annual Organizational Meeting to be held in July of each year. The meeting schedule will be posted in accordance with the Open Meetings Act and will also be posted on the Academy's website.

The agenda for each meeting will include the following agenda items:

- Call to Order
- Roll Call
- Approval of the Agenda
- Conflict of Interest Inquiry
- Approval of the Prior Meeting Minutes
- Public Comment
- Correspondence
- Reports (To include at a minimum financial reports, legal updates, and a report from the Management Company highlighting academics, assessment, enrollment, staffing, grants, compliance and building issues.
- Unfinished Business
- New Business
- Other Business
- Extended Public Comment
- Adjournment

In addition, throughout the year, the Board will take action on the following items:

July - Annual Resolutions, Board Meeting Schedule, Auditor Letter of Engagement, Legal Counsel, 4th Quarter Financial Statements

1. August - Annual Assessment Calendar

September - School Improvement Plan, Strategic Plan, Staff Handbook, Parent/Student Handbook, Staff and Student Diversity, Enrollment Data

October - 1st Quarter Financial Statements

November - Annual Audit Presentation, Annual Education Report

December - Board Policy Updates

January - Amended Budget, 2nd Quarter Financial Statements, Review of Insurance Coverage, Charter Contract Amendment (if applicable)

February - Lottery and Enrollment Procedures for the Next School Year

March - March is Reading Month Activities

April - 3rd Quarter Financial Statements, Annual Audit Engagement Letter, Board Policy Updates

May - Budget Hearing

June - Amended Budget, Projected Budget, School Calendar for Upcoming Year, Annual EMO Evaluation, Annual Board Self Evaluation, Feedback from Annual Stakeholder Surveys

Q164. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



§ 115C-50. Training of board members.

(a) All members of local boards of education, whether elected or appointed, shall receive a minimum of 12 clock hours of training every two years. The 12 clock hours of training may be earned at any time during the two-year period and may include the ethics education required by G.S. 160A-87.

(b) The training shall include but not be limited to public school law, public school finance, and duties and responsibilities of local boards of education.

(c) The training may be provided by the North Carolina School Boards Association, the School of Government at the University of North Carolina at Chapel Hill, or other qualified sources at the choice of the local board of education. (1991, c. 689, s. 200(d); 2006-264, s.29(h); 2009-403, s. 3; 2015-241, s. 8.44.)

New board members shall be provided with an indepth orientation to Saber STEM Academy of Charlotte. Materials will be provided on the following topics:

1. Charter Contract
2. EMO Agreement
3. Written board policies
4. Minutes from prior meetings
5. School Board Organization Chart
6. List of board development opportunities
7. Rules of Parliamentary Procedure
8. Most recent Annual Education Report
9. Most recent Audit
10. Current Budget
11. Funding Sources
12. School Improvement Plan
13. Lottery and Enrollment Procedures
14. Job Descriptions
15. Staff Salary Schedules
16. Professional Development Plan
17. Lease
18. School Calendar
19. Board Meeting Schedule
20. Annual Resolutions

New board members will be encouraged to visit and tour the school, meet with the School Leader and visit various classes.

Q165. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



As members of the Board of Directors, Board members will strive to improve public education and to that end they will:

1. remember always that their first and greatest concern must be for the educational welfare of the students attending the academy;
2. attend all regularly scheduled and special Board Meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
3. recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
4. render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
5. encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
6. work with the other Board members to establish effective Board policies and to delegate authority for the administration of the Academy to the Educational Service Provider or School Leader;
7. communicate to other Board members and the Educational Service Provider expressions of public reaction to Board policies and Academy programs;
8. inform themselves about current educational issues by individual study and through participation in programs providing needed information;
9. support the employment of those persons best qualified to serve as staff, and insist on a regular and impartial evaluation of all staff;
10. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
11. take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; and
12. observe all applicable statutory limitations and duties regarding conflicts of interests.

Q166. Explain the decision-making processes the board will use to develop school policies.



The Board of Directors of Saber STEM Academy of Charlotte will be responsible for setting the policies for the Academy. EMAN will then have the responsibility of carrying out the policy as adopted by SSA. Written policies will be established to:

- Carry out the mission and vision
- Demonstrate Board governance
- Give credence to Board actions
- Establish a legal record
- Foster stability and continuity
- Clarify the Board-EMO relationship
- Improve staff morale
- Orient new board members
- Provide a sound foundation for board and administrative practice

The policies will provide general, ongoing guidance and direction to the Academy. They also served to chart a specific course of action that when followed will:

- Define the goals and objectives
- Allow for flexibility in day-to-day operations
- Reflect the Board's vision
- Define roles and responsibilities
- Include measurable outcomes

Steps to be taken to develop board policy will include:

1. Recognize the need for policy
2. Assemble facts
3. Get recommendations
4. Discuss, debate and decide on substance
5. Draft the policy
6. Hold a first reading
7. Hold a second reading and adopt the policy
8. Decide whether to review
9. Disseminate
10. Enforce, evaluate and revise when necessary

Key policy areas will include power and duties, school personnel, fiscal management, school facilities, support services, instruction, students, community relations and education agency relations.

The Board may use a policy development and update service from the National Charter Schools Institute.

All board policies will also be reviewed by legal counsel.

Q167. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

No advisory bodies, councils or associations are anticipated.

Q168. Discuss the school's grievance process for parents and staff members.



Any person or group, having a legitimate interest in the operations of this Academy shall have the right to present a request, suggestion, or complaint concerning staff, the curriculum, or operations of the Academy. At the same time, the Board of Directors has a duty to protect staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Academy by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, that more formal procedures shall be employed.

Any requests, suggestions, or complaints reaching the Board, Board members, and the administration shall be referred to the Educational Service Provider or School Leader for consideration according to the following procedure.

Matters Regarding a Staff Member

First Step

The matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by Academy officials

As appropriate, the staff member shall report the matter and whatever action may have been taken to the School Leader.

Second Step

If the matter cannot be satisfactorily resolved, it shall be discussed by the complainant with the staff member's supervisor and/or School Leader.

Third Step

If a satisfactory solution is not achieved by discussion with the School Leader, a written request for a conference shall be submitted to the Educational Service Provider. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the manner in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the reason(s) that the matter could not be resolved in discussions with the School Leader; and
4. the relief which the complainant seeks and the reasons why it is felt that such relief is

Should the matter be resolved in conference with the Educational Service Provider, the Board shall be advised of the resolution.

Fourth Step

Should the matter still not be resolved, or if it is one beyond the Educational Service Provider's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board. The Board, after reviewing all material relating to the case, may grant a hearing before the Board.

The complainant shall be advised, in writing, of the Board's decision no more than ten (ten) business days following the Board's decision or action. The Board's decision will be final on the matter, and it will not provide a meeting to other complainants on the same issue.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding the School Leader

First Step

The matter must be addressed to the School Leader who shall discuss it promptly with the complainant and make every effort to provide a



reasoned explanation or take appropriate action within her/his authority and the Academy's administrative guidelines.

Second Step

Should the matter be a concern regarding the School Leader which cannot be resolved through discussion with the School Leader, the complainant may submit a written request for a conference to the Educational Service Provider. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the manner in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the reason that matter was not able to be resolved with the School Leader; and
4. the relief which the complainant seeks taken and the reason why it is felt that such relief is

The complainant shall be advised, in writing, of the Educational Service Provider's decision within ten (10) business days.

Matters Regarding the Educational Service Provider

Should the matter be a concern regarding the Educational Service Provider or the Education Service Provider's decision regarding a complaint with School Leader which cannot be resolved through discussion with the Educational Service Provider, the complainant may submit a written request for a conference to the Board. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the reason that matter was not able to be resolved with the Educational Service Provider; and
4. the relief which the complainant seeks and the reasons why it is felt that such relief is

The complainant shall be advised, in writing, of the Board's decision within ten (10) business days, following the next regular meeting of the Board. The Board's decision will be final and not subject to appeal.

Matters Regarding the Educational Program, Services or Operations

If the request, suggestion, complaint, or grievance relates to a matter of educational program, procedure or operation, it should be addressed, initially, to the Educational Service Provider. Should the matter still not be resolved, or if it is one beyond the Educational Service Provider's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board.

The Board, after reviewing all material relating to the case, may grant a hearing before the Board.

The complainant shall be advised, in writing, of the Board's decision no more than ten (10) business days following the next regular meeting. The Board's decision will be final on the matter, and it will not provide a meeting to other complainants on the same issue.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding Instructional Materials

The Educational Service Provider shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection.

If the request, suggestion, complaint, or grievance relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Academy, the following procedure shall be followed:

1. The criticism is to be addressed to the School Leader, in writing, and shall include:
2. author;
3. title;
4. publisher;
5. the complainant's familiarity with the material objected to;
6. sections objected to by page and item; and
7. Reasons for
8. Upon receipt of the information, the School Leader may, after advising the Educational Service Provider of the complaint, and upon the



Educational Service Provider's approval, appoint a review committee which may consist of:

9. one (1) or more professional staff members;
10. one (1) or more Board members; and
11. one (1) or more lay persons knowledgeable in the
12. The School Leader shall be an ex official member of the review committee.

The committee, in evaluating the questioned material, shall be guided by the following criteria:

1. the appropriateness of the material for the age and maturity level of the students with whom it is being used;
2. the accuracy of the material;
3. the objectivity of the material; and
4. the use being made of the material.

The material in question may not be withdrawn from use pending the committee's recommendation to the School Leader.

The committee's recommendation shall be reported to the School Leader in writing within thirty (30) business days following the formation of the committee. The School Leader will advise the complainant, in writing of the committee's recommendation and advise the Board of the action taken or recommended.

The complainant may appeal this decision, within thirty (30) business days, to the Board through a written request. The Educational Service Provider shall forward all written material relating to the matter to the Board.

The Board shall review the case and advise the complainant, in writing, of its decision within ten (10) business days.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

Q169. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

A preliminary organizational chart has been attached. Staffing configurations may change based on enrollment.

Applicant Evidence :


School Org Chart.docx

Uploaded on 4/27/2022 by

Lorilyn Coggins

Q170. Attach Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50



Applicant Comments :

The Charter School Board Member form for each proposed board member has been attached. Resumes will be provided under separate cover.

Resources



Charter School Board Member I...

Applicant Evidence :



Charter School Board Member I...

Uploaded on **4/29/2022** by
Lorilyn Coggins



Charter School Board Member I...

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Lorilyn Coggins



Charter School Board Member I...

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Charter School Board Member I...

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Lorilyn Coggins



Q171. Attach Appendix I

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Applicant Comments :

A background certification statement has been attached for each board member.

Resources



Charter School Board Member ...

Applicant Evidence :



Charter School Board Member ...

Uploaded on **4/29/2022** by
Lorilyn Coggins



Obeid Signed Background For...

Uploaded on **4/29/2022** by
Lorilyn Coggins



Deeb signed background check...

Uploaded on **4/29/2022** by
Lorilyn Coggins



Darwish Signed Background Fo...

Uploaded on **4/29/2022** by
Lorilyn Coggins



Charter School Board Member ...

Uploaded on **4/29/2022** by
Lorilyn Coggins

Q172. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Applicant Comments :

The proposed by-laws have been attached. The Board of Directors will commit to compliance with the NC Open Meetings Law.

Applicant Evidence :



Bylaws.doc

Uploaded on **4/27/2022** by
Lorilyn Coggins

Q173. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5



Applicant Comments :

Articles of Incorporation were filed for Saber STEM Academy of Charlotte on April 25, 2022. A copy has been attached.

Applicant Evidence :


Filed Articles of Incorporation.p...

Uploaded on **4/26/2022** by
Lorilyn Coggins

10.3. Staffing Plans, Hiring, and Management

Q174. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Applicant Comments :

The Academy's leadership structure is designed for the proper functioning of the school. The management plays a vital role in carrying out the various important activities of the school. A mutual coordination between all the members of a team is a must for both short- and long-term success of the school. The leadership and management hierarchy were established to ensure proper communication channels between various members. The Academy will operate under a contractual agreement with the North Carolina Department of Instruction and will embrace their oversight as a collaborative endeavor. The Academy's leadership hierarchy will include the School's Board of Directors who will govern the academy in further collaboration with the Education Management Organization - Education Management and Networks (EMAN) to provide full-service management of the Academy including staffing and leadership appointments. The Academy will have a full-time Principal, Dean of Students, Administrative Assistant and teachers to support the rigor of the academic programming. The Network's Superintendent will report directly to the Board of Directors and supervise the school's leadership team. The Academy's Board of Directors will secure additional contracts with Gregory M. Meihn as legal counsel and will contract with an independent third-party CPA firm for the annual audit of the financial statements.

A staffing chart has been attached as requested.

Resources


Staffing Chart Template.xlsx

Applicant Evidence :


Staffing Chart.xlsx

Uploaded on **4/27/2022** by
Lorilyn Coggins

Q175. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



The Academy will make a strong commitment to recruiting and hiring culturally responsive group of staff members who will reflect the diversity of the student body and the surrounding community. The Academy has developed the following diversity goals by evaluating the demographics and characteristics of the school's community:

The Academy sets a goal of having proportional representation of teachers from all ethnicities to mirror the racial and socioeconomic demographics of the student population.

The Academy will engage in the following activities to recruit a diverse pool of applicants:

- Create an intentional action plan to advertise the position in a variety of local places.
- Hold job fairs in local areas.
- Partner with local organizations to advertise strategically.
- Utilize social media platforms.

The HR manager will ensure that all teachers will be certificated, licensed and endorsed in their content prior to being hired for the respective assignment. The Academy will also promote alternative pathways to teaching by partnering with local universities.

Teacher Retention: In its partnership with Education Management & Networks, Inc., SSA is pleased to be able to offer a competitive salary package to its staff members to include competitive salaries, step raises based on experience and education, a robust benefit package combined with ample personal and sick days. This is one piece of the puzzle that keeps teachers at the academy. Other components include the PLC structure and a leadership model that respects teachers for their daily contributions. The academy has adopted the Marzano model for teacher evaluation. The Network annually hosts a "Mission Possible" celebration to recognize teachers that have met classroom goals. Teacher are provided with certificates of accomplishment and significant cash bonuses. Teachers are aware of the goals and bonus structure in advance. Last year (2020), EMAN awarded over \$95,000 in bonuses. EMAN schools average a 70% teacher retention rate from year to year. 35% of EMAN staff have been employed within the organization for three years or more.

Staff Retention: Other staff members (front office and administrators) are retained as a direct result of the core values that build the foundation upon which SSA operates. Respect for diversity, a spirit of collaboration, and a shared leadership model tend to keep staff at the school. In addition, the school attempts to keep pace with the cost of living and provide raises to staff on an annual basis when the budget will allow.

Q176. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



The Academy will initiate a School Leader search once the charter is approved. We anticipate this to be at least a 3-month process to ensure that we hire a qualified candidate to lead the mission and the vision of the Academy. The following are key essential traits in the ideal leader:

- Highly competent and experienced in school leadership.
- Proven track-record of implementing culturally responsive school leadership.
- Certified and qualified to be a school leader in Tennessee.
- Passion for STEM education.
- Dedicated to the shared vision of promoting the mission and vision of the school.
- Exudes character traits such as compassion, empathy, care and trustworthiness.
- Provides evidence of skilled leadership in the domains of communication, collaboration, professional development and instructional leadership.

The process for recruiting the school leader is the following:

- Create a posting for the position using local and available resources such as online, Facebook and LinkedIn platforms.
- Establish a hiring committee consisting of Superintendent, Director of Education, HR Manager and possible Board member.
- Design school leadership interview questions.
- Establish norms of conducting interviews.
- Screening of resumes
- Phone interviews
- Panel interviews
- Superintendent's Interview
- HR Manager's Offer Meeting

The principal will report to the EMAN Superintendent, Dr. Ali who is certified in Principal Supervisory role through the Association of School Superintendents. The process for engaging the school leader in professional growth and development is an individualized process and takes the "growth mindset" framework into consideration. Using a data-based approach and reflections, the principal will create a personal growth plan which will incorporate goals, objectives, deliverables and resources. The plan will be based on a reciprocal accountability model and ensures a clear path to success. The principal will be provided with a coach and a mentor along with up to \$2,000 dollars for personal professional development for each year. The School Leader will be evaluated based on the NIET's school leadership framework and will receive two professional appraisals each year (one at mid-point and another at the end of the year).

Q177. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

Applicant Comments :

The School Leader has not yet been identified. EMAN anticipates hiring for this position in the planning year of 2023/2024 well in advance of the anticipated 2024 opening.

Q178. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

All staff will be employed by the EMO and not the school's board of directors.

Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



EMAN's procedures for hiring and dismissing school personnel include conducting criminal background checks as required.

The Academy will utilize a systematic approach to handling unsatisfactory performance of leaders and teachers. Using a progressive coaching and discipline approach, the team members will receive adequate feedback and ample support to develop and implement actionable plans. Using data indicators from the NIET Teachers and Principals Rubric, the supervisor will engage in goal setting with the team member. The key steps involve identifying problems of practice. Once the problem of practice is identified then the team member will collaborate with the supervisor to set measurable goals for improvement. The supervisor will use the NIET rubric to provide regular coaching feedback for the team member. Regular communication with the team member will also take place to update the progress toward the performance goal.

Teachers or leaders who receive an ineffective rating will be placed on a professional improvement plan. If it is deemed necessary to make a change in leadership or with teachers, it will be done using the data and the performance indicators on the NIET Rubric. Lack of progress toward the agreed upon performance goals will be fully documented and the Supervisor, along with the Network leadership will communicate the necessary changes to the team member. All terminations will be handled as per the contractual agreement between both parties.

Subject to Academy policies, EMAN shall, in cooperation with the Board, recommend to the Board staffing levels and select, evaluate, assign, discipline, and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included with the Charter Contract. All personnel must meet the legally required qualifications for their positions. EMAN shall be the employer of all individuals working at or for the Academy and will be responsible for the payment of all costs attributable to these employees including wages, salaries, fringe benefits, unemployment costs, workers compensation costs, and liability insurance costs, subject to reimbursement by the Board.

Staff Recruitment – EMAN will have the authority, consistent with state law, to select and supervise the School Leader and to hold him or her accountable for the success of the Academy. The School Leader shall hold all certifications required. The School Leader shall be an employee of EMAN, who may be disciplined and/or terminated by EMAN at its sole discretion. EMAN, with the assistance of the School Leader, will in turn, have the authority to select and hold accountable the teachers of the Academy.

It is the policy of EMAN to provide equal employment opportunities to all people without regard to race, handicap, sex, national origin, age, political or religious affiliation.

Great teachers and effective teaching is what works for increasing student performance. Best practice designed to ensure high-quality instruction include:

- Hiring great teachers,
- Adopting a flexible, yet consistent approach to teaching,
- Supporting great teaching with individualized staff development, and
- Ensuring great teaching through evaluation and accountability.

In its organization of people, it is necessary that some be appointed with special responsibilities of leadership and be given certain authorities of EMAN as an employer.

All employees of EMAN will be made familiar with the organization, purpose, structure, and function of EMAN, as well as the personnel policies of the individual agencies or program at the beginning of employment.

EMAN shall provide training in its methods, programs, curriculum, and technology adopted by the Board to all teaching personnel on a regular and continuous basis.

EMAN will employ only capable and responsible persons who are of good character and reputation. Conviction of a felony within the last ten (10) years shall be considered strong evidence of failure to meet these standards. Misdemeanors involving substance abuse or other misdemeanors involving moral turpitude (such as but not limited to: fraud, larceny, murder, manslaughter, sale of narcotics or other illegal drugs, criminal issuance of a bad check, false reporting of a crime) within the last 10-years shall also be considered as failing to meet this standard. Persons convicted of a crime as defined are ineligible to be employed in sensitive positions such as: child care centers, caring for/meeting with young children, the elderly, and other vulnerable persons.

- Candidates (new or current employees) for employment will be required to undergo a criminal background check to determine if a criminal history exists that may prohibit employment. A background check will be required each time a candidate is considered for a position. Additionally, current employees will be subject to a criminal background check or checks as a result of a program, policy, contract requirement



or if a need is

- Candidates for employment will also be screened utilizing the National Sex Offender Registry and will be denied employment should a record indicate offenses would prohibit employment in a sensitive position or working with vulnerable
- As required by specific programs, new hire employees must provide a Central Registry Clearance verifying no record of child abuse exists.
- A fingerprint scan is required on “the teacher or other designated personnel of the child care center” at time of original or renewal of child care center license.
- Other programs that deal with vulnerable populations may also require fingerprint scans of employees.

If a criminal history check or criminal records check performed once a person is employed reveals a conviction of a prohibited offense, the employee will be released.

Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.

EMAN recognizes that teachers and support staff are the keys to student success. To that end, EMAN recruits only certified and highly qualified teachers ; offering competitive salaries to attract and retain teachers and administrators using bonus pay and incentives along with a benefit package that includes health benefits along with vision, dental and a 401k program. EMAN also offers a tuition reimbursement program and a teacher lattice schedule to reward teachers who are willing and able to take on additional responsibilities. The competitive salary scale for the 2020/2021 school year has been attached. It is anticipated that this salary scale will be adjusted for cost of living increases in 2024.

Applicant Evidence :


2021-2022 Salary Schedule.xlsx

Uploaded on **4/27/2022** by
Lorilyn Coggins

Q181. Provide the procedures for handling employee grievances and/or termination.



All employment contracts are "at-will", however all staff members receive annual contracts. The following is taken from the current EMAN Employee Handbook:

Standards of Conduct

EMAN continues to evolve and grow within the business environment in which it operates. It is important that each employee of **EMAN** realizes their actions represent the agency in all internal activities and outside business relationships.

The management of **EMAN** has always adhered to the principle of honesty on behalf of the agency. Confidence in **EMAN's** good reputation was built by the ethical actions of the employees and management.

As outlined in this handbook, **EMAN** has formalized its policies and procedures so as to assure all business activities are conducted in a fair, ethical, and legal manner. However, no policy manual can be all-inclusive or applicable to every situation. Therefore, each employee must use judgment as a guide when confronted with a questionable situation. **EMAN** must demand of all employees that they conduct their actions not only in conformity with the law, but also in the spirit of the law. Actions reflect both personal reputations and **EMAN's** reputation.

Each manager, supervisor, and employee from the most senior officer down through the organizational chain is responsible not only for his or her own actions, but for encouraging subordinates and co-workers to conduct all business activities with the highest standard of integrity in mind. Conducting business while following higher standards may not always be the easiest way to achieve a desired result. However, by holding both the employees and the organization to these standards, the achieved results will be appreciated more, knowing the agency's reputation was not compromised or sacrificed in anyway.

DISCLAIMER: Nothing in this Employee Handbook shall be construed to restrict an employee's rights under Sections 7 and 8(a) (1) of the National Labor Relations Act. No policy set forth in this Employee Handbook shall be construed or understood to prevent an employee from engaging in discussions or activities involving the terms and conditions of employment, wages, hours and working conditions.

Equal Employment Opportunity

At EMAN, we believe that diversity enriches our performance, the communities in which we live and work, and the lives of our employees, clients, vendors, and the community. As our workforce evolves, our efforts to understand, value and incorporate differences become increasingly important.

EMAN is an Equal Opportunity Employer (EOE). It is the policy of EMAN to extend equal opportunity to all qualified staff members and applicants for employment without respect to race, color, religion, national origin, LGBTQIT status, veteran status, sex, age, disability, or any other protected class under the law. EMAN does not condone and will not tolerate discrimination, intimidation, or harassment based on these factors, and sexual harassment is prohibited whether directed toward women or men. Such conduct will subject the employee to disciplinary action, up to and including immediate termination.

In all hiring and employment practices, EMAN makes every effort to ensure that it does not discriminate against employees and applicants. This policy addresses EMAN's commitment to providing equal opportunity employment for all employees and applicants and to promoting diversity in the workplace.

Basic Employment Standards

EMAN will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

If you feel you have been subjected to any form of discrimination, you should contact your immediate supervisor as soon as possible after the incident. If this is not possible or appropriate under the circumstances, any employee with questions or who feels that he/she has been discriminated against or otherwise believes this policy is not being observed is encouraged to immediately notify his/her immediate supervisor or Human Resource Department or any member of upper management. You can raise concerns and make reports without fear of reprisal. EMAN will immediately undertake an effective, thorough, and objective investigation. If EMAN determines that discrimination, harassment, or unacceptable conduct has occurred, effective remedial action will be taken commensurate with the severity of the offense. EMAN will not



retaliate against any employee who files a complaint or participates in an investigation and will not permit retaliation by management or co-workers.

Opportunity at EMAN is based on merit and qualifications irrespective of race, color, religion, national origin, veteran status, sex, age, disability or any other protected class under the law. We do not tolerate any employee engaging in harassment or discrimination of any kind. Please see our "Non-Discrimination and Anti-Harassment Policy" and our "Sexual Harassment Policy."

Anti-Discrimination / Harassment

It is the philosophy and policy of **EMAN** that any unlawful discrimination against any employee or applicant based on race, color, sex, religion, national origin, age, handicap, height, weight, veteran or marital status or membership in another protected group will not be allowed or tolerated. This policy applies to all employment practices including recruiting, hiring, pay rates, training and development, promotions and other terms and conditions of employment and termination.

EMAN considers its staff as a team. Like any team, everyone has to work together to achieve maximum success. Harassment of any employee negatively affects the entire team. **EMAN** prohibits the unlawful harassment of any employee including, but not limited to, joking remarks or other abusive conduct directed at employees because of their race, color, sex, religion, LGBTIQ status, national origin, age, handicap, height, weight, ancestry, genetic information, veteran, marital status or membership in another protected group.

Anti-Harassment – Sexual and Non-Sexual

EMAN prohibits any kind of harassment of any employee or client. Sexual harassment is prohibited because it is intimidating, often is the result of an abuse of power, and is wholly inconsistent with **EMAN's** policies, practices, and management philosophy. Sexual harassment is defined, generally, as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, express or implied. Sexual harassment can take the following forms:

Sexual conduct that interferes with another employee's work performance or creates an intimidating, hostile, uncomfortable, or offensive work environment.

Sexual harassment also includes unwelcome sexual flirtations, advances or propositions, verbal abuse of a sexual nature, requests for sexual favors, unnecessary touching of any individual, graphic or verbal commentaries regarding the human body, sexually degrading words used to describe an individual, a display in the workplace of sexually suggestive objects or pictures, sexually explicit or offensive jokes, or physical assault.

Anti-Racial / National Origin Harassment

No harassment of any employee or customer will be tolerated at **EMAN**. Racial and national origin harassment is verbal or physical conduct that denigrates, belittles or shows hostility or aversion towards an individual because of his/her race or national origin and has the purpose or effect of creating an intimidating, hostile, or offensive working environment, has the purpose or effect of unreasonably interfering with an individual's work performance or otherwise adversely affects an individual's employment opportunities.

Racial or national origin harassment includes, but is not limited to, epithets, slurs, intimidating or hostile acts that relate to race or national origin, written or graphic material that denigrates, belittles or shows hostility or aversion toward an individual because of his/her race or national origin or that is placed on walls, bulletin boards or elsewhere on **EMAN's** premises or circulated in its offices.

Employee Recourse

Any employee who feels subjected to discrimination or harassment (sexual and non-sexual), or who witnesses any conduct which appears to involve sexual harassment, must immediately report it to his/her supervisor, in writing. If it is believed that it would be inappropriate to discuss the matter with the direct supervisor, this supervisor may be bypassed and the incident may be reported directly to the Human Resource Department, in writing, who will undertake the investigation. Such reports will be investigated promptly and thoroughly. If the report has merit, disciplinary action will be taken against the offender. Depending on the severity of the misconduct, the disciplinary action could range from a warning to termination of employment.

Complaints of this nature will be maintained in confidence and divulged only to the extent necessary to complete the investigation and determine the appropriate resolution. **EMAN** prohibits any form of retaliation against any employee for filing a bona fide complaint under this



policy or for assisting in complaint investigation. However, if **EMAN** determines that false information was provided regarding a complaint, disciplinary action may be taken against that individual up to and including discharge.

A complaint of discrimination may also be reported to the office of the Equal Employment Opportunity Commission (EEOC), www.eeoc.gov/field/detroit, (<http://www.eeoc.gov/field/detroit>)

Retaliation is prohibited by federal law and **EMAN** policy. It is defined as any adverse or negative action against a person participating in any reporting, investigation, or proceeding that is perceived as: intimidating, threatening, coercing, hostile, harassing, retribution, or violence that occurred in connection to the making and follow-up of the report. This also includes actions against an individual who has (1) complained about alleged discrimination, harassment or retaliation, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a court proceeding or administrative investigation relating to such allegations.

Federal civil rights laws, including Title VII, make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. Intimidation means to make fearful or to put into fear. Generally, proof of actual fear is not required in order to establish intimidation. It may be inferred from conduct, words, or circumstances reasonably calculated to produce fear. Any person violating this policy may be subject to appropriate discipline, up to and including termination.

EMAN recognizes that the question of whether a particular action or incident is personal or a social relationship without a discriminatory employment effect requires a determination based on all facts in the matter. Given the nature of this type of discrimination, **EMAN** recognizes that false accusations of harassment can have serious effects on innocent individuals. Filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation subject to the Discipline Policy, up to and including termination. It is trusted that all employees of **EMAN** will act responsibly to establish and maintain a pleasant working environment, free of harassment. **EMAN** encourages any employee to raise questions they may have regarding harassment.

Anti-Bullying Policy

In addition to **EMAN**'s commitment to provide a work environment free from discrimination and harassment, **EMAN** is also committed to providing an environment that is free from all forms of bullying. As with discrimination and harassment, all directors, supervisors, and employees are expected to conduct themselves in such a way as to assure no bullying occurs.

While not an exhaustive list, the following types of behavior are examples of bullying:

- **Verbal:** Slandering, ridiculing or maligning a person or his or her family; persistent name calling that is hurtful, insulting or humiliating; use of offensive nicknames; using a person as target of jokes; abusive and offensive remarks, shouting or raising one's voice at an individual; constant criticism on matters unrelated or minimally related to the person's job performance or description; public reprimands or public humiliation of any kind; spreading rumors and gossip.
- **Physical:** Pushing, shoving, kicking, poking, tripping; unwanted physical contact; assault or threat of physical assault; damage or threat of damage to a person's work area or property.
- **Gestures:** Nonverbal obscene or threatening gestures; glances that can convey threatening messages.
- **Exclusion:** Socially or physically excluding or disregarding a person in work-related activities, not allowing a person to speak or express himself or herself (e., ignoring or interrupting).

As with discrimination and harassment, **EMAN** considers bullying in any form to be a serious offense and in violation of this policy. If any employee believes they have witnessed or been subjected to any type of bullying, the person should immediately report the incident to the Human Resource Department in writing.

Complaints are to be investigated promptly and appropriate action taken. Information obtained during investigations is kept as confidential as possible, but information about incidents of alleged bullying must be shared to the extent necessary to conduct an investigation and take any corrective action deemed appropriate by **EMAN**.

EMAN prohibits retaliation against any employees and applicants who complain about bullying, oppose any bullying, or participate in the investigation of complaints about bullying. Retaliation is any adverse or negative action that is perceived as intimidating, threatening, coercing, hostile, harassing, retribution, or violence.

Whistleblower Protection Policy



A whistleblower, as defined by this policy, is an employee of **EMAN** who reports an activity of an employee of **EMAN** that he/she considers to be illegal or dishonest. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures. Appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; fraudulent financial reporting; forgery, and other related illegal acts.

If an employee has knowledge of or a concern about illegal or dishonest fraudulent activity by an employee of **EMAN**, the employee must contact the Human Resource Department. The employee must exercise sound judgment to avoid baseless allegations. An employee who intentionally or recklessly files a false report of wrongdoing is not a whistleblower and is subject to discipline up to and including termination.

Whistleblower protections are provided in two important areas — confidentiality and against retaliation. Insofar as possible, the confidentiality of the whistleblower is maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law, and to provide accused individuals their legal rights of defense. **EMAN** will not retaliate against a whistleblower. Any whistleblower who believes he/she is being retaliated against must contact the Human Resource Department immediately.

All reports of illegal and dishonest activities by an employee of **EMAN** must be promptly submitted to the Human Resource Department, who is responsible for investigating and coordinating corrective action. Employees with any questions regarding this policy should contact Human Resources.

Work Place Violence Policy

Because we are committed to providing each employee a work environment that is safe and secure and free of, prejudice, harassment, threats, intimidation, and violence, to the extent possible, we have set forth the following procedures for reporting violations of our workplace violence policy and guidelines for handling violations of the policy. Workplace violence, as used in this policy, is threatening, intimidating, coercing, harassing or violent behavior (verbal or physical) involving employees, those we serve, vendors or anyone conducting business with or, on behalf of, **EMAN**.

Zero Tolerance for Workplace Violence

EMAN has a zero-tolerance policy concerning threats, intimidation and violence of any kind in the workplace either committed by or directed to our employees. Employees who engage in such conduct will be disciplined, up to and including immediate termination of employment.

Employees are not permitted to bring weapons of any kind onto company premises or to company functions. Any employee who is suspected of possessing a weapon will be subject to a search at the company's discretion. Such searches may include the employee's personal effects on company property.

If an employee feels he or she has been subjected to threats or threatening conduct by a co-worker, supplier, or customer, the employee should notify his or her supervisor or another member of Management immediately. Employees will not be penalized for reporting any such concerns in good faith. Examples of prohibited workplace violence include, but are not necessarily limited to:

- Use of abusive and threatening language.
- Repeated strong, sexist, racist, or other inappropriate comments based on an individual's protected status.
- Belittling or rigid, judgmental utterance about others.
- Pursuit of another employee with the intent to harm the employee or to place the employee in fear of harm.
- Unwanted physical contact such as assault, impeding or blocking movement or any physical interference with normal work or movement when directed at an individual.
- Conspiring against, excluding or persecuting an employee or co-worker.
- Violent incidents outside of work.
- Violence directed at inanimate objects, and/or vandalism.
- Bringing on to company property a firearm, a knife, explosive materials, toxic agents or any other weapon or device intended to be used as a tool of violence.
- Violating another individual's personal space while engaging in negative communication.

We strive to create an environment for our employees that are free of violence or threats of violence from supervisors, co-workers, and non-



employees. Threats, threatening behavior or acts of violence against any employee, client, or anyone on company property are prohibited. Any employee who violates this policy will be subject to corrective action up to and including termination of employment.

Reporting Requirements

If you believe you have witnessed or been the subject of violent behavior in the workplace, you should first protect yourself (this includes calling 911 if imminent danger exists), then report the incident immediately to any of the following: your immediate supervisor, Human Resources, operations manager, and/or the ED/CEO.

Any supervisor who witnesses or receives a report of *perceived* or *actual* violence in the workplace will contact his/her immediate supervisor, Human Resources, operations manager, and/or the ED/CEO. All supervisory staff must consider the safety of **EMAN**, its employees and non-employees as the highest priority. If immediate medical or police intervention is needed or potentially needed, the supervisor, with administrative input as available, is to decide whether the next step should be: 1) medical/police intervention or 2) contact with the immediate supervisor, Human Resources, operations manager, and/or the ED/CEO, regardless of the day or hour. **EMAN's** ED/CEO is to be notified of any potential or actual violence.

Retaliation as a result of an employee or supervisor reporting violent behavior is against company policy and is subject to disciplinary action, up to and including termination.

Prevention

The safety of all **EMAN** employees, clients, non-employees, and community are of the highest priority. Supervisory and executive staff will consistently make decisions and take actions that are consistent with this basic principle. Therefore, any employee who exhibits behavior, whether verbal or physical, which is *potentially* violent and/or could reasonably be expected to lead to violence in the workplace, may be required to accept a management referral to seek outside assistance and/or counsel. Refusal to seek outside help may be grounds for disciplinary action up to and including termination.

The Americans with Disabilities Act, as Amended

EMAN is committed to complying fully with the Americans with Disabilities Act, As Amended (ADA and the Michigan Persons with Disabilities Civil Rights Act (MPWDCRA) ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminator basis. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position. Reasonable accommodations will be made available to all disabled employees to perform necessary job functions. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation). They are also entitled to equal treatment in job assignments, classifications, organizational structures, position descriptions, lines or progression, and seniority lists. Leave of all types offered by **EMAN** will be available to all employees on an equal basis.

EMAN does not discriminate against qualified employees or applicants because they are related to or associated with a person who has a disability. **EMAN** will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

EMAN is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state and local laws.

To the extent that an employee has questions regarding the ADA, they may contact Human Resources. Additionally, posters are located at the worksites which contain information regarding the ADA. Finally, the EEOC website can be accessed at www.eeoc.gov (<http://www.eeoc.gov/>) or the Michigan Department of Civil Rights at www.michigan.gov/mdcr. (<http://www.michigan.gov/mdcr>)

Americans with Disabilities (ADA) Grievance Procedure

Any employee who feels he or she has been discriminated against because of a disability or a perceived disability may file a grievance.

A disability is defined as a permanent physical or mental impairment that substantially limits one or more major life activities. A person who is disabled has a record of such disability or is regarded as having such a disability. This grievance procedure does not apply to performance evaluations or disciplinary actions that do not reflect discrimination due to an employee's disability.



A written grievance shall be filed with the HR Department within five (5) business days of the incident or complaint. An investigation will be conducted within ten working days of receiving the complaint and a written decision will be made within ten business days after the investigation.

Q182. Identify any positions that will have dual responsibilities and the funding source for each position.

No positions are planned to have dual responsibilities. Title I may be used to fund paraprofessionals. Title III may be used to fund bilingual staff. IDEA funding may be used to fund special education staff.

Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

The first year projected enrollment of 154 students is anticipated to include 10-13% of students who qualify for special education supports as the result of an identified disability. 20 students may enroll with an existing IEP and as a result, the Academy plans to hire a Resource Room teacher and part-time social worker. Speech services and physical/occupational therapy will be provided through a third-party vendor with appropriate qualifications and credentials. The budget includes these items.

Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

All personnel at the school will possess the requisite qualifications, and appropriate licensing as required. No staff will be directly hired by the school's board of directors.

10.4. Staff Evaluations and Professional Development

Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.



Subject to Academy policies, SSA and EMAN shall, in cooperation with the Board, recommend to the Board staffing levels and select, evaluate, assign, discipline, and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included with the Charter Contract. All personnel must meet the legally required qualifications for their positions. EMAN shall be the employer of all individuals working at or for the Academy and will be responsible for the payment of all costs attributable to these employees including wages, salaries, fringe benefits, unemployment costs, workers compensation costs, and liability insurance costs, subject to reimbursement by the Board.

Staff Recruitment – SSA and EMAN will have the authority, consistent with state law, to select and supervise the School Leader and to hold him or her accountable for the success of the Academy. The School Leader shall hold all certifications required by the Code. The School Leader shall be an employee of EMAN, who may be disciplined and/or terminated by EMAN at its sole discretion. EMAN, with the assistance of the School Leader, will in turn, have the authority to select and hold accountable the teachers of the Academy. With prior Board approval, the Academy may be organized as a teacher led school with proper authority assigned to a leadership team in lieu of a single School Leader.

It is the policy of SSA and EMAN to provide equal employment opportunities to all people without regard to race, handicap, and sex, national origin, and age, political or religious affiliation.

Great teachers and effective teaching are what works for increasing student performance. Best practice designed to ensure high-quality instruction include:

- Hiring great teachers,
- Adopting a flexible, yet consistent approach to teaching,
- Supporting great teaching with individualized staff development, and
- Ensuring great teaching through evaluation and accountability.

In its organization of people, it is necessary that some be appointed with special responsibilities of leadership and be given certain authorities of EMAN as an employer.

All employees of EMAN will be made familiar with the organization, purpose, structure, and function of EMAN, as well as the personnel policies of the individual agencies or program at the beginning of employment.

EMAN shall provide comprehensive training in its methods, programs, curriculum, and technology adopted by the Board to all teaching personnel on a regular and continuous basis.

State Reporting – SSA and EMAN will provide appropriate compliance and authorizer reporting to meet the transparency requirements of the Code. This is in addition to all other functions typically associated with the responsibilities of the educational service provider.

With respect to maintaining teacher license requirements, this shall be the primary responsibility of EMAN's Human Resource Department subject to oversight from EMAN's Superintendent. The School Leader shall also hold responsibility for ensuring that all teachers at Saber STEM Academy of Charlotte have the proper credentials, background checks and unprofessional conduct checks. Primary personnel files shall be maintained and housed at EMAN's central office but copies shall also be maintained at the school.

Professional development is the responsibility of EMAN under the direction of Dr. Azra Ali, Superintendent.

Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The Academy is dedicated to supporting all staff members excel in their roles and responsibilities. Each staff member will have an assigned coach/mentor along with a supervisor responsible for final evaluation. All paraeducators, teachers, teacher leaders and principals will receive a formal evaluation using the NIET framework. Coaches/mentors will use the framework to guide each professional's learning plans. All staff members will engage actively in their professional growth plan and contribute to their understanding of achieving excellence in their assignments as reflected in the mission statement.



Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

All instructional staff members will receive professional development as per the newly adopted North Carolina Professional Learning Standards from Learning Forward. The core components include: equity in education, curriculum/instruction/assessment, learning design, building professional expertise, culture of inquiry based collaboration, resource management, student engagement, SEL and data/assessment strategies.

Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



All staff members will receive the following training sessions prior to the school opening:

Day 1

AM Session

Mission and vision of the Academy

Equity, Diversity and Inclusion—culturally relevant pedagogy

Team-building activities

Educational Program: goals, objectives and strategies.

PM Session

Culture Links

Classroom Management using CHAMPS Framework

SEL Program

Day 2

AM

Problem-Based Learning

PM

Cooperative Learning Structures

Day 3

AM

Guided Reading (K-5)/Writer's Workshop (6-8)

PM

Differentiated Instruction

Day 4

STEMScopes Curriculum Training

Day 5

SIOP Instruction

Day 6

Classroom Set-Up

Q189. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.



All teachers will receive approximately 104 hours of PD throughout the year:

5 days prior to the school-year (30 hours)

One day per month for 7 months (42 hours)

1 hour every other week for PLCs 32 weeks (32 hours)



Lisa Weaves

Comments :

Would like more information on how SIOP and NIET work together.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q190. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Saber STEM Academy of Charlotte will allow all students who reside in the state of North Carolina to enroll in the Academy in accordance with the enrollment limits established by the Board of Directors. The development team anticipates that many of the students currently enrolled at Charlotte-Mecklenburg Schools will apply to SSA. In accordance with board approved **enrollment policies** (attached) and because space is limited, each student must enroll each year and when new applications exceed available seats a random lottery will be utilized for the selection process. **Preferences** will be in writing and given to currently enrolled students and siblings of enrolled students. When maximum enrollment for any grade has been reached, new applicants shall be placed on a **wait list** and admitted on the basis of a **lottery** A draft lottery procedure has been prepared and will be board approved prior to opening. The Academy will not discriminate in admission or access to, participation in, or treatment, in its programs and activities. An aggressive **marketing campaign** has been initiated and will continue leading up to the start of school. Numerous media sources will be utilized and marketing efforts will be conducted in English, Arabic and Bengali. Parents will be able to access enrollment forms on the academy’s website. Parents will also be able to contact the school directly when a phone number has been established. Administrators return calls in a timely fashion to ensure that all parents have equitable access to the SSA program offerings. Translators are available as needed. The following table summarizes the recent marketing plan:

Activity	Time Frame	Person Accountable
Building Sign	January 2024	Mr. Hassan
School Website	February 2024	Mr. Lotfey
Instagram Page	March 2024	Mr. Lotfey
Facebook Page	March 2024	Mr. Lotfey
Social Media Campaign and Boosts to Fb	April 2024-October 2024	Insight Company
Flyer Distribution	February 2024	Mr. Hassan and Mr. Mohamed
Advertisements	February 2024-October 2024	Mr. Mohamed and Paladin Communications
Focus Groups	January/April/July 2024	Dr. Ali and Mr. Saber
Event Boost	May 11 th and July 20 th	Mr. Saber and Dr. Ali
Open House 1	May 15 th	School Leadership Team
Open House 2	August 15 th	School Leadership Team
Open House 3	September 11 th	School Leadership Team
Back-to-School Social	September 12 th	School Leadership Team

Marketing will continue via the website and other social media outlets. Additionally, SSA will conduct a number of Kindergarten Round Ups in



the Spring of 2024. Open Houses and other social events (Ice Cream Socials) will also be held. Regular events will be held at the facility throughout the coming year to engage both parents and prospective students in the gymnasium of the facility.

Administration is confident that the minimum enrollment will be met or exceeded for the Fall of 2024. In 2025 and beyond, emphasis will be placed on the recruitment of new students, but the primary focus will be on the retention of existing students through the provision of a solid academic program in a safe environment with sensitivity to cultural and language differences. The **key to retention** is to ensure that all students and parents feel secure in a safe and sound environment designed for student learning with superior educational opportunities. Effective communication with parents and students are keys to retention of students. Key strategies that SSA will employ to retain students will include:

- English Language supports and a culturally sensitive curriculum.
- Early identification of special needs and the provision of support services.
- Frequent assessments that keep both the parent and student informed of progress.
- An Individual Education Plan detailing the pace needed to become college ready.
- Frequent contact with parents regarding their child's progress and needs.
- After-school and weekend programs that provide the student with extra support.
- After-school activities that ensure the student views school as a second home.
- A building that is supportive, warm and friendly to the parents and students.
- Retention of staff from year to year to build a strong foundation of teachers and staff.
- Weekly school and classroom newsletters, messages delivered via Tele-Parent phoning tool, and various other school memos.
- Numerous school events to maximize "family" involvement.
- Transportation (The grant budgets for one bus and additional contracted services will be provided as needed).

EMAN has significant experience with community engagement, student recruitment and enrollment. Oakland International Academy has served a similar population for more than twenty years; opening with a population that was less the one hundred and growing over the years to serve more than 800 students in kindergarten through grade twelve (800% growth). Caniff Liberty Academy, also managed by EMAN, opened in 2013 with 320 students (K-8) and currently serves 503 students (157% growth). EMAN schools are sensitive to cultural dress, halal food needs, and religious observances.

Q191. Describe how parents and other members of the community will be informed about the school.



• At SSA, "**community**" is defined as a group of people who share similar mission, vision, and values to help NDA succeed as a new STEM school in the area. There are several key, cultural brokers and stakeholders who are supportive of the new school. In addition, the local community centers that attract many school-aged families have community leaders who will be working to promote the school as part of the marketing campaign. In addition to "word of mouth" advertising there will be several social media-based campaigns to support the school. The Academy intends to **engage** parents and other stakeholders through a proactive process to increase family involvement. Parents can volunteer at the school and be directly involved in the school improvement process through a School Improvement Team's Steering Committee. During the early phases, the planning team has met with small focus groups to gather qualitative data on goals related to programming, mission/vision, and values. Throughout the coming year, prior to the Fall 2024 school opening, SSA will continue to host a variety of community events at the facility to keep potential parents and students engaged. Some of these events may include sample STEM projects and other events may just provide information sessions.

To ensure ongoing community engagement, SSA will specifically:

1 Host Back to School Night class meetings at the beginning of each quarter, where families and teachers:

§ Share learning strategies

§ Review key skills for students with home learning tips

§ Develop a communications plan

2 Provide regular two-way calls/texts/emails to share progress and tips, These may be weekly or even daily as needed.

3 Fully-staff a family center and conduct quarterly workshops on learning strategies, and provide referrals to social services, and/or host informal gatherings

4 Conduct relationship-building home visits provided by teachers, voluntary for both teachers and families and available for all families. While not all families will be visited, it is estimated that at least 25% of all families will be visited at least once each year.

5 At least once each year, host story quilting workshops and poetry slams where families, teachers and students all tell their stories, share their work

6 Classroom observations are conducted with mini-lessons; weekly data-sharing folders go home, with space for family comments; academic parent-teacher teams

7 Schedule and promote student-led conferences (for 1 of the 3 scheduled parent/teacher conferences) with portfolios of student work, followed by 1:1 conversations about learning, to set goals

8 Provide tours of school led by students and community walks led by expert families who know the ropes

9 Host family leadership classes (twice a year) to strengthen family capacity to navigate the system, be effective advocates, and take part in school committees

The local community has been deeply involved in the development of SSA, having worked tirelessly for years on the articulation of an educational program designed to meet the needs of the growing immigrant resident population while meeting the standards and requirements to obtain authorization as a public-school academy. After multiple attempts the initial founding team reached out to Education Management & Networks (EMAN) to secure their expertise in development, start-up, and ongoing operations. The founding team having



recognized the need for culturally sensitive programming will rely upon the knowledge of EMAN's key administrative team to refine the plan and launch the school. Day-to-day operations of the school will be the responsibility of EMAN, while the governance of the school will reside on the SSA Board of Directors which represents the community and expressly the parents. The Board of Directors will set forth the expectations with respect to student achievement, fiscal responsibility and overall compliance and will evaluate the performance of EMAN against the stated and communicated expectations. Parents will be involved in a variety of ways and their voices will be heard by the Board of Directors, as well as EMAN. EMAN will function with an open-door policy and the Board of Directors will conduct all meetings in compliance with the Open Meetings Act allowing all parents full access to the decision-making processes. Additionally, parents and board members will be welcomed participants on the School Improvement Team as it regularly meets to collect and analyze data in its data-driven decision-making processes. At least annually, the parents will be invited to the academy's Title I program where opportunities will be provided for two-way discourse on the educational program and support services provided not only to the long-term English Language Learners, but other at-risk youth and all students to ensure that the academy continues to meet its stated mission and vision. Regular surveys throughout the year will gather parent views and recommendations for program improvements.

At the classroom level, all teachers are supported and encouraged to participate in regular parent communication and **engagement**. Translation services are offered as needed. Quarterly parent/teacher conference meetings are scheduled and allow parents the opportunity to meet with teachers one-on-one to discuss student progress and achievement. Teachers will reach out to parents via Class Dojo, telephone and e-mail to share celebrations or concerns about students. Teachers receive professional development on cultural competence to generate deeper understanding of the students and parents' cultural differences.

The current Board of Directors is representative of the community and has actively participated in the development of the school. All board members are parents and have personal experience with the educational barriers that face immigrants and English Language Learners.

Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Subsequent to the first year of operations, SSA will focus primarily on the retention of existing students and secondarily on the recruitment of incoming kindergarten students. A third strategy employed will be to recruit new students at grades other than kindergarten to fill in existing classes.

Retention in the context of this response is meant to describe the rate of return of students year to year in the hope that students who enroll in kindergarten will graduate from the academy after the eighth grade. Research shows that the greatest student achievement and growth comes when students have been within a system of education for 3-5 years. Retention in this response is not meant to describe those students who may be retained at grade level for lack of demonstrated. Parents will always have a voice in the retention of students at grade level.

Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Enrollment strategies will include mailings to targeted zip codes with high concentrations of low-income families while printing all outreach materials in multiple languages. If SSA has more interested students than capacity, it will conduct a random third-party monitored lottery.

Q194. What established community organizations would you target for marketing and recruitment?



Saber STEM Academy of Charlotte will target the membership of ICC and the Al Nour Community Center as primary resources for marketing and recruitment. Additionally, SSA will reach out to the following organizations to provide information about the school and its programs:

- Child Foundation - 4318 Colebrook Road
- Abundant Rain Human Services, Inc. - 10610 Jardin Way
- Carolina Family Connections - 3141 Amity Ct. Suite 200
- Charlotte Bilingual Preschool - 6300 Highland Ave
- Charlotte Islamic School, Inc. - 4301 Shamrock Drive
- Charlotte Youth Football League - 11325 Gold Pan Road
- Crowntown Falcons - 7701 McCarron Way
- Diaspora Soccer Athletics -5501 Suncrest Court
- Islamic Society of Grater Charlotte - 7025 The Plaza
- Kwamon Refugees Education - 3736 Glenville
- Muslim Women of the Carolinas - PO Box 42066

10.6. Parent and Community Involvement

Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

At SSA, "**community**" is defined as a group of people who share similar mission, vision, and values to help SSA succeed as a new STEM school in the area. There are several key, cultural brokers and stakeholders who are supportive of the new school. In addition, the local community centers that attract many school-aged families have community leaders who will be working to promote the school as part of the marketing campaign. In addition to "word of mouth" advertising there will be several social media-based campaigns to support the school. The Academy intends to **engage** parents and other stakeholders through a proactive process to increase family involvement. Parents can volunteer at the school and be directly involved in the school improvement process through a School Improvement Team's Steering Committee. During the early phases, the planning team has met with small focus groups to gather qualitative data on goals related to programming, mission/vision, and values. Throughout the coming year, prior to the Fall 2023 school opening, SSA will continue to host a variety of community events at the facility to keep potential parents and students engaged. Some of these events may include sample STEM projects and other events may just provide information sessions.

The local community has been deeply involved in the development of SSA, having worked tirelessly for years on the articulation of an educational program designed to meet the needs of the growing immigrant resident population while meeting the standards and requirements to obtain authorization as a public-school academy. The founding team having recognized the need for culturally sensitive programming will rely upon the knowledge of the Network's key administrative team to refine the plan and launch the school. Day-to-day operations of the school will be the responsibility of SCS AND EMAN, while the governance of the school will reside on the appointed Board of Directors which represents the community and expressly the parents. The Board of Directors will set forth the expectations with respect to student achievement, fiscal responsibility and overall compliance and will evaluate the performance of EMAN against the stated and communicated expectations.

Q196. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



To ensure ongoing community engagement, SSA will adopt a Family Engagement Plan. Specifically, SSA will:

1. Host Back to School Night class meetings at the beginning of each quarter, where families and teachers:
 - a) Share learning strategies
 - b) Review key skills for students with home learning tips
 - c) Develop a communications plan
2. Provide regular two-way calls/texts/emails to share progress and tips, these may be weekly or even daily as needed.
3. Fully-staff a family center and conduct quarterly workshops on learning strategies, and provide referrals to social services, and/or host informal gatherings.
4. Conduct relationship-building home visits provided by teachers, voluntary for both teachers and families and available for all families. While not all families will be visited, it is estimated that at least 25% of all families will be visited at least once each year.
5. At least once each year, host story quilting workshops and poetry slams where families, teachers and students all tell their stories and share their work.
6. Classroom observations are conducted with parent-teacher teams.
7. Mini-lessons; weekly data-sharing folders go home, with space for family comments.
8. Schedule and promote student-led conferences (for 1 of the 3 scheduled parent/teacher conferences) with portfolios of student work, followed by 1:1 conversations about learning, to set goals.
9. Provide tours of school led by students and community walks led by expert families who know the ropes.
10. Host family leadership classes (twice a year) to strengthen family capacity to navigate the system, be effective advocates, and take part in school committees.

Parents will be involved in a variety of ways and their voices will be heard by the SSA Board of Directors, as well as the Network. The Network will function with an open-door policy and the SSA Board of Directors will conduct all meetings in compliance with the Open Meetings Act allowing all parents full access to the decision-making processes. Additionally, parents and board members will be welcomed participants on the School Improvement Team as it regularly meets to collect and analyze data in its data-driven decision-making processes. At least annually, the parents will be invited to the academy's Title I program where opportunities will be provided for two-way discourse on the educational program and support services provided not only to the long-term English Language Learners, but other at-risk youth and all students to ensure that the academy continues to meet its stated mission and vision. Regular surveys throughout the year will gather parent views and recommendations for program improvements.

At the classroom level, all teachers are supported and encouraged to participate in regular parent communication and **engagement**. Translation services are offered and provided as needed. Quarterly parent/teacher conference meetings are scheduled and allow parents the opportunity to meet with teachers one-on-one to discuss student progress and achievement. Teachers will reach out to parents via Class Dojo, telephone and e-mail to share celebrations or concerns about students. Teachers receive professional development on cultural competence to generate deeper understanding of the students and parents' cultural differences.

Q197. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Parent partnerships and involvement will be key indicators of success at the Academy. The Academy will strive to promote positive parent engagement through a variety of programs. In particular, due to a large EL and immigrant population, the Academy will provide parents with the following classes:

1. Adult ESL Education
2. Parenting Workshops
3. American Schooling Systems

10.7. Admissions Policy



Q198. **Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q199. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Not applicable. The Academy will not use a weighted lottery.

Q200.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



Enrollment and Student Admission Lottery Procedure

For the 2024-2025 Academic Year

POLICIES

Class Size

The openings available in the Academy are as follows:

Kindergarten	44
First Grade	22
Second Grade	22
Third Grade	22
Fourth Grade	22
Fifth Grade	22
Total enrollment:	154

Legal notice of open enrollment will be posted in the Charlotte Observer.

Enrollment for new students- (Open Enrollment)

Students may apply for enrollment beginning **March 1, 2024 and ending May 15, 2024**. Parents will be given receipts documenting the submission of enrollment forms. They will receive a separate receipt for all new students they enroll. This does NOT guarantee a seat for the 2024-2025 school year. Parents must retain this receipt for proof of submission.

Enrollment for under-subscribed grades

All students will automatically be enrolled in grades that are not over enrolled.

1. Siblings of students enrolled in grades not at maximum enrollment will be enrolled next.
2. If the siblings of enrolled students fill a grade, that grade will have a sibling lottery.
3. The Academy will continue to receive applications for that grade level as long as necessary, to complete full enrollment. Such applications received after the deadline will be enrolled in order received.

Random selection lottery for over-subscribed grades

Students will be selected for admission by random lottery for each grade that exceeds the maximum number of students per grade if their applications were received by the deadline date of **May 15, 2024**. Applications received after the deadline date for each grade that has reached full enrollment, will be placed on the official waiting list after those chosen in the lottery in the order in which they were received.

Lottery Date

The Academy will hold the random selection lottery on the evening of **Thursday, May 23, 2024** beginning at 4:00 p.m. at the Academy .

Record of enrolled students

As the numbers which represent the students are selected, lottery officials will call their name and document the place-holder they are chosen for, on the lottery form.

PROCEDURES



Admission of applicants for over-subscribed grades

Step 1: Pre-Lottery Set-up

All student groups (re-enrolled students, siblings and non-siblings) will be sorted alphabetically within their grouping. All students who reenroll will be assigned a number. New students who are siblings will be given the next sequential numbers for each grade, followed by the non-sibling applicants. (For example, if 50 1st grade students reenroll for 2nd grade, they will be assigned numbers 1-50. The 5 sibling applicants for 2nd grade will be sorted alphabetically and assigned numbers 51-55, and the 1 nonsibling applicant will be sorted alphabetically and assigned number 56). An index card will be created for each new student applicant, complete with the student's status (sibling or non-sibling), student's name and enrollment number detailed on it. An Excel spreadsheet form will also be populated with the same information and utilized during the lottery procedure.

Step 2: Admission of applicants for all grades- Lottery

At the open meeting for the lottery, The Academy will begin with the lowest grade and work to the highest grade, starting with the siblings and concluding with the non-siblings for each grade. It will be announced at the start of each grade, if in fact a lottery is necessary. If it is necessary, the index cards with the student's names will be folded and placed in a receptacle (hat if you will) and drawn randomly. The cards will be drawn by one individual and recorded by the other conducting the lottery. The cards will be noted with the place they take on the list.

Step 3: Formal Enrollment Notification

At the conclusion of the lottery and within a reasonable amount of time following the lottery, the results will be documented by the management company and delivered to the school. The administrative assistants will then send out confirmations to the parents of:

1. All re-enrolled students;
2. To all new students who received a seat for the upcoming school year and;
3. To those students who were placed on the waiting list.

Students who enrolled after the enrollment windows closed will be added to the waiting list in the order in which they turned in the necessary application and documents. Once the enrollment window closed, all enrollment is treated on a first-come first-served basis.

Along with enrollment information for the upcoming year, parents will also be provided notification of the first day of school for the upcoming year and the rules by which they have to comply in order to keep their student's seat for that year. Specifically, all students must be present by the first Friday of the first week of school or provide formal notification as to why their child is not in session. The excuse must be reasonable for the principal to agree to leave that seat occupied by that student. If the student is not in session they will be withdrawn from the school and the first student on the waiting list will be contacted. If after three attempts that student cannot be contacted, the school will proceed to the next student and so forth until all seats are filled.

NOTE ON SIBLING PREFERENCE:

If a student is selected for a grade level that still has openings available, but the student has a sibling applying for a grade that no longer has openings available, the student will be placed in the accepted student grade level file, and the sibling will be placed on top of the waiting list, but not before other siblings. Therefore, while a "sibling preference" applies to the lottery process, siblings are not guaranteed admission to the Academy.

APPEALS PROCESS

Any parent or guardian who wishes to contest or appeal any aspect of the lottery selection process may do so by writing to the Board President.

Following receipt of the written appeal, a representative of the Board of Directors will contact you to discuss the nature of your concern or objection. Final decisions regarding appeals or complaints about lottery procedures will be made by vote of the Board of Directors in an open meeting.



Q201.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Not applicable.

Q202. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



A draft admissions policy has been attached.

In accordance with board approved **enrollment policies** (attached as an appendice) and because space is limited, each student must enroll each year and when new applications exceed available seats a random lottery will be utilized for the selection process. **Preferences** will be in writing and given to currently enrolled students and siblings of enrolled students. When maximum enrollment for any grade has been reached, new applicants shall be placed on a **wait list** and admitted on the basis of a **lottery** system. A board approved lottery procedure has been prepared and is attached as an appendix. The Academy will not discriminate in admission or access to, participation in, or treatment, in its programs and activities. An aggressive **marketing campaign** will be initiated once authorization is secured and will continue leading up to the start of school. Numerous media sources will be utilized and marketing efforts will be conducted in English, Arabic, Somali and Bengali, at a minimum. Parents will be able to access enrollment forms on the academy's website. Parents will also be able to call the school, once a number has been acquired. Administrators will return calls in a timely fashion to ensure that all parents have equitable access to the SSA program offerings. Translators will be available as needed. The following table summarizes the marketing plan:

Activity	Time Frame	Person Accountable
Building Sign	July 2023	Mr. Hassan
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Facebook Page	March 2024	Mr. Fayed
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Flyer Distribution	February 2024	Mr. Hassan and Mr. Mohamed
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Focus Groups	January/April/July 2024	Dr. Ali, Dr. Speck and Mr. Saber
Event Boost	May 11 th and July 20 th	Mr. Saber, Dr. Speck and Dr. Ali
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Back-to-School Social	September 12 th	School Leadership Team

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the Spring of 2024. Open Houses and other social events (Ice Cream Socials) will also be held. Regular events will be held at the facility throughout the coming year to engage both parents and prospective students in the gymnasium of the facility.

Administration is confident that the minimum enrollment will be met or exceeded for the Fall of 2024. In 2025 and beyond, emphasis will be placed on the recruitment of new students, but the primary focus will be on the retention of existing students through the provision of a solid academic program in a safe environment with sensitivity to cultural and language differences. The **key to retention** is to ensure that all students and parents feel secure in a safe and sound environment designed for student learning with superior educational opportunities. Effective communication with parents and students are keys to retention of students. Key strategies that SSA will employ to retain students will include:

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- Early identification of special needs and the provision of support services.
- Frequent assessments that keep both the parent and student informed of progress.
- An Individual Education Plan detailing the pace needed to become college ready.
- Frequent contact with parents regarding their child's progress and needs.
- After-school and weekend programs that provide the student with extra support.
- After-school activities that ensure the student views school as a second home.
- A building that is supportive, warm and friendly to the parents and students.
- Retention of staff from year to year to build a strong foundation of teachers and staff.
- Weekly school and classroom newsletters, messages delivered via Tele-Parent phoning tool, and various other school memos.
- Numerous school events to maximize "family" involvement.
- Transportation

EMAN has significant experience with community engagement, student recruitment and enrollment. Oakland International Academy has served a similar population for more than twenty years; opening with a population that was less the one hundred (1999) and growing over the years to serve more than 800 students in kindergarten through grade twelve (800% growth). Caniff Liberty Academy, also managed by the Network, opened in 2013 with 320 students (K-8) and currently serves 503 students (157% growth). Network schools are committed to promoting discussion of cultural appreciation and celebration through a recognition of cultural dress codes, halal food needs, religious observances and constitutionally protected prayer.

Applicant Evidence :


Admission of Students.doc

Uploaded on **4/28/2022** by
Lorilyn Coggins

10.8. Certify

Q203. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q204. **Explanation (optional):**

Section



Lisa Weaves

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

The applicant repeatedly states that the community has been involved and has worked for years to develop thsi school but there is no evidence of that fact. There is no evidence the board even completed their own applications--they are all the same and include cut and pasted sections of the application. There are also no resumes included.



11. Operations

11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Saber STEM Academy anticipates that most students will be transported to and from school by their parents and or guardians. Car pool opportunities will also be arranged for families that live in close proximity to each other.

However, knowing that transportation can be a barrier for some students, Saber STEM Academy will provide effective and efficient transportation service those students who indicate a need for transportation services. In the first few years of operations, SSA will contract with a private transportation service. In subsequent years, the Academy may lease or purchase its own buses for transportation.

Based on the development team's experience, SSA anticipates providing transportation services to approximately 50% of the students each year (75 students in Year 1, 100 students in Year 2, etc.) At approximately 70 students per bus, 1 bus may be required in Year 1, increasing to 2 buses in Year 5). Assuming a cost of \$135 per bus each day, the anticipated SSA expense with respect to transportation costs will be \$25,000 in year 1 and \$32,645 in Year 5. SSA shall select a transportation contractor that has the capability to provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions presented above. If more students need transportation services than predicted, all students that need transportation to school will be serviced.

SSA understands that it must abide by state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. As a result, SSA will work with the selected transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school even if temporarily living outside of the general boundaries that transportation services are provided. In this way, SSA endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.



Lisa Weaves

Comments :

This is reasonable for a new school.

11.2. School Lunch Plan

Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school



intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Saber STEM Academy will provide a food service program in accordance and compliance with nutrition. The school will offer all students the opportunity to participate in the school breakfast and lunch program. The school will provide its food service program on a contracted basis with the Chief Operating Officer overseeing and managing the appropriate vendor.

The Chief Operating Officer will be responsible for working in concert with the Office Manager and Student Support Coordinator to ensure that all parents and guardians complete the federal Free-and-Reduced Price Lunch Program to determine eligibility. The school will employ various strategies to ensure completion of appropriate forms by including them in initial student documentation, orientation, and other school events and through individual communication with parents. Free and Reduced -Price lunch applications will also be available on the academy's website and in multiple languages as needed.

SSA will seek bids from local food service providers, all of which will include a price per meal, including the following: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. Any vendor must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program.

Sample contract provisions and expectations include:

- Maintaining Bi-Annual Inspection with a Passing Score
- Having a HACCP program in place and be able to provide proof of such
- Maintaining Daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining a "Buy American" Provision
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for Food Allergies
- Insuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery
- Providing meals that are individually packaged and sealed.
- All meals will be priced as a unit, which meet USDA requirements
- Any provider shall implement the "Traditional Menu Planning Approach"
- All meals and menus will be appropriate to the age of Purpose Prep scholars
- The provider substitute food components for a student with disabilities (7 C.F.R. Section 15b) if their disability restricts their diet.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10



Applicant Comments :

A quote has been obtained from Garwood and is attached in the response to question 208..

Saber STEM Academy shall procure insurance coverage in the amounts required by the North Carolina Department of Instruction. Insurance will include at a minimum:

- General Liability/Automobile Liability - \$5,00,000
- Professional Liability Insurance - \$5,000,000
- Teacher Liability Insurance - \$1,000,000
- Workers Compensation and Employer Liability - \$500,000 (accident/employee/policy)
- Property Insurance – Full Replacement Cost

The policies will name NCDI as an additional insured. Certificates of Insurance in a form satisfactory to MNPS shall be provided to the Chartering Authority prior to the commencement of performance of the Charter Agreement. Throughout the term of the Charter Agreement, updated Certificates of Insurance forms will be provided upon expiration of current or previous certificates.

Resources


Insurance Coverage Template.x...

Applicant Evidence :


Insurance Costs.xlsx

Uploaded on **4/28/2022** by
Lorilyn Coggins

Q208. Attach Appendix L: Insurance Quotes

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

The letter of coverage from Garwood, Buda, Knight & Associates, Inc. has been provided as instructed. Garwood, Buda, Knight & Associates are familiar with the insurance coverage required for public charter schools.

Applicant Evidence :


Insurance Quote.pdf

Uploaded on **4/28/2022** by
Lorilyn Coggins

11.4. Health and Safety Requirements



All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

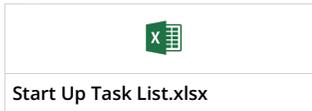
Signature

11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

A detailed start-up plan has been attached.

Applicant Evidence :



Uploaded on 4/29/2022 by

Lorilyn Coggins

Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



EMAN has extensive experience in the start-up and launch of high-quality charter schools. From this experience, the development team is aware that the four major challenges facing new schools are finances, facilities, staff and student recruitment.

EMAN's experienced grant writing team may apply for the Walton Family Foundation grant, in addition to funding through the Charter School Growth Fund. However, the financial strength of SSA AND EMAN does not require grant funding in order to ensure a successful launch. EMAN will be able to financially support the launch of Saber STEM Academy.

The development team has located a suitable facility for the school and has initiated the process of identifying costs related to necessary renovations so that the school can provide a state-of-the-art environment conducive to learning for all students. A lease will be negotiated to ensure that Saber STEM Academy has a home for the length of the Charter Agreement. EMAN has experience in facilities management and building renovations to ensure that all students have access to a safe learning environment that meets all health, safety and fire regulations.

EMAN has a strong Human Resource department that ensures the successful recruitment of staff. EMAN's competitive compensation packages also ensure the strong retention of teachers and administrators from year to year. Even during the pandemic, the Network has ensured that its schools are fully staffed with certified teachers and appropriate support personnel.

EMAN's student recruitment model has ensured that the EMAN family of schools have strong enrollment growth year to year as facility space and Board approval allows. Oakland International Academy started in 1999 with less than 100 students and has grown to a full K-12 model serving over 800 students a year. Caniff Liberty Academy which offers K-8 programming, has 486 students.



Lisa Weaves

Comments :

The operator has experience which would be beneficial. However, the operator does not have experience in NC which will offer a new challenge.

11.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



SSA plans to negotiate a lease for a portion of the facility located at 8310 Harrisburg, Charlotte NC 28205.

A licensed local architect will be contracted to prepare all required architectural drawings for review for permit approval and for use by all contractors in the renovation process to include mechanical, plumbing, and fire safety as well as construction.

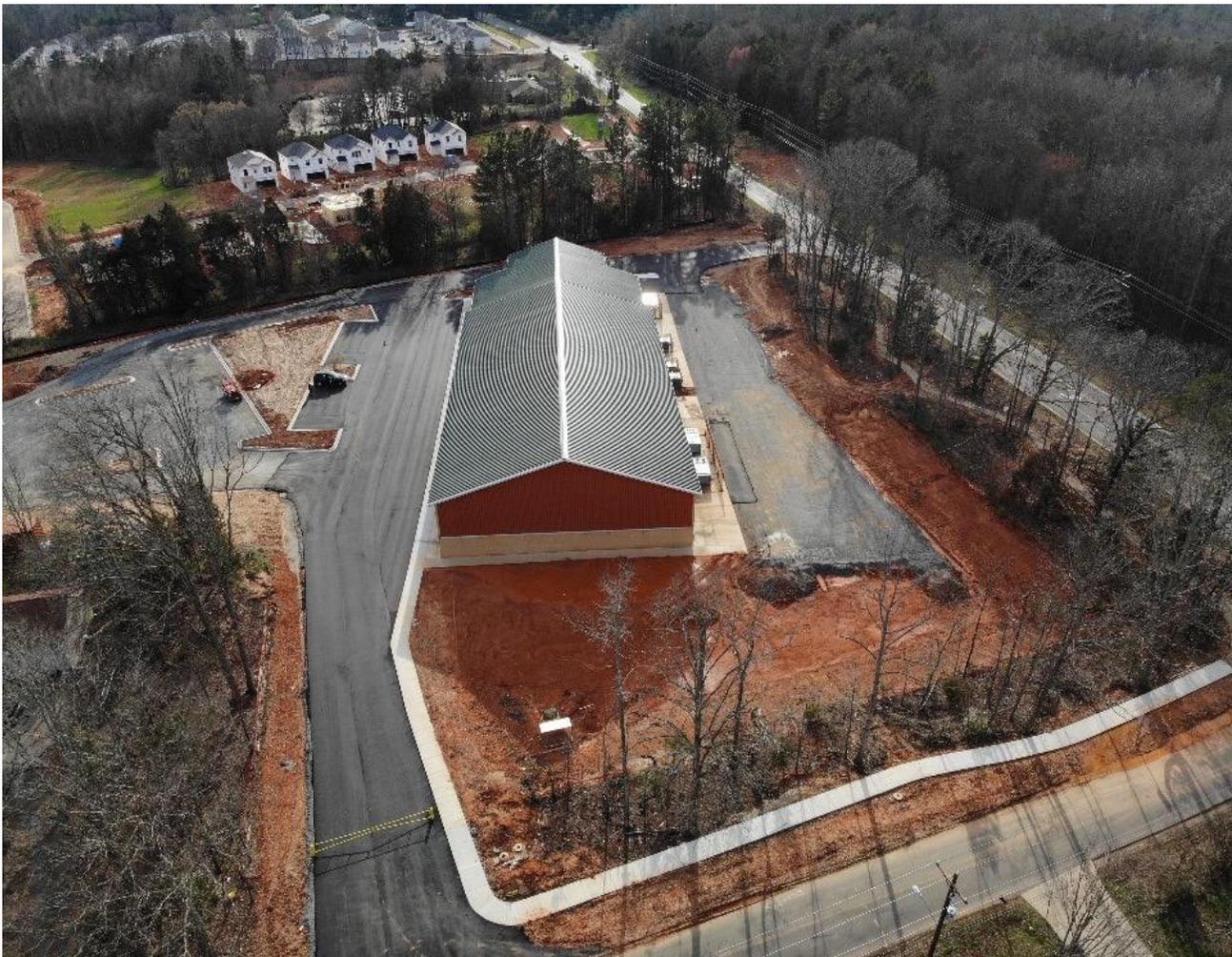
Students will not occupy the building until a Certificate of Occupancy has been issued based on all required inspections pursuant to building code. The **cost** of renovations will be the obligation of the landlord and not the academy. However, the Board will be kept informed of the progress and will have the authority to approve plans and make recommendations for space based on the proposed educational program and its unique needs. The academy will take occupancy upon final approval. The **Lease** will be reviewed by the Board's legal counsel and will also be submitted for review by the Authorizer prior to final execution.

The Lease will be an arms-length agreement free from real or apparent conflicts of interest.

The Lease Agreement will be based on a percentage of state aid revenues (9%) for the purpose of calculating the annual rent. The executed Lease will be for a ten-year term ending June 30, 2034, with three additional five-year options.

Any facility will fully comply with state code, the Americans with Disabilities Act and any applicable city planning review procedures.

The following pictures illustrate the space that is available for the academy's use to include ample parking, a gymnasium and auditorium space:



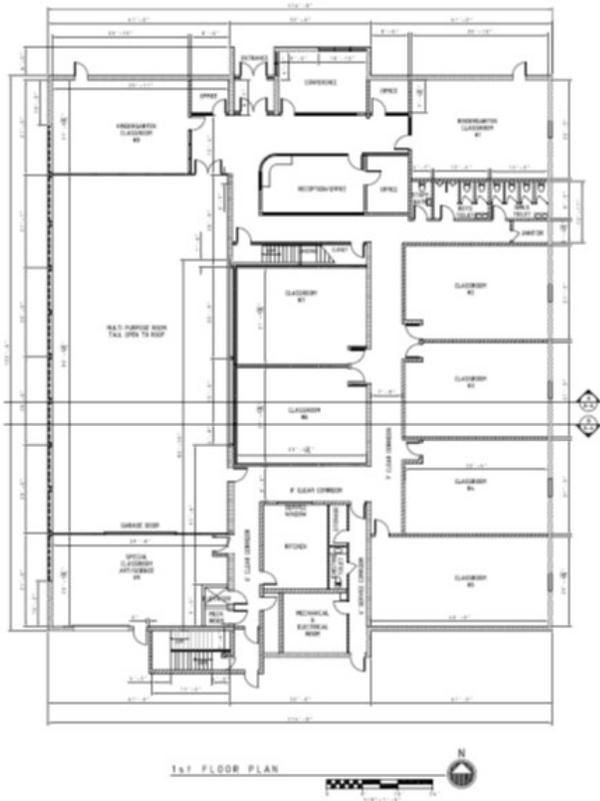




Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



The initial plans include twelve classrooms, ample administrative office space, appropriate restroom facilities and a multipurpose room that will serve as a gymnasium and cafeteria, along with necessary storage and janitorial space. The site will provide adequate parking for both staff and parents and have room for a playground. Additional classroom space may be added to the facility in future years as the academy grows in accordance with the recruitment plan. These classrooms may be provided through the use of modular buildings purchased or leased through Vesta Modular. The following sample floorplan shows the initial classrooms, office space, restroom facilities, storage and multipurpose room.



Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

In its first year of operations, the Academy will only need six grade level classrooms which leaves an additional six classrooms that can be utilized as a resource room, science lab, computer lab, foreign language classroom, and dedicated STEM lab. It has been noted that the facility will also include a multipurpose room that can be utilized as both the gymnasium and cafeteria.

Q215. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The cost per square foot is not applicable. The Lease will provide for a rental cost based on a percentage of per pupil funding. That schedule allows the cost of the facility to increase as student enrollment increases or decrease if the school sees declines in enrollment. It also ensure that the cost of the facility never exceeds 10% of the budgeted revenues.

Q216. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.



Should negotiations on this facility fall through, or should any renovation be too costly to complete, the development team will continue to research other suitable facilities in the area, including buildings that may be owned by Charlotte-Mecklenburg Schools and be available for occupancy by a charter school.

Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Mr. Saber and Mr. Hassan both have considerable experience in facilities acquisition and management including build-out and renovations. Together they have secured four buildings for Oakland International Academy which operates K/1 and 2-4 programming out of leased facilities, a middle school (5-8) out of a Board owned facility which was expressly built for the school and a leased high school facility. Caniff Liberty Academy operates a K-8 program out of a leased facility, but the Board has held the responsibility for renovations to bring the building into a state-of-the-art facility. Currently, Mr. Saber and Mr. Hassan are managing the build-out and renovations of New Dawn Academy of Warren, the latest addition to the family of the Network's schools. New Dawn Academy of Warren is slated to open in the Fall of 2022 with a STEM driven curricular focus to a K-8 student population. Renovations are being completed in accordance with a timeline that will ensure a timely opening.

The Oakland International Academy middle school was constructed with funding pursuant to a bond issuance. The Academy is ahead of the timeline for repayment having made a \$1,000,000 payment toward the principle in advance of the repayment schedule.

Mr. Saber and Mr. Hassan will work closely with the landlord of the identified facility at 8310 Harrisburg in Charlotte to ensure completion of all renovations in a timely fashion in preparation for a 2024 opening. The ICT has already developed a relationship with the City Planning Department as it has built out sections of the facility to accommodate their needs.



Lisa Weaves

Comments :

11.7. Certify

Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q219. Explanation (optional):

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The operator has some experience, but not NC experience. There is not enough evidence that the board is engaged or knowledgeable in operating a charter school.



12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q220.If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Revenue has been budgeted to include minimal other funding sources. Developers anticipate that 80% of revenues will be derived from state per pupil funding and an additional 20% of revenues will come from federal sources that may include Title I, Title II, Title III, Title IV and IDEA. EMAN has considerable experience in developing balanced budgets that provide for the school's annual operations and also allow the Board to develop and maintain a healthy fund equity over time. No attachment for Revenue Assurances has been included.

Q221.Attach Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template.](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment) (<https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment>)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/28/2022** by
Lorilyn Coggins



Lisa Weaves

Comments :

There is little in the staffing budget to reflect bi-lingual staff or special education support, no counselors or social workers, home-school communicators.

12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q222.How was the student enrollment number projected?



Enrollment is conservatively projected based on an initial enrollment that includes two classes of kindergarten students (22 students per class) and one class each for students in first grade through fifth grade for a total first year enrollment of 156 students.

Grade levels will be increased by one grade per year each year thereafter until the Academy offers a full K-8 program.

A slow growth model will have the initial 44 kindergarten students advancing each year until in year 9 there are two classes at each grade level with a maximum enrollment 396 students.

Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Discussions with the Al Nour Community Center indicate that the first year enrollment of 154 students is realistic. The community center has a substantial family base with preschool and school aged children in regular attendance. Additionally, the closest elementary school has an enrollment of K-5 students that is approximately 600. Charlotte-Mecklenburg Schools has an enrollment that exceeds 140,000 students. At the elementary level only there are over 63,000 student in the system. Saber STEM Academy of Charlotte anticipates a first year enrollment that would potentially draw .2% of these students.

Q224. Provide the break-even point of student enrollment.

The budget is prepared at 154 students and is at the break-even point as calculated. However, adjustments to the budget could be made to ensure that it is balance even if the student enrollment drops to 144 students.

Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

There are a number of contingencies that can be implemented if anticipated revenues are lower than estimated. First, EMAN is financially sound and can cover expenses as needed. Secondly, the Lease Agreement can be negotiated at a rate that supports the budget. Finally, staffing can be adjusted for a lower enrollment. At no time, will the Board approve a deficit budget.

Q226. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The budget does not rely on sources of funds other than state, county and federal. If necessary, EMAN can extend credit to the school to ensure the payment of costs and obligations.

Q227. Provide the student to teacher ratio that the budget is built on.

Class size has been set at 22 students per classroom, with one certified teacher who will be supported by a .5 paraprofessional. Additional specials teachers are included in the budget.

Q228. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

One of the members of the proposed board of directors is a licensed CPA. In addition, several of the board members have prior experience with non-profit organizations and have considerable expertise in finances and financial planning. EMAN as an Educational Management Organization has substantial experience in the development and management of its schools' budgets. The schools that are fully managed by EMAN have established fund balances that exceed 15%. No school managed by EMAN has ever had a deficit budget, or been identified as in fiscal stress.



Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Saber STEM Academy of Charlotte recognizes its responsibility in providing a free and appropriate public education to all students in the least restrictive environment regardless of a student's identified disability and will at all times ensure compliance with any student's written IEP. To ensure effective cost setting steps, SSA will reserve the right to revise any IEP to maintain full compliance with IDEA regulations and meet each student's individual needs.

Q230. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



EMAN as the EMO will provide the school with all financial management services to include payroll, benefits and accounting. A third-party auditor will be selected by the Board of Directors to conduct the annual audit of the school's financial statements.

Budget Preparation – EMAN will annually prepare a proposed budget for the upcoming school year, subject to approval by the Board. The budget shall be submitted to the Board for review at least ten (10) days before the meeting at which it will be voted on. The budget shall be prepared and maintained in a form satisfactory to the Board and to the authorizer. The budget shall contain object level detail and comply with generally accepted accounting standards. The budget shall include anticipated revenues and projected expenses and costs reasonably associated with operating the Academy and the Educational Program, including – but not limited to – the projected cost of the Educational Program provided to the Academy, rent and lease payments, debt service, maintenance and repairs to Academy facilities, supplies and furnishings necessary to operate the Academy, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the Academy. The proposed budget shall be submitted to the Board for approval not later than 30 days prior to the date when the approved budget is required to be submitted to the authorizer. EMAN will not make deviations from the approved budget without the prior approval of the Board.

Financial Management Services – EMAN will provide accounting and financial services including the maintenance of financial records, payment of expenses, collection of revenues, reconciliation of accounts, fixed asset accounting and all other functions typically associated with the finance department and controller's office of a public school. On not less than a monthly basis, EMAN shall provide the Board with a cash flow analysis, an aged report of accounts payable, bank reconciliation(s), a written report detailing the status of the budget to actual revenues, and a detailed schedule of expenditures at an object level for review and approval by the Board. The Board shall be presented a balance sheet and a statement of revenues, expenditures, and changes in fund balance at object level detail at each regularly scheduled meeting. EMAN shall provide special reports as necessary to keep the Board informed of changing conditions.

Implementation of a Benefit Package - EMAN recognizes that teachers and support staff are the keys to student success. To that end, EMAN recruits only certified and highly qualified teachers ; offering competitive salaries to attract and retain teachers and administrators using bonus pay and incentives along with a benefit package that includes health benefits along with vision, dental and a 401k program. EMAN also offers a tuition reimbursement program and a teacher lattice schedule to reward teachers who are willing and able to take on additional responsibilities.

Provision of Payroll Service – All teaching and instructional personnel performing functions on behalf of the Academy shall be employees of EMAN. Compensation of all employees of EMAN shall be paid by EMAN. Compensation includes salary, fringe benefits, and state and federal tax withholdings. EMAN is responsible for paying social security, unemployment, workman's compensation and any other tax required by law to be paid on behalf of its employees.

Cash Flow Notes and Other Financing – In order to supplement and enhance the state school aid payments and improve the quality of education at the Academy, the Board and EMAN, with prior Board approval, shall endeavor to obtain revenue from other sources. All funds received by EMAN or the Academy from such other revenue sources shall inure to and be deemed the property of the Academy, except as otherwise agreed upon in writing.

Bidding and Procurement – All acquisitions made by EMAN for the Academy including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned and remain the property of the Academy. EMAN will comply with the Board's procurement policy as if the Academy were making these purchases directly from a third party supplier and EMAN will not include any fees or charges in addition to the cost of the equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions. All supplies, materials, and equipment procured for the Academy by EMAN shall be inventoried by an acceptable method of inventory and an inventory of Academy equipment shall be maintained so that it can be clearly established what property belongs to the Academy.

Grants Management – The Academy and/or EMAN may apply for and receive grant money in the name of the Academy and with the prior approval of the Board. EMAN will continue to provide accounting and financial services including the maintenance of financial records, payment of expenses, collection of revenues, reconciliation of accounts, fixed asset accounting and all other functions typically associated with the finance department and controller's office of a public school, specifically identifying grant resources and grant related expenditures as appropriate.

Annual Audit – EMAN will make all of the Academy's financial and EMAN's other related records available to the Academy's independent



auditor selected by the Board and will cooperate with the auditor. EMAN corporate records, office records, tax records, and profit and loss statements not related to the Academy are excluded. EMAN has successfully worked with numerous audit firms.

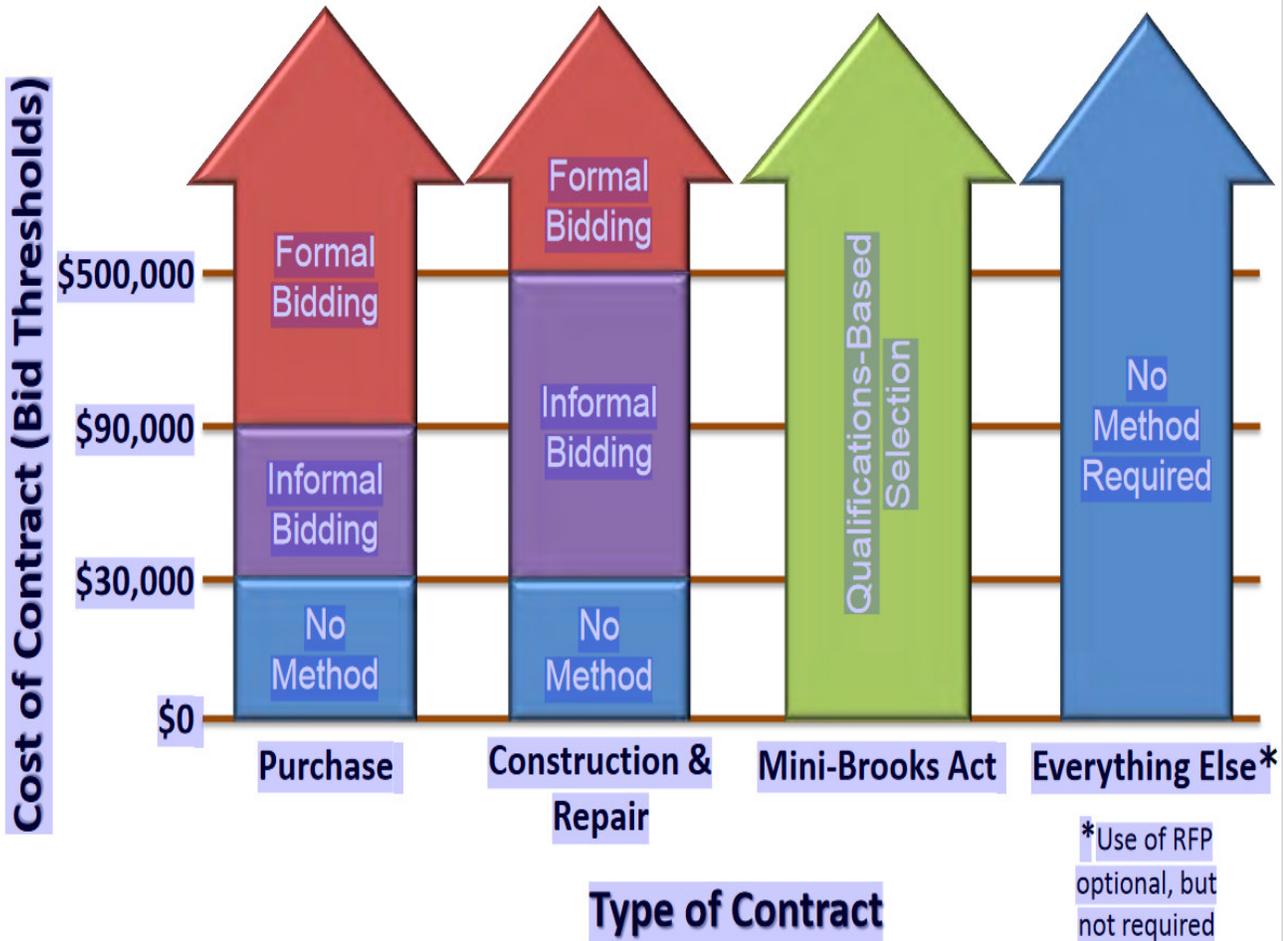
Finance Policies – The Board shall adopt rules, regulations, procedures, and policies applicable to the Academy. EMAN shall enforce those rules, regulations, procedures, and policies as adopted by the Academy. EMAN shall assist the Board in its policy-making function by recommending the adoption of reasonable rules, regulations, procedures, and policies applicable to the Academy.

Q231. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.



EMAN may subcontract for services that include custodial, grounds maintenance and exceptional children instructional support if the numbers of students do not warrant a full or part-time position within the SSA staffing organization. All sub-contracts will provided to the SSA Board for reveiw and non-disapproval following the North Carolina Purchasing/Contracting Guidelines as depicted in the following graphic:

Procurement Methods – State Law





NC Procurement Requirements Summary

	Informal	Formal	QBS	RFP
Solicitation / Advertisement	Not required	Newspaper/ electronic at least 7 days before bid opening	Must “announce” requirements	Not required (IT—must advertise like formal bid)
Form / Minimum #	Any form; keep record; no minimum #	Sealed bids; 3-bid minimum for construction contracts	No specific form required; no minimum #	No form required (IT – sealed proposals)
Public bid opening	Not required	Required	Not required	Not required
Standard of Award	Lowest responsive, responsible bidder	Lowest responsive, responsible bidder	Best qualified, regardless of cost	Best meets criteria set in the RFP
Board Approval	Not required	Required (may delegate for purchases only)	Not required	Not required
Public Record	Record of bids not public until contract award	Bids public when opened	Proposals public when opened	Public when opened (IT – not public until contract award)



Note: This chart contains general summary information; relevant statutes should be consulted for more details on specific requirements.

Q232. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



A five-year projected budget has been prepared and has been included as an attachment. It should be noted that the five-year projected budget is a draft only but demonstrates the sustainability of the academy. The budget will need to be approved by the Board of Directors of SSA. The Board of Directors will approve the budget at the function level and will adopt an Appropriations Act which shall serve as a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all income received by SSA. The Board is responsible for adopting an annual budget. The Board is also responsible for ensuring that it has adequate resources to fulfill its obligations under the Contract, including but not limited to the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel, consultants, and employees. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary. At present, the five budget anticipates the following revenues, expenditures, and growing fund balance:

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenues	\$1,478,757	\$1,930,993	\$2,370,486	\$2,801,484	\$3,016,983
Expenditures	\$1,476,250	\$1,864,463	\$2,298,602	\$2,767,692	\$3,001,201
Fund Balance	\$2,507	\$68,037	\$140,921	\$174,713	\$190,495

By year five, Saber STEM Academy will establish a minimum 6% fund balance. The goal will be to build the fund equity to 15%.

On a monthly basis, SCS shall provide the Board with financial statements that (at a minimum) include a balance sheet, and an object level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances; along with the prior month check register. This report shall be prepared in advance of the Board meeting to be available for Board packets sent to Board members, and its designees, in preparation for Board meetings. SCS shall provide special reports as necessary to keep the Board informed of changing conditions. This includes the required monthly reported required for the CSP grant using the template provided by MDE. In addition, the monthly bank reconciliation is available upon request.

Q233. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The goal is to develop a 15% fund balance by the tenth year of operations gradually adding 2-3% per year. The school will achieve its maximum enrollment with a full K-8 grade offering by the year 2034 at which time the school will no longer have start-up costs (new classroom furniture, equipment, curriculum and textbooks expenditures) but will begin to replace items as needed.

Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The school does not anticipate the need for any financing at this time. The Lease will be based on a percentage of revenues received from per pupil funding and will be paid as revenues are received.

Should the school need to secure financing for any start-up expenditures, EMAN has worked in the past with Charter School Capital, located at 1000 SW Broadway, Ste. 1800 in Portland, Oregon 97205.

Q235. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the



school's core operation depends.

The school will procure furniture and equipment as needed for school operations. The Board of Directors will establish a threshold (\$5,000) for determining whether any of these items should be capitalized, but it is anticipated that most items will simply be expensed in the year that they are purchased.

12.3. Financial Compliance

Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

The Educational Service Provider shall establish and maintain effective internal control over financial grants and awards that provide reasonable assurance that the program and funds are managed in compliance with applicable statutes, regulations and the terms and conditions of the awards.

The internal controls must provide reasonable assurance that transactions are properly recorded and accounted for in order to permit the preparation of reliable financial statements and Federal reports; maintain accountability over assets; and demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. The internal controls must also provide reasonable assurance that these transactions are executed in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal award, as well as any other Federal statutes and regulations that are identified in the Compliance Supplement. Finally, the internal controls must provide reasonable assurance that all Federal funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

The Academy shall:

1. comply with Federal statutes, regulations, and the terms and conditions of the Federal awards;
2. evaluate and monitor its compliance with statutes, regulations, and the terms and conditions of the award;
3. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
4. take reasonable measures to safeguard protected personally identifiable information and other information the awarding agency or pass-through entity designates as sensitive or the Academy considers sensitive information consistent with applicable Federal, state, local, and tribal laws and Academy policies regarding privacy and obligations of confidentiality.

Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are no known related party transactions.

Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Saber STEM Academy of Charlotte will identify a firm approved by the NC Local Government Commission (LGC) to conduct the annual audit. The first audit will not be scheduled until the summer of 2025. Therefore, SSA has not yet identified an appropriate firm. A request for proposals will be sent to NCLGC approved firms in the spring of 2025. The board decision will be made at a public meeting held in compliance with the Open Meetings Act.

12.4. Certify



Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q240. Explanation (optional):

Section



Lisa Weaves

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

Would like more justification for how the staffing plan is aligned to the language and STEM goals in the application.



13. Other Forms

Q241. [Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.](#)

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Charter School Required Signat...

Applicant Evidence :


Charter School Required Signat...

Uploaded on **4/29/2022** by
Lorilyn Coggins

Section



Lisa Weaves

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes
 No

Q243. Give the name of the third-party person or group:

The application was prepared with the assistance of Education Management & Networks, Inc., as the proposed EMO.

Q244. Fees provided to the third-party person or group:

No fees were charged or provided.

Applicant Comments :

No fees were charged for the application preparation.

Section



Lisa Weaves

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q245.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources


2022 Payment Form.pdf

Applicant Evidence :


Application Fee.pdf

Uploaded on **4/29/2022** by
Lorilyn Coggins

Section



Lisa Weaves

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



16. Signature page

Q246. [Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.](#)

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Applicant Comments :

The electronically signed and notarized signature page has been attached.

Resources


Signature Page.docx

Applicant Evidence :


NC Signature Page.pdf

Uploaded on **4/29/2022** by

Lorilyn Coggins

Q247. [Please digitally sign your application here](#)

Signature

Section



Lisa Weaves

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Final Status



Reject Approve

Approver Comments

	A	B	C	D	E	F	G	H
1	SIX MONTHS BEFORE FIRST DAY OF SCHOOL (March 2024)							
2	Area of Responsibility	Description of Task	Person Responsible	Resources Needed	Status	Target Start Date	Target Completion Date	Actual Completion Date
3								
4	Accountability							
5	Board Relations							
6		Initial board training session - governance	Ahmed and Lorilyn	Charter Board University		12-Mar-24		12/10/2020
7		Establish monthly meeting schedule	Board			12-Mar-24		1/14/2024
8	Compliance/Documents							
9		Finalize Contract Documents with NCDPI	Lorilyn	Input from NCDPI		14-Jan-24	4/5/2024	
10		Board approved Articles of Incorporation	Lorilyn					1/19/2024
11		Board approved Bylaws						1/19/2024
12		Annual Resolutions						1/19/2024
13		Oaths of Public Office - Almasri, Almuktar, Hamdi, Mulrooney						1/19/2024
14		Signed Contract and Fiscal Agreement						1/19/2024
15		EIN -						1/19/2024
16		DUNS -						1/19/2024
17		Insurance						
18		ESP Agreement, ESP Checklist and Legal Opinion						
19		Lease						
20		Electronic Copy of Phase II Application						1/29/2024
21	Educational Program							
22		Select textbooks to review	Azra Ali			12-Mar-24		
23		Develop pacing charts	Azra Ali			12-Mar-24		
24	Facility and Operations							
25		Submit Plans to BCC for Plan Review	Ehab Hassan			12-Mar-24		
26		Contact Lee Stevens	Ehab Hassan			1-Mar-24		
27		Retain General Contractor	Ehab Hassan	School Building Code		16-Mar-24		
28		Obtain existing building drawings	Ehab Hassan			16-Mar-24		
29		Tour building for school code compliance	Ahmed and Ehab			19-Mar-24		
30		Develop classroom needs/wants	Ehab and Azra			26-Mar-24		
31	Finances/Grants							
32		Apply for Charter School grant	Lorilyn			14-Jan-24		
33	Human Resources							
34		Recruit School Leader	Cory			26-Mar-24		
35		Recruit Office Personnel	Cory			26-Mar-24		
36		Recruit certified teachers	Cory			26-Mar-24		
37		Recruit Student Recruiter?	Cory			26-Mar-24		

SABER STEM ACADEMY

	A	B	C	D	E	F	G	H
38	Marketing and Student Recruitment							
39		Develop a marketing plan	Ahmed and Ehab			26-Mar-24		
40		Develop marketing materials	Ahmed and Ehab			26-Mar-24		
41		Develop enrollment packet	Lorilyn			26-Mar-24		
42	Systems							
43		Research Student Information Systems	Lorilyn and Smita			2-Mar-24		
44		Research Accounting Systems	Lorilyn and Smita			2-Mar-24		
45	Technology							
46	FIVE MONTHS BEFORE FIRST DAY OF SCHOOL (April 2024)							
47	Accountability							
48	Board Relations							
49		Board training - Parliamentary Procedures	Lorilyn	ABC's of Parliamentary Procedures		Apr-24		
50	Compliance/Documents							
51	Educational Program							
52		Develop all coursework in Atlas	Azra Ali			Apr-24		
53	Facility and Operations							
54		Schedule Building Inspections	Ehab Hassan			Apr-24		
55		Complete any necessary building renovations	Ehab Hassan			Apr-24		
56	Finances/Grants							
57		Submit Federal Charter School Grant	Lorilyn				16-Apr-24	
58		Research other grant opportunities - Gates, Broad, etc.	Lorilyn			Apr-24		
59	Human Resources							
60		Research area employment opportunities	Cory			Apr-24		
61		Schedule job fairs	Cory			Apr-24		
62	Marketing and Student Recruitment							
63		Develop a database of potential students	Student Recruiter TBD			Apr-24		
64								
65	Systems							
66		Research school website platforms	Cory			Apr-24		
67		Send out VSM RFP	Dalia			Apr-24		
68	Technology							
69								
70	FOUR MONTHS BEFORE FIRST DAY OF SCHOOL (May 2024)							
71								
72	Accountability							
73		SVSU Board of Control Meeting 5/11/2024	Dave Lewis			11-May-24		
74		File Articles of Incorporation	Greg Meihn	Articles of Incorporation		14-May-24		

SABER STEM ACADEMY

	A	B	C	D	E	F	G	H
75		File for EIN	Lorilyn			14-May-24		
76		File for DUNS	Lorilyn			14-May-24		
77	Board Relations							
78		Board training - Open Meetings Act	Lorilyn	Open Meetings Act		May-24		
79		Finalize ESP Agreement	Ahmed			May-24		
80	Compliance/Documents							
81								
82	Educational Program							
83		Ongoing work in Atlas	Azra Ali			May-24		
84	Facility and Operations							
85		Secure Certificate of Occupancy	Ehab Hassan			May-24		
86		Finalize Lease	Ahmed	Lease		May-24		
87		Complete Lease Due Diligence	Ahmed and Lorilyn	Due Diligence, Opinion Letter		May-24		
88	Finances/Grants							
89		Plan Fundraising Events						
90	Human Resources							
91		Begin to gather resumes and applications	Cory			May-24		
92	Marketing and Student Recruitment							
93		Offer Information Sessions for Prospective Students	Student Recruiter TBD	Program Overview		May-24		
94		Demonstrations of Educational Program (Legos/robotics)				May-24		
95	Systems	Select Accounting System	Smita and Lorilyn			May-24		
96		Select Student Information System	Smita and Lorilyn			May-24		
97		Select Vendor for School Meals	Ahmed, Dalia			May-24		
98	Technology							
99	THREE MONTHS BEFORE FIRST DAY OF SCHOOL (June 2024)							
100	Accountability							
101		Provide any missing charter documentation	Lorilyn			Jun-24		
102								
103	Board Relations							
104		Secure audit proposals	Lorilyn			Jun-24		
105		Establish Board Meeting Schedule	Board			Jun-24		
106		Post Legal Notice of Budget Hearing	Lorilyn and Cory			Jun-24		
107	Compliance/Documents							
108	Educational Program							
109		Develop student handbook	Lorilyn and Cory			Jun-24		
110	Facility and Operations							
111		Secure phone system	Ehab Hassan			Jun-24		

SABER STEM ACADEMY

	A	B	C	D	E	F	G	H	
112	Finance/Grants Human Resources Marketing and Student Recruitment Systems Technology	Secure e-mail system	Ehab Hassan			Jun-24			
113		Host fundraising events							
114		Develop staff handbook	Lorilyn and Cory			Jun-24			
115		Post Legal Notice of Open Enrollment	Lorilyn and Cory			Jun-24			
116		Print Enrollment Packets	Lorilyn and Cory			Jun-24			
117		Register domain name	Cory			Jun-24			
118		Establish academy e-mail addresses	Cory			Jun-24			
119		Develop Academy website	Cory			Jun-24			
120									
121									
122									
123									
124									
125		TWO MONTHS BEFORE FIRST DAY OF SCHOOL (July 2024)							
126	Accountability								
127		Contact TDE to ensure receipt of contract	Lorilyn			Jul-24			
128		Secure school code from TDE	Lorilyn			Jul-24			
129	Board Relations								
130		Board Members take Oath of Public Office	Lorilyn	Oath of Public Office		Jul-24			
131		Conduct Budget Hearing	Lorilyn	Budget		Jul-24			
132		Complete Charter Contract filed with MDE	Lorilyn			Jul-24			
133		Board Organizational Meeting	Lorilyn			Jul-24			
134		Adopt Articles of Incorporation	Lorilyn and Greg	Articles of Incorporation		Jul-24			
135		Adopt Bylaws	Lorilyn and Greg	Bylaws		Jul-24			
136		Adopt Annual Budget	Ahmed and Lorilyn	Budget		Jul-24			
137		Adopt Annual Board Meeting Schedule	Lorilyn	Schedule		Jul-24			
138		Open Academy bank account	Board Officers	Resolution and Signature Cards		Jul-24			
139		Secure Board insurance	Ehab Hassan	Proposals		Jul-24			
140		Select Auditor	Lorilyn	Proposals		Jul-24			
141		Select Legal Counsel	Greg Meihn	Proposals		Jul-24			
142		Elect Officers	Board Officers	Annual Resolutions		Jul-24			
143		Sign School Meals Contract	Board President	RFP and Proposals		Jul-24			
144		Secure board policies	Lorilyn	policies		Jul-24			
145		Approve student handbook	Board	Student Handbook		Jul-24			
146		Approve staff handbook	Board	Staff Handbook		Jul-24			
147		Approve ESP Agreement	Board	ESP Agreement		Jul-24			
148		Approve Lease	Board	Lease		Jul-24			

SABER STEM ACADEMY

	A	B	C	D	E	F	G	H
149	Compliance /Documents							
150	Educational Program							
151		Purchase curriculum materials	Azra Ali			Jul-24		
152		Identify professional development needs	Azra Ali			Jul-24		
153		Develop Day One Procedures	School Leader TBD			Jul-24		
154		Arrival	School Leader TBD			Jul-24		
155		Dismissal	School Leader TBD			Jul-24		
156		Lunch times and procedures	School Leader TBD			Jul-24		
157		Recess procedures	School Leader TBD			Jul-24		
158		Hallway procedures	School Leader TBD			Jul-24		
159		Hall Passes	School Leader TBD			Jul-24		
160		Request ISD Special Education Plan	Lorilyn	ISD County Plan		Jul-24		
161		Sign ISD Special Education Plan	School Leader TBD	ISD County Plan		Jul-24		
162	Facility and Operations							
163		Establish new signage at the school	Ehab Hassan			Jul-24		
164		Put Utilities in School Name (gas, water, electric)	Ehab Hassan			Jul-24		
165		Acquire phone and internet service	Ehab Hassan			Jul-24		
166		Secure trash pickup	Ehab Hassan			Jul-24		
167		Develop safety plans and emergency procedures	School Leader TBD			Jul-24		
168		Develop evacuation maps	School Leader TBD			Jul-24		
169		Review transportation options	Ehab Hassan			Jul-24		
170		Seek Health Department license	Ehab Hassan			Jul-24		
171		Purchase locking file cabinets for student files	Ehab Hassan			Jul-24		
172		Change all locks	Ehab Hassan			Jul-24		
173		Install payroll system (sign in/out)	Ehab and Smita			Jul-24		
174		Install security system?	Ehab Hassan			Jul-24		
175		Research custodial firms	Ehab Hassan			Jul-24		
176		Determine whether there is a bell system	Ehab Hassan			Jul-24		
177	Finance/Grants							
178								
179	Human Resources							
180		Conduct background checks	Cory			Jul-24		
181		Hire School Leader	Ahmed Saber			Jul-24		
182		Hire Office Personnel	Ahmed Saber			Jul-24		
183		Interview Teachers	School Leader TBD			Jul-24		
184		Run background checks on all hires	Cory			Jul-24		
185	Marketing and Student Recruitment							

SABER STEM ACADEMY

	A	B	C	D	E	F	G	H	
186	Systems	Reach out to local community organizations	Student Recruiter TBD			Jul-24			
187		Host Open Houses	Student Recruiter TBD			Jul-24			
188		Establish Deadline date for applications	Lorilyn			Jul-24			
189		Establish Lottery Date if needed	Lorilyn			Jul-24			
190									
191		Launch Academy Website	Cory			Jul-24			
192		Ensure compliance with transparency requirements	Cory			Jul-24			
193		Purchase accounting system	Ahmed and Smita			Jul-24			
194		Develop purchase order (if necessary)	Smita			Jul-24			
195		Develop petty cash procedures	Smita			Jul-24			
196		Purchase Student Information System	Ahmed and Lorilyn			Jul-24			
197		Contact local health department for immunization system access	Registrar TBD			Jul-24			
198		Technology							
199									
200		ONE MONTH BEFORE FIRST DAY OF SCHOOL (August 2024)							
201		Accountability							
202		Board Relations	Initiate consolidated application (if available)	Lorilyn			Aug-24		
203			Initiate IDEA budget (if available)	Lorilyn			Aug-24		
204									
205	Regular Board Meeting		Board and Lorilyn			Aug-24			
206	Review educational goals		Lorilyn	Charter Contract		Aug-24			
207	Approve Staffing Plan		Board and Ahmed	Staffing Plan		Aug-24			
208	Adopt board policies		Board and Lorilyn	Policies		Aug-24			
209	Compliance/Documents								
210	Educational Program								
211		Inventory and receive curriculum materials	Azra Ali and School Leader TBD			Aug-24			
212		Distribute textbooks to classrooms	School Leader TBD			Aug-24			
213		Prepare initial lesson plans	Teachers	Lesson Plans		Aug-24			
214		Teacher professional development	Azra Ali and School Leader TBD			Aug-24			
215		CPR Training	Azra Ali and School Leader TBD			Aug-24			
216		Bloodborne Pathogen Training	Azra Ali and School Leader TBD			Aug-24			
217		Purchase NWEA MAP assessment	Azra Ali and School Leader TBD			Aug-24			
218		Purchase iObserve evaluation system	Azra Ali and School Leader TBD			Aug-24			
219		Contract with special education service providers	Lorilyn			Aug-24			
220		Create classroom schedules	School Leader TBD	Classroom Schedules		Aug-24			
221		Print student schedules	School Leader TBD	Student Schedules		Aug-24			
222		Identify all required IEP services	Registrar TBD	Fire Drill		Aug-24			

SABER STEM ACADEMY

	A	B	C	D	E	F	G	H
223	Facility and Operations	Develop fire drill schedule	School Leader TBD	Tornado Drill		Aug-24		
224		Develop tornado schedule	School Leader TBD			Aug-24		
225								
226		Give teachers access to classrooms for setup	School Leader TBD	Teachers Siss Oac Setup		Aug-24		
227		distribute keys as appropriate with acknowledgement form	School Leader TBD	Key Sign Out Form		Aug-24		
228		Contract with custodial firm	Ehab Hassan	Contract		Aug-24		
229		Thoroughly clean facility	Custodial TBD			Aug-24		
230		Program bell system (if one)	Ehab Hassan			Aug-24		
231		Renovations Complete	Ehab Hassan	Complete		Aug-24		
232		Install Canopy/Banners at school	Ehab Hassan					
233	Finance/Grants							
234								
235	Human Resources							
236		Inform staff of benefit package	Cory			Aug-24		
237		Hire Teachers	School Leader TBD	Teachers		Aug-24		
238	Marketing and Student Recruitment							
239		Host Open Houses	School Leader TBD			Aug-24		
240		Host New Student Orientations	School Leader TBD			Aug-24		
241		Conduct Lottery if needed	Lorin			Aug-24		
242		Identify preliminary projected student count	Registrar TBD			Aug-24		
243		Review all Home Language Surveys and identify possible ELLs	Registrar TBD	Home Language Surveys		Aug-24		
244		Review all student files to identify IEPs	Registrar TBD	CA 60s		Aug-24		
245		Request Prior CA60 files from transferring schools	Registrar TBD	CA 60s		Aug-24		
246		Request IEPs	Registrar TBD	IEPs		Aug-24		
247		Mail out acceptance letters to all students	Registrar TBD	Acceptance Letter Template		Aug-24		
248		Mail out first day of class instructions	Registrar TBD			Aug-24		
249		Check status of immunizations	Registrar TBD			Aug-24		
250		Check all records for 504 plans	Registrar TBD	504 Plans		Aug-24		
251		Check all records for medication needs	Registrar TBD	Emergency Cards		Aug-24		
252	Systems							
253		Launch accounting system	Smita			Aug-24		
254		Launch student information system	Registrar TBD			Aug-24		
255		Input all student data into SIS	Registrar TBD			Aug-24		
256		Submit Security forms for all state systems	Lorilyn	Security Forms		Aug-24		
257		Process free and reduced lunch applications	Registrar TBD	Free and Reduces Lunch Apps		Aug-24		
258		Update EEM	Lorilyn			Aug-24		
259	Technology							

1. What do you value most in a school?

- Safety
- Technology
- Strong Academics
- Caring Teachers

2. What grade(s) are your children currently enrolled?

- KG
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

0 of 9 answered

3. How far are you willing to drive for a high quality education for your students?

- 1-2 Miles
- 3-5 Miles
- 6-9 Miles
- Over 10 Miles

4. If transportation was provided, would your students use it?

- Yes
- No

5. Would you be interested in a school that has a hands-on focus with Science, Technology, Engineering and Math (STEM)?

- Yes
- No

0 of 9 answered

6. Would you be interested in having Arabic taught as a second language?

Yes

No

7. Are there other languages you believe should also be taught?

8. Would you be interested in a tuition-free STEM K-8 School for your child during the 2022-2023 school-year

Yes

No

9. What does your dream school look like for your children?

0 of 9 answered

DONE

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0 of 9 answered

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:

What percentage of students from t

LEA #2:

What percentage of students from t

LEA #3:

What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600			600			600
Kindergarten	44			44			44
Grade 1	22			44			44
Grade 2	22			22			44
Grade 3	22			22			22
Grade 4	22			22			22
Grade 5	22			22			22
Grade 6				22			22
Grade 7							22
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	154	0	0	198	0	0	242

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
ose on the initial cover page.

icular level.

he LEA selected above will qualify for EC funding? 100%

he LEA selected above will qualify for EC funding?

he LEA selected above will qualify for EC funding?

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		600			600		
		44			44		
		44			44		
		44			44		
		44			44		
		22			44		
		22			22		
		22			22		
		22			22		
		22			22		
0	0	286	0	0	308	0	0

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,807.09	154	\$894,291.86
Local Funds	\$3,183.15	154	\$490,205.10
State EC Funds	\$4,800.62	20	\$94,260.17
Federal EC Funds	\$1,514.35	20	\$29,734.26
Total:			\$1,508,491.40

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
Total:			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 894,292	\$ 1,149,804	\$ 1,405,316	\$ 1,660,828
Local Per Pupil Funds	\$ 490,205	\$ 630,264	\$ 770,322	\$ 910,381
State EC Funds	\$ 94,260	\$ 121,192	\$ 148,123	\$ 175,055
Federal EC Funds	-	\$ 29,734	\$ 46,725	\$ 55,221
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,478,757	\$ 1,930,993	\$ 2,370,486	\$ 2,801,484

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appenc



on federal funding in

Year 5	
\$	1,788,584
\$	980,410
\$	188,520
\$	59,469
\$	3,016,983

Additional questions by
creating budget, please
these funds. If these

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 70,000	\$ 70,000	1	\$ 70,350	\$ 70,350	1	\$ 71,054	\$ 71,054	1	\$ 72,475	\$ 72,475	1	\$ 76,649	\$ 76,649
Assistant Administrator	1	\$ 60,000	\$ 60,000	1	\$ 60,300	\$ 60,300	2	\$ 60,903	\$ 121,806	2	\$ 62,121	\$ 124,242	2	\$ 63,985	\$ 127,970
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	1	\$ 32,000	\$ 32,000	1	\$ 32,160	\$ 32,160	1	\$ 32,482	\$ 32,482	2	\$ 33,131	\$ 66,262	2	\$ 34,125	\$ 68,250
Food Service Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Custodians	1	\$ 28,000	\$ 28,000	1	\$ 28,140	\$ 28,140	1	\$ 28,421	\$ 28,421	2	\$ 28,990	\$ 57,980	2	\$ 29,860	\$ 59,720
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Admin and Support:	4		\$ 190,000	4		\$ 190,950	5		\$ 253,763	7		\$ 320,959	7		\$ 332,589
Instructional Personnel															
Core Content Teacher(s)	7	\$ 50,000	\$ 350,000	9	\$ 50,250	\$ 452,250	10	\$ 50,772	\$ 507,720	12	\$ 51,768	\$ 621,216	14	\$ 53,320	\$ 746,480
Electives/Specialty Teacher(s)	2	\$ 55,000	\$ 110,000	2	\$ 55,275	\$ 110,550	3	\$ 55,828	\$ 167,484	3	\$ 56,944	\$ 170,832	3	\$ 58,653	\$ 175,959
Exceptional Children Teacher(s)	0.5	\$ 55,000	\$ 27,500	1	\$ 55,275	\$ 55,275	1	\$ 55,828	\$ 55,828	2	\$ 46,944	\$ 93,888	2	\$ 58,653	\$ 117,306
Instructional Support			\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants	3	\$ 30,000	\$ 90,000	4	\$ 30,150	\$ 120,600	5	\$ 30,451	\$ 152,255	6	\$ 31,061	\$ 186,366	6	\$ 31,992	\$ 191,952
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	12.5		\$ 577,500	16		\$ 738,675	19		\$ 883,287	23		\$ 1,072,302	25		\$ 1,231,697
Total Admin, Support and Instructional Personnel:	16.5		\$ 767,500	20		\$ 929,625	24		\$ 1,137,050	30		\$ 1,393,261.00	32		\$ 1,564,286

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	4	\$ 8,750	\$ 35,000	4	\$ 8,925	\$ 35,700	5	\$ 9,104	\$ 45,518	7	\$ 9,286	\$ 64,999	7	\$ 9,471	\$ 66,299
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	2	\$ 2,000	\$ 4,000	4	\$ 2,040	\$ 8,160	5	\$ 2,081	\$ 10,404	7	\$ 2,122	\$ 14,857	7	\$ 2,165	\$ 15,154
Life Insurance	4	\$ 3,143	\$ 12,572	4	\$ 3,206	\$ 12,823	5	\$ 3,270	\$ 16,350	7	\$ 3,335	\$ 23,348	7	\$ 3,402	\$ 23,815
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	4	\$ 713	\$ 2,852	4	\$ 727	\$ 2,909	5	\$ 742	\$ 3,709	7	\$ 757	\$ 5,296	7	\$ 772	\$ 5,402
Social Security	4	\$ 3,047	\$ 12,188	4	\$ 3,108	\$ 12,432	5	\$ 3,170	\$ 15,850	7	\$ 3,234	\$ 22,635	7	\$ 3,298	\$ 23,087
Unemployment	4	\$ 400	\$ 1,600	4	\$ 408	\$ 1,632	5	\$ 416	\$ 2,081	7	\$ 424	\$ 2,971	7	\$ 433	\$ 3,031
Workers Compensation	4	\$ 1,400	\$ 5,600	4	\$ 1,428	\$ 5,712	5	\$ 1,457	\$ 7,283	7	\$ 1,486	\$ 10,400	7	\$ 1,515	\$ 10,608
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 73,812			\$ 79,368			\$ 101,195			\$ 144,506			\$ 147,396
Instructional Personnel Benefits															
Health Insurance	12	\$ 8,750	\$ 105,000	16	\$ 8,925	\$ 142,800	24	\$ 9,104	\$ 218,484	30	\$ 9,286	\$ 278,567	25	\$ 9,471	\$ 236,782
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	12	\$ 1,500	\$ 18,000	16	\$ 1,530	\$ 24,480	24	\$ 1,561	\$ 37,454	30	\$ 1,592	\$ 47,754	25	\$ 1,624	\$ 40,591
Social Security	12.5	\$ 3,047	\$ 38,088	16	\$ 3,108	\$ 49,727	24	\$ 3,170	\$ 76,082	30	\$ 3,234	\$ 97,005	25	\$ 3,298	\$ 82,454
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	12.5	\$ 713	\$ 8,913	16	\$ 727	\$ 11,636	24	\$ 742	\$ 17,803	30	\$ 757	\$ 22,699	25	\$ 772	\$ 19,294
Life Insurance	12.5	\$ 3,143	\$ 39,288	16	\$ 3,206	\$ 51,294	24	\$ 3,270	\$ 78,479	30	\$ 3,335	\$ 100,061	25	\$ 3,402	\$ 85,052
Unemployment	12.5	\$ 400	\$ 5,000	16	\$ 408	\$ 6,528	24	\$ 416	\$ 9,988	30	\$ 424	\$ 12,734	25	\$ 433	\$ 10,824
Workers Compensation	12.5	\$ 1,000	\$ 12,500	16	\$ 1,020	\$ 16,320	24	\$ 1,040	\$ 24,970	30	\$ 1,061	\$ 31,836	25	\$ 1,082	\$ 27,061
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Instructional Personnel Benefits:			\$ 226,788			\$ 302,785			\$ 463,261			\$ 590,658			\$ 502,059
Total Personnel Benefits:			\$ 300,600			\$ 382,153			\$ 564,455			\$ 735,164			\$ 649,455
Total Admin & Support Personnel (Salary & Benefits):	4		\$ 263,812	4		\$ 270,318	5		\$ 354,958	7		\$ 465,464.75	7		\$ 479,985
Total Instructional Personnel (Salary & Benefits):	12.5		\$ 804,288	16		\$ 1,041,460	19		\$ 1,346,548	23		\$ 1,662,960	25		\$ 1,733,756
TOTAL PERSONNEL:	16.5		\$ 1,068,100	20		\$ 1,311,778	24		\$ 1,701,505	30		\$ 2,128,425	32		\$ 2,213,741

*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 5,000.00	\$ 5,050.00	\$ 5,100.50
Paper	\$ 5,000.00	\$ 5,050.00	\$ 5,100.50
Computers & Software	\$ 12,000.00	\$ 2,000.00	\$ 2,020.00
Communications & Telephone	\$ 6,500.00	\$ 6,565.00	\$ 6,630.65
Copier leases	\$ 11,500.00	\$ 11,615.00	\$ 11,731.15
Cell Phone	\$ 3,000.00	\$ 3,030.00	\$ 3,060.30
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	Waived first year	\$ 175,000.00	\$ 190,000.00
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 5,000.00	\$ 5,000.00	\$ 6,000.00
Student Accounting			
Financial Audit Costs		\$ 7,500.00	\$ 8,000.00
Special Education Services	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 132,000.00	\$ 171,000.00	\$ 190,000.00
Maintenance			
Custodial Supplies			
Custodial Contract	\$ 10,000.00	\$ 10,100.00	\$ 10,201.00
Insurance (pg19)	\$ 15,000.00	\$ 15,150.00	\$ 15,301.50
Furniture and Equipment	\$ 17,500.00	\$ 3,000.00	\$ 3,500.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 12,000.00	\$ 12,120.00	\$ 12,241.20
Gas	\$ 8,000.00	\$ 8,080.00	\$ 8,160.80
Water/Sewer	\$ 4,000.00	\$ 4,040.00	\$ 4,080.40
Trash	\$ 5,200.00	\$ 5,252.00	\$ 5,304.52
Other			

*** Insert rows and edit text as needed. ***

Transportation

Buses

Gas

Oil/Tires & Maintenance

Contract Transportation Services

*** Insert rows and edit text as needed. ***

\$ 25,000.00	\$ 30,000.00	\$ 32,000.00

Other

Marketing

Child nutrition

Travel

Postage and Mailing

Bank Fees

Total Administrative & Support Operations:

\$ 2,500.00	\$ 2,525.00	\$ 2,550.25
\$ 750.00	\$ 757.50	\$ 765.08
\$ 500.00	\$ 505.00	\$ 510.05
\$ 295,450.00	\$ 498,339.50	\$ 542,257.90

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software			
IT Services	\$ 16,500.00	\$ 16,665.00	\$ 16,831.65
Classroom Computers	\$ 32,800.00	\$ 5,000.00	\$ 5,000.00
Instructional Contract			
Staff Development	\$ 8,000.00	\$ 8,080.00	\$ 8,160.80
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 30,800.00	\$ 8,800.00	\$ 8,888.00
Curriculum/Texts	\$ 15,500.00	\$ 4,400.00	\$ 4,444.00
Copy Paper			
Testing Supplies			
Student Supplies	\$ 7,700.00	\$ 10,000.00	\$ 10,100.00
Faculty Supplies	\$ 1,400.00	\$ 1,400.00	\$ 1,414.00
Total Instructional Operations:	\$ 112,700.00	\$ 54,345.00	\$ 54,838.45
TOTAL OPERATIONS:	\$ 408,150.00	\$ 552,684.50	\$ 597,096.35

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	5,151.51	\$	5,203.02
\$	5,151.51	\$	5,203.02
\$	2,040.20	\$	2,060.60
\$	6,696.96	\$	6,763.93
\$	11,848.46	\$	11,966.95
\$	3,090.90	\$	3,121.81
\$	210,000.00	\$	300,000.00
\$	6,060.00	\$	6,120.60
\$	8,080.00	\$	8,160.80
\$	20,200.00	\$	20,402.00
\$	210,000.00	\$	266,000.00
\$	10,303.01	\$	10,406.04
\$	15,454.52	\$	15,609.06
\$	3,535.00	\$	3,570.35
\$	12,363.61	\$	12,487.25
\$	8,242.41	\$	8,324.83
\$	4,121.20	\$	4,162.42
\$	5,357.57	\$	5,411.14

\$ 32,320.00	\$ 32,643.20
\$ 2,575.75	\$ 2,601.51
\$ 772.73	\$ 780.45
\$ 515.15	\$ 520.30
\$ 583,880.47	\$ 731,519.28

Year 4		Year 5	
\$	16,999.97	\$	17,169.97
\$	5,050.00	\$	5,100.50
\$	8,242.41	\$	8,324.83
\$	8,976.88	\$	9,066.65
\$	4,488.44	\$	4,533.32
\$	10,201.00	\$	10,303.01
\$	1,428.14	\$	1,442.42
\$	55,386.83	\$	55,940.70
\$	639,267.31	\$	787,459.98

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,068,099.50	\$ 1,311,778.20	\$ 1,701,505.49	\$ 2,128,424.52	\$ 2,213,740.97
Total Operations	M	\$ 408,150.00	\$ 552,684.50	\$ 597,096.35	\$ 639,267.31	\$ 787,459.98
Total Expenditures	N = J + M	\$ 1,476,249.50	\$ 1,864,462.70	\$ 2,298,601.84	\$ 2,767,691.82	\$ 3,001,200.95
Total Revenue	Z	\$ 1,478,757.13	\$ 1,930,993.43	\$ 2,370,486.48	\$ 2,801,484.02	\$ 3,016,982.79
Surplus / (Deficit)	= Z - N	\$ 2,507.63	\$ 66,530.73	\$ 71,884.64	\$ 33,792.20	\$ 15,781.84

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Principal/School Leader	1	1	1	1	1
Assistant Principal			1	1	1
Dean(s)	1	1	1	1	1
Additional School Leadership					
Core Classroom Teachers		7	9	10	12
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2.5	3	4	5
Student Support Positions (e.g. social workers, psychologists, etc.)		0.5	0.5	0.5	1
Specialized School Staff					
Teaching Aides or Assistants		3	4	5	6
School Operations Support Staff	1	2	3	3	6

Year 5

1

1

1

14

5

1

6

6

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Bassem Obeid, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date April 29, 2022

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

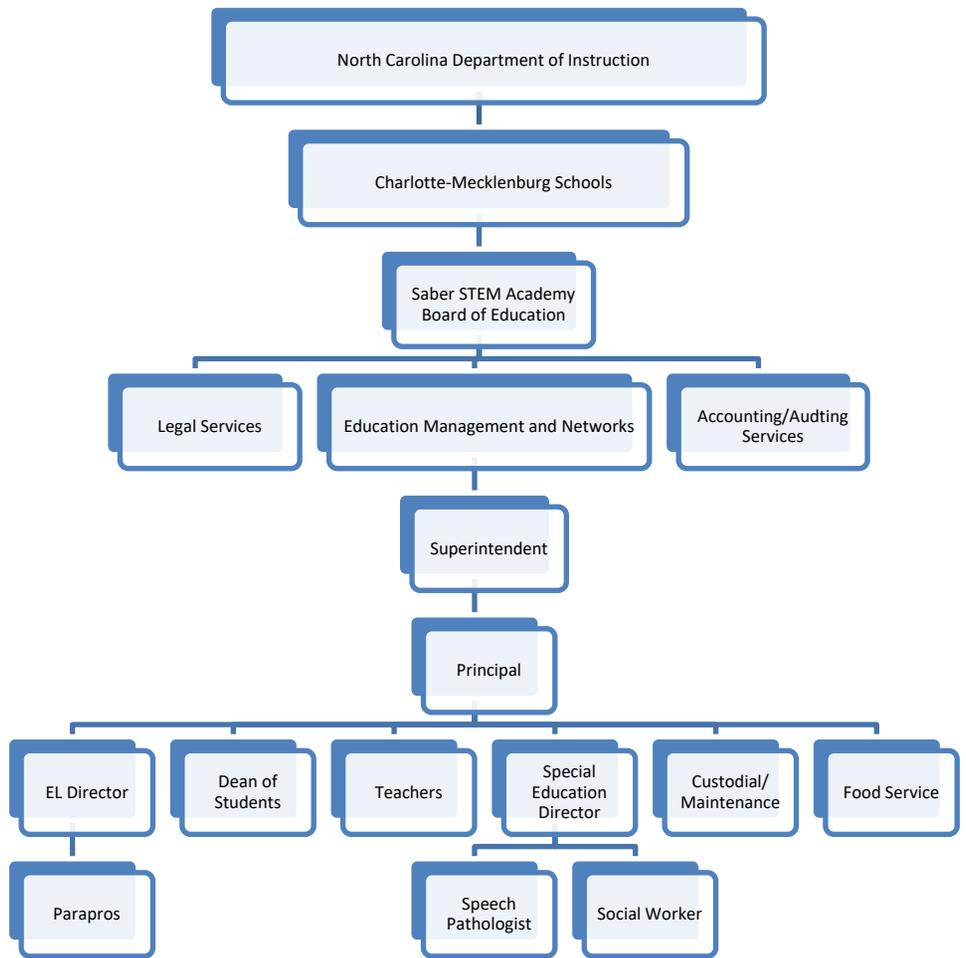
Signature _____ Date _____

Background checks will be completed prior to execution of the Charter Contract.

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**



**Saber STEM Academy of Charlotte
Organizational Chart**

Saber STEM Academy

Math Curriculum Map

K-8

KG

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Represent and Count Numbers	NC. K. CC. 1 NC. K. CC. 2 NC. K. CC. 3 NC. K. CC. 4 NC. K. CC. 5
October	Compare Numbers	NC. K. CC. 6 NC. K. CC. 7
November	Addition and Subtraction	NC. K. OA. 1 NC. K. OA. 2

December	Addition and Subtraction	NC. K. OA. 3 NC. K. OA. 4
January	Addition and Subtraction	NC. K. OA. 5 NC. K. OA. 6
February	Place Value; compose and decompose 11-19	NC.K. NBT. 1
March	Geometry; identify and describe shapes	NC.K. G. 1 NC. K. G. 2 NC. K. G. 3
April	Shapes	NC.K.G. 4 NC. K. G. 5 NC. K. G. 6
May/June	Measurement and Data	NC. K. MD. 1 NC. K. MD. 2 NC. K. MD. 3

First Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Add/subtract within 10 Add/subtract within 20	NC.1.OA.3 NC.1.OA.4 NC.1.OA.9 NC.1.OA.6
October	Addition/subtraction strategies Addition/subtraction problem solving	NC.1.OA.3 NC.1.OA.4 NC.1.OA.9 NC.1.OA.6 NC.1.OA.7 NC.1.OA.8
November	Data Analysis	NC.1.MD.4

	Two-Dimensional Shapes	NC.1.G.1 NC.1.G.2
December	Three-Dimensional Solids	NC.1.G.1 NC.1.G.2 NC.1.G.3
January	Fractions	NC.1.MD.1 NC.1.MD.2
February	Time	NC.1.MD.3
March	Length	NC.1.MD.1 NC.1.MD.2
April	Represent numbers to 100	NC.1.NBT.1 NC.1.NBT.2
May/June	Money	NC.1.MD.5

Second Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Represent Numbers Place Value Add and Subtract within 20; mental math strategies	NC. 2. OA. 1 NC.2. OA.2 NC. 2. OA. 3
October	Number Line and Comparing Numbers	NC.2. OA. 2 NC. 2. OA. 3 NC. 2. OA. 4
November	Addition and Subtraction Strategies; Problem Solving	NC.2.NBT.1 NC.2. NBT.2 NC.2. NBT.3 NC.2. NBT.4

December	Place Value and Properties of operations	NC. 2. NBT. 5 NC.2. NBT. 6
January	Place Value and Properties of operations	NC. 2. NBT.7 NC. 2. NBT. 8
February	Time and Money	NC. 2. MD. 7 NC. 2. MD. 8
March	Two and Three-dimensional shapes	NC. 2. G. 1 Nc. 2. G. 3
April	Length/Area/time	NC. 2. MD. 1 NC. 2. MD. 2 NC. 2. MD. 3 NC. 2. MD. 4 NC. 2. MD. 5 NC. 2. MD. 6
May/June	Data Analysis	NC. 2. MD. 10

Third Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Addition and Subtraction; Rounding Multiplication Models	NC 3. NBT 2 NC 3. NBT 3
October	Division Models Multiplication and Division Strategies	NC 3 OA 1 NC 3 OA 2 NC 3 OA 3 NC 3 OA 4 NC 3 OA 5 NC 3 OA 6
November	Multiply by Multiples of 10	NC 3 OA 3

December	Arithmetic Patterns Multiplication and Division Problem Solving	NC 3 OA 7 NC 3 OA 8
January	Area in Square Units Area Formula Perimeter Geometry	NC 3. MD. 5 NC 3. MD. 7 NC 3. MD 8 NC. 3. G. 1
February	Fractions on a number line Compose and decompose fractions into units Equivalent fractions	NC. 3. NF 1 NC. 3. NF 2 NC 3 NF 3
March	Compare fractions Time	NC. 3 NF. 4 NC. 3 MD 1
April	Volume and Mass	NC. 3. MD. 2
May/June	Represent and Interpret	NC. 3. MD. 3

	Data	
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Fourth Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Place value on Whole Numbers Rounding Addition/Subtraction with Algorithms	NC.4.NBT.1 NC.4.NBT.7 NC.4NBT.4
October	Represent and compare decimals Compose and	NC.4.NF.7 NC.4.NF.3

	Decompose Fractions Compare Fractions Equivalent Fractions	NC.4.NF.2 NC.4.NF.1
November	Add and Subtract Fractions and Mixed Numbers Multiply Fractions by Whole Numbers Problem solve with measurement Represent measurement by line plots	NC.4.NF.3 NC.4.NF.4 NC.4.MD.1 NC.4.MD.4
December	Multiplication Models and strategies Division Models and strategies	NC.4.NBT.5 NC.4.NBT.6
January	Prime and Composite Numbers	NC.4.NBT.2

February	Problem Solve using Four Operations	NC.4.OA.3
March	Area and Perimeter Solving	NC.4.MD.3
April	Angles	NC.4.MD.6 NC.4.G.2
	Points, Lines & Angles	NC.4.G.1
May/June	Properties of Two Dimensional Figures	NC.4.G.3

Fifth Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Place value	NC.5.NBT.1

	relationships	NC.5.NBT.3
	Read and Write Decimals	NC.5.NBT.7
October	Round Decimals Compare Decimals	NC.5.NBT.1 NC.5.NBT.3 NC.5.NBT.5 NC.5.NBT.6 NC.5.NBT.7
November	Model the four operations with Decimals (Addition) Model the four operations with Decimals (Subtraction)	NC.5.NF.1 NC.5.NF.3 NC.5.NF.1 NC.5.NF.3
December	Model the four operations with Decimals (Multiplication)	NC.5.NF.1 NC.5.NF.3 NC.5.NF.4

	Model the four operations with Decimals (Division)	NC.5.NF.1 NC.5.NF.3 NC.5.NF.4
January	Add/Subtract Fractions Model Fraction Multiplication	NC.5.NF.1 NC.5.NF.3 NC.5.NF.1 NC.5.NF.3 NC.5.NF.4
February	Multiplication problem solving using fractions Fractions as division	NC.5.NF.3 NC.5.NF.4 NC.5.NF.7 NC.5.NF.3 NC.5.NF.4 NC.5.NF.7
March	Numerical Expressions Divide unit fractions	NC.5.OA.2 NC.5.OA.2 NC.5.NF.3

		NC.5.NF.4 NC.5.NF.7
April	Classify Two-dimensional Figures Unit Conversions Represent Measurement with Line Plots	NC.5.NF.3 NC.5.MD.1 NC.5.G.1 NC.5.G.3
May/June	Volume in Cubic Units Apply Volume Formulas Graph on a coordinate plane Generate and graph numerical patterns	NC.5.MD.4 NC.5.MD.5 NC.5.G.1 NC.5.G.3 NC.5.G.1 NC.5.G.3

Sixth Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Integers Comparing and Ordering Rational Numbers Coordinate Planes	NC. 6NS 1 NC. 6NS 2 NC. 6NS 3 NC. 6NS 4 NC. 6NS 5 NC. 6NS 6 NC. 6NS 7 NC. 6NS 8
October	Equivalent Numerical Expressions Algebraic Expressions	NC. 6EE 1 NC. 6EE 2 NC. 6EE 3 NC. 6EE 4
November	Equations and Inequalities	NC. 6 EE 5 NC. 6 EE 6

		NC. 6 EE 7 NC. 6 EE 8
December	Ratios, Rates and Unit Rates	NC. 6. EE RP 1 NC. 6. EE RP 2 NC. 6. EE RP 3 NC. 6. EE RP 4
January	Percents Measurement Conversions	NC. 6. EE RP 3 NC. 6. EE RP 4
February	Dependent and Independent Variables	NC. 6 EE 9
March	Area and Volume Surface Area	NC. 6G 1 NC. 6G 2 NC. 6G 3 NC. 6 G 4
April	Understand Variability	NC. 6 SP 1 NC. 6 SP 2

		NC. 6 SP 3
May/June	Represent and Interpret Data Summarize Numerical Data	NC. 6 SP 4 NC. 6 SP 5

Seventh Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Operations with Rational Numbers	NC. 7.NS. 1 NC. 7. NS. 2

		NC. 7. NS. 3
October	Proportional Relationships	NC. 7. RP. 1 NC. 7. RP. 2 NC. 7. RP. 3
November	Expressions	NC. 7. EE. 1 NC. 7. EE. 2
December	Equations	NC. 7. EE. 3 NC. 7. EE. 4
January	Equations	NC. 7. EE. 3 NC. 7. EE. 4
February	Scaling Angle Relationships Triangle Properties	NC. 7. G. 1 NC. 7. G. 2
March	Area, Surface Area and Volume; perimeter	NC. 7. G. 4 NC. 7. G. 5 NC. 7. G. 6

April	Inferences and random sampling; two populations	NC. 7. SP. 1 NC. 7. SP. 2 NC. 7. SP. 3 NC. 7. SP. 4
May/June	Probability Modeling	NC. 7. SP. 5 NC. 7. SP. 6 NC. 7. SP. 7 NC. 7. SP. 8

Eighth Grade

Month	STEMSCOPES Unit	North Carolina Standard Alignment
September	Integer Exponents Square Roots/Cube Roots	NC.8. NS. 1 NC. 8. NS. 2 NC. 8. EE. 1 NC. 8. EE. 2

October	Irrational Numbers Scientific Notation	NC. 8. EE. 3 NC. 8. EE. 4
November	Operations with Scientific Notation Solving Linear Equations	NC. 8. EE. 7 NC. 8. EE. 8
December	Proportional Relationships Solving pairs linear equations	
January	Functions Compare functions	NC.8. F. 1 NC. 8. F. 2 NC. 8. F. 3
February	Rate of change Model Functional Relationships	NC. 8. F. 4 NC. 8. F. 5

March	Transformations Congruence and Similarity	NC. 8. G.2 NC. 8. G. 3 NC. 8. G. 4
April	Angles Pythagorean Theorem	NC.8.G. 5 NC. 8.G. 6 NC. 8. G. 7 NC. 8. G. 8
May/June	Volume Patterns in Bivariate Data	NC.8. G. 9 NC. 8. SP. 1 NC.8 SP. 2 NC.8 SP. 3 NC.8 SP. 4

Kindergarten

Standards for Mathematical Practice

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

Counting and Cardinality

Abbreviation	Standard
Know number names and the counting sequence.	
NC.K.CC.1	Know number names and recognize patterns in the counting sequence by: <ul style="list-style-type: none"> ● Counting to 100 by ones. ● Counting to 100 by tens.
NC.K.CC.2	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
NC.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.
Count to tell the number of objects.	
NC.K.CC.4	Understand the relationship between numbers and quantities. <ul style="list-style-type: none"> ● When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). ● Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). ● State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).
NC.K.CC.5	Count to answer “How many?” in the following situations: <ul style="list-style-type: none"> ● Given a number from 1–20, count out that many objects. ● Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. ● Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. ● Given 10 objects in a scattered arrangement, identify how many.
Compare numbers.	
NC.K.CC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
NC.K.CC.7	Compare two numbers, within 10, presented as written numerals.

Operations and Algebraic Thinking

Abbreviation	Standard
Understand addition and subtraction.	
NC.K.OA.1	Represent addition and subtraction, within 10: <ul style="list-style-type: none"> ● Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. ● Demonstrate understanding of addition and subtraction by making connections among representations.
NC.K.OA.2	Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: <ul style="list-style-type: none"> ● Add to/Take From-Result Unknown ● Put Together/ Take Apart (Total Unknown and Two Addends Unknown)
NC.K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.
NC.K.OA.4	For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.
NC.K.OA.6	Recognize and combine groups with totals up to 5 (conceptual subitizing).
NC.K.OA.5	Demonstrate fluency with addition and subtraction within 5.

Number and Operations in Base Ten

Abbreviation	Standard
Build foundation for place value.	
NC.K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: <ul style="list-style-type: none"> ● Using objects or drawings. ● Recording each composition or decomposition by a drawing or expression. ● Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Abbreviation	Standard
Describe and compare measurable attributes.	
NC.K.MD.1	Describe measurable attributes of objects; and describe several different measurable attributes of a single object.
NC.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Classify objects and count the number of objects in each category.	
NC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

Abbreviation	Standard
Identify and describe shapes.	
NC.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
NC.K.G.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.
Analyze, compare, create, and compose shapes.	
NC.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
NC.K.G.5	Model shapes in the world by: <ul style="list-style-type: none"> ● Building and drawing triangles, rectangles, squares, hexagons, circles. ● Building cubes, cones, spheres, and cylinders.
NC.K.G.6	Compose larger shapes from simple shapes.

First Grade

Standards for Mathematical Practice

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

Operations and Algebraic Thinking

Abbreviation	Standard
Represent and solve problems.	
NC.1.OA.1	Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: <ul style="list-style-type: none"> • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown
NC.1.OA.2	Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.
Understand and apply the properties of operations.	
NC.1.OA.3	Apply the commutative and associative properties as strategies for solving addition problems.
NC.1.OA.4	Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.
Add and subtract within 20.	
NC.1.OA.9	Demonstrate fluency with addition and subtraction within 10.
NC.1.OA.6	Add and subtract, within 20, using strategies such as: <ul style="list-style-type: none"> • Counting on • Making ten • Decomposing a number leading to a ten • Using the relationship between addition and subtraction • Using a number line • Creating equivalent but simpler or known sums
Analyze addition and subtraction equations within 20.	
NC.1.OA.7	Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.
NC.1.OA.8	Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.

Number and Operations in Base Ten

Abbreviation	Standard
Extend and recognize patterns in the counting sequence.	
NC.1.NBT.1	Count to 150, starting at any number less than 150.
NC.1.NBT.7	Read and write numerals, and represent a number of objects with a written numeral, to 100.
Understand place value.	
NC.1.NBT.2	<p>Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> ● Unitize by making a ten from a collection of ten ones. ● Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. ● Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.
NC.1.NBT.3	Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Use place value understanding and properties of operations.	
NC.1.NBT.4	<p>Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p> <ul style="list-style-type: none"> ● A two-digit number and a one-digit number ● A two-digit number and a multiple of 10
NC.1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
NC.1.NBT.6	<p>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:</p> <ul style="list-style-type: none"> ● Concrete models and drawings ● Number lines ● Strategies based on place value ● Properties of operations ● The relationship between addition and subtraction

Measurement and Data

Abbreviation	Standard
Measure lengths.	
NC.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
NC.1.MD.2	Measure lengths with non-standard units. <ul style="list-style-type: none"> Express the length of an object as a whole number of non-standard length units. Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.
Build understanding of time and money.	
NC.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
NC.1.MD.5	Identify quarters, dimes, and nickels and relate their values to pennies.
Represent and interpret data.	
NC.1.MD.4	Organize, represent, and interpret data with up to three categories. <ul style="list-style-type: none"> Ask and answer questions about the total number of data points. Ask and answer questions about how many in each category. Ask and answer questions about how many more or less are in one category than in another.

Geometry

Abbreviation	Standard
Reason with shapes and their attributes.	
NC.1.G.1	Distinguish between defining and non-defining attributes and create shapes with defining attributes by: <ul style="list-style-type: none"> Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. Building cubes, rectangular prisms, cones, spheres, and cylinders.
NC.1.G.2	Create composite shapes by: <ul style="list-style-type: none"> Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.
NC.1.G.3	Partition circles and rectangles into two and four equal shares. <ul style="list-style-type: none"> Describe the shares as halves and fourths, as half of and fourth of. Describe the whole as two of, or four of the shares. Explain that decomposing into more equal shares creates smaller shares.

Second Grade

Standards for Mathematical Practice

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

Operations and Algebraic Thinking

Abbreviation	Standard
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: <ul style="list-style-type: none"> • One-Step problems: <ul style="list-style-type: none"> o Add to/Take from-Start Unknown o Compare-Bigger Unknown o Compare-Smaller Unknown • Two-Step problems involving single digits: <ul style="list-style-type: none"> o Add to/Take from- Change Unknown o 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: <ul style="list-style-type: none"> • 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

Abbreviation	Standard
Understand place value.	
NC.2.NBT.1	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <ul style="list-style-type: none"> ● 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	<p>Demonstrate fluency with addition and subtraction, within 100, by:</p> <ul style="list-style-type: none"> ● 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	<p>Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"> ● 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

Abbreviation	Standard
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: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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

Abbreviation	Standard
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. <ul style="list-style-type: none"> • 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.

Third Grade

Standards for Mathematical Practice

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

Operations and Algebraic Thinking

Abbreviation	Standard
Represent and solve problems involving multiplication and division.	
NC.3.OA.1	For products of whole numbers with two factors up to and including 10: <ul style="list-style-type: none"> • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.
NC.3.OA.2	For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: <ul style="list-style-type: none"> • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.
NC.3.OA.3	Represent, interpret, and solve one-step problems involving multiplication and division. <ul style="list-style-type: none"> • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.
Understand properties of multiplication and the relationship between multiplication and division.	
NC.3.OA.6	Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.
Multiply and divide within 100.	
NC.3.OA.7	Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. <ul style="list-style-type: none"> • Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
Solve two-step problems.	
NC.3.OA.8	Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.
Explore patterns of numbers.	
NC.3.OA.9	Interpret patterns of multiplication on a hundreds board and/or multiplication table.

Number and Operations in Base Ten

Abbreviation	Standard
Use place value to add and subtract.	
NC.3.NBT.2	<p>Add and subtract whole numbers up to and including 1,000.</p> <ul style="list-style-type: none"> ● Use estimation strategies to assess reasonableness of answers. ● Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems. ● Use expanded form to decompose numbers and then find sums and differences.
Generalize place value understanding for multi-digit numbers.	
NC.3.NBT.3	Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.

Number and Operations – Fractions

Abbreviation	Standard
Understand fractions as numbers.	
NC.3.NF.1	<p>Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;</p> <ul style="list-style-type: none"> ● Explain that a unit fraction is one of those parts. ● Represent and identify unit fractions using area and length models.
NC.3.NF.2	<p>Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.</p> <ul style="list-style-type: none"> ● Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. ● Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.
NC.3.NF.3	<p>Represent equivalent fractions with area and length models by:</p> <ul style="list-style-type: none"> ● Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. ● Explaining that a fraction with the same numerator and denominator equals one whole. ● Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
NC.3.NF.4	Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

Measurement and Data

Abbreviation	Standard
Solve problems involving measurement.	
NC.3.MD.1	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.
NC.3.MD.2	Solve problems involving customary measurement. <ul style="list-style-type: none"> ● Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit. ● Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds. ● Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.
Represent and interpret data.	
NC.3.MD.3	Represent and interpret scaled picture and bar graphs: <ul style="list-style-type: none"> ● Collect data by asking a question that yields data in up to four categories. ● Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. ● Solve one and two-step “how many more” and “how many less” problems using information from these graphs
Understand the concept of area.	
NC.3.MD.5	Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.
NC.3.MD.7	Relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> ● Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. ● Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. ● Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.
Understand the concept of perimeter.	
NC.3.MD.8	Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

Geometry

Abbreviation	Standard
Reason with shapes and their attributes.	
NC.3.G.1	Reason with two-dimensional shapes and their attributes. <ul style="list-style-type: none"> ● Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. ● Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

Fourth Grade

Standards for Mathematical Practice

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

Operations and Algebraic Thinking

Abbreviation	Standard
Represent and solve problems involving multiplication and division.	
NC.4.OA.1	Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.
Use the four operations with whole numbers to solve problems.	
NC.4.OA.3	Solve two-step word problems involving the four operations with whole numbers. <ul style="list-style-type: none"> • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity.
Gain familiarity with factors and multiples.	
NC.4.OA.4	Find all factor pairs for whole numbers up to and including 50 to: <ul style="list-style-type: none"> • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number is a multiple of a given one-digit number. • Determine if the number is prime or composite.
Generate and analyze patterns.	
NC.4.OA.5	Generate and analyze a number or shape pattern that follows a given rule.

Number and Operations in Base Ten

Abbreviation	Standard
Generalize place value understanding for multi-digit whole numbers.	
NC.4.NBT.1	Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.
NC.4.NBT.2	Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.
NC.4.NBT.7	Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
NC.4.NBT.4	Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.
NC.4.NBT.5	Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
NC.4.NBT.6	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.

Number and Operations – Fractions

Abbreviation	Standard
Extend understanding of fractions.	
NC.4.NF.1	Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
NC.4.NF.2	Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions by: <ul style="list-style-type: none"> ● Reasoning about their size and using area and length models. ● Using benchmark fractions 0, $\frac{1}{2}$, and a whole. ● Comparing common numerator or common denominators.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
NC.4.NF.3	Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. <ul style="list-style-type: none"> ● Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. ● Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. ● Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. ● Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.
Use unit fractions to understand operations of fractions.	
NC.4.NF.4	Apply and extend previous understandings of multiplication to: <ul style="list-style-type: none"> ● Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. ● Solve word problems involving multiplication of a fraction by a whole number.
Understand decimal notation for fractions, and compare decimal fractions.	
NC.4.NF.6	Use decimal notation to represent fractions. <ul style="list-style-type: none"> ● Express, model and explain the equivalence between fractions with denominators of 10 and 100. ● Use equivalent fractions to add two fractions with denominators of 10 or 100. ● Represent tenths and hundredths with models, making connections between fractions and decimals.
NC.4.NF.7	Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$, $=$, or $<$. Recognize that comparisons are valid only when the two decimals refer to the same whole.

Measurement and Data

Abbreviation	Standard
Solve problems involving measurement.	
NC.4.MD.1	Know relative sizes of measurement units. Solve problems involving metric measurement. <ul style="list-style-type: none"> ● Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter. ● Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.
NC.4.MD.2	Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.
NC.4.MD.8	Solve word problems involving addition and subtraction of time intervals that cross the hour.
Solve problems involving area and perimeter.	
NC.4.MD.3	Solve problems with area and perimeter. <ul style="list-style-type: none"> ● Find areas of rectilinear figures with known side lengths. ● Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. ● Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
Represent and interpret data.	
NC.4.MD.4	Represent and interpret data using whole numbers. <ul style="list-style-type: none"> ● Collect data by asking a question that yields numerical data. ● Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. ● Determine whether a survey question will yield categorical or numerical data.
Understand concepts of angle and measure angles.	
NC.4.MD.6	Develop an understanding of angles and angle measurement. <ul style="list-style-type: none"> ● Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees. ● Measure and sketch angles in whole-number degrees using a protractor. ● Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

Geometry

Abbreviation	Standard
Classify shapes based on lines and angles in two-dimensional figures.	
NC.4.G.1	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.
NC.4.G.2	Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.
NC.4.G.3	Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.

Fifth Grade

Standards for Mathematical Practice

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

Operations and Algebraic Thinking

Abbreviation	Standard
Write and interpret numerical expressions.	
NC.5.OA.2	Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving: <ul style="list-style-type: none">• Parentheses, using the order of operations.• Commutative, associative and distributive properties.
Analyze patterns and relationships.	
NC.5.OA.3	Generate two numerical patterns using two given rules. <ul style="list-style-type: none">• Identify apparent relationships between corresponding terms.• Form ordered pairs consisting of corresponding terms from the two patterns.• Graph the ordered pairs on a coordinate plane.

Number and Operations in Base Ten

Abbreviation	Standard
Understand the place value system.	
NC.5.NBT.1	<p>Explain the patterns in the place value system from one million to the thousandths place.</p> <ul style="list-style-type: none"> ● Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. ● Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.
NC.5.NBT.3	<p>Read, write, and compare decimals to thousandths.</p> <ul style="list-style-type: none"> ● Write decimals using base-ten numerals, number names, and expanded form. ● Compare two decimals to thousandths based on the value of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Perform operations with multi-digit whole numbers.	
NC.5.NBT.5	<p>Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.</p>
NC.5.NBT.6	<p>Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.</p>
Perform operations with decimals.	
NC.5.NBT.7	<p>Compute and solve real-world problems with multi-digit whole numbers and decimal numbers.</p> <ul style="list-style-type: none"> ● Add and subtract decimals to thousandths using models, drawings or strategies based on place value. ● Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value. ● Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths. ● Use estimation strategies to assess reasonableness of answers.

Number and Operations – Fractions

Abbreviation	Standard
Use equivalent fractions as a strategy to add and subtract fractions.	
NC.5.NF.1	<p>Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.</p> <ul style="list-style-type: none"> ● Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. ● Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
NC.5.NF.3	<p>Use fractions to model and solve division problems.</p> <ul style="list-style-type: none"> ● Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts. ● Model and interpret a fraction as the division of the numerator by the denominator. ● Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.
NC.5.NF.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers.</p> <ul style="list-style-type: none"> ● Use area and length models to multiply two fractions, with the denominators 2, 3, 4. ● Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number. ● Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.
NC.5.NF.7	<p>Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.</p>

Measurement and Data

Abbreviation	Standard
Convert like measurement units within a given measurement system.	
NC.5.MD.1	Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.
Represent and interpret data.	
NC.5.MD.2	Represent and interpret data. <ul style="list-style-type: none"> ● Collect data by asking a question that yields data that changes over time. ● Make and interpret a representation of data using a line graph. ● Determine whether a survey question will yield categorical or numerical data, or data that changes over time.
Understand concepts of volume.	
NC.5.MD.4	Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
NC.5.MD.5	Relate volume to the operations of multiplication and addition. <ul style="list-style-type: none"> ● Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths. ● Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems. ● Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.

Geometry

Abbreviation	Standard
Understand the coordinate plane.	
NC.5.G.1	Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.
Classify quadrilaterals.	
NC.5.G.3	Classify quadrilaterals into categories based on their properties. <ul style="list-style-type: none"> ● Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category. ● Classify quadrilaterals in a hierarchy based on properties.

Sixth Grade

Standards for Mathematical Practice

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

Ratio and Proportional Relationships

Abbreviation	Standard
Understand ratio concepts and use ratio reasoning to solve problems.	
Resource Alignment: STEMSCOPES Unit Name—Ratios, Rates and Unit Rates	
3 Explores (two weeks)	
NC.6.RP.1	Understand the concept of a ratio and use ratio language to: <ul style="list-style-type: none"> • Describe a ratio as a multiplicative relationship between two quantities. • Model a ratio relationship using a variety of representations.
NC.6.RP.2	Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.
NC.6.RP.3	Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by: <ul style="list-style-type: none"> • Creating and using a table to compare ratios. • Finding missing values in the tables. • Using a unit ratio. • Converting and manipulating measurements using given ratios. • Plotting the pairs of values on the coordinate plane.
NC.6.RP.4	Use ratio reasoning to solve real-world and mathematical problems with percents by: <ul style="list-style-type: none"> • Understanding and finding a percent of a quantity as a ratio per 100. • Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity. • Finding the whole, given a part and the percent.

The Number System

Abbreviation	Standard
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
NC.6.NS.1	Use visual models and common denominators to: <ul style="list-style-type: none"> ● Interpret and compute quotients of fractions. ● Solve real-world and mathematical problems involving division of fractions.
Compute fluently with multi-digit numbers and find common factors and multiples.	
NC.6.NS.2	Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.
NC.6.NS.3	Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.
NC.6.NS.4	Understand and use prime factorization and the relationships between factors to: <ul style="list-style-type: none"> ● Find the unique prime factorization for a whole number. ● Find the greatest common factor of two whole numbers less than or equal to 100. ● Use the greatest common factor and the distributive property to rewrite the sum of two whole numbers, each less than or equal to 100. ● Find the least common multiple of two whole numbers less than or equal to 12 to add and subtract fractions with unlike denominators.
Apply and extend previous understandings of numbers to the system of rational numbers.	
NC.6.NS.5	Understand and use rational numbers to: <ul style="list-style-type: none"> ● Describe quantities having opposite directions or values. ● Represent quantities in real-world contexts, explaining the meaning of 0 in each situation. ● Understand the absolute value of a rational number as its distance from 0 on the number line to: <ul style="list-style-type: none"> ○ Interpret absolute value as magnitude for a positive or negative quantity in a real-world context. ○ Distinguish comparisons of absolute value from statements about order.
NC.6.NS.6	Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane. <ol style="list-style-type: none"> a. On a number line: <ul style="list-style-type: none"> ○ Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that the opposite of the opposite of a number is the number itself. ○ Find and position rational numbers on a horizontal or vertical number line. b. On a coordinate plane: <ul style="list-style-type: none"> ○ Understand signs of numbers in ordered pairs as indicating locations in quadrants. ○ Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. ○ Find and position pairs of rational numbers on a coordinate plane.
NC.6.NS.7	Understand ordering of rational numbers. <ol style="list-style-type: none"> a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

NC.6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
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The Number System

Abbreviation	Standard
NC.6.NS.9	<p>Apply and extend previous understandings of addition and subtraction.</p> <ul style="list-style-type: none">• Describe situations in which opposite quantities combine to make 0.• Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on the sign of q. Show that a number and its additive inverse create a zero pair.• Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference.• Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences.

Expressions and Equations

Abbreviation	Standard
Apply and extend previous understandings of arithmetic to algebraic expressions.	
NC.6.EE.1	Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.
NC.6.EE.2	Write, read, and evaluate algebraic expressions. <ul style="list-style-type: none"> ● Write expressions that record operations with numbers and with letters standing for numbers. ● Identify parts of an expression using mathematical terms and view one or more of those parts as a single entity. ● Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems.
NC.6.EE.3	Apply the properties of operations to generate equivalent expressions without exponents.
NC.6.EE.4	Identify when two expressions are equivalent and justify with mathematical reasoning.
Reason about and solve one-variable equations.	
NC.6.EE.5	Use substitution to determine whether a given number in a specified set makes an equation true.
NC.6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.
NC.6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form: <ul style="list-style-type: none"> ● $x + p = q$ in which p, q and x are all nonnegative rational numbers; and, ● $p \cdot x = q$ for cases in which p, q and x are all nonnegative rational numbers.
Reason about one variable inequalities.	
NC.6.EE.8	Reason about inequalities by: <ul style="list-style-type: none"> ● Using substitution to determine whether a given number in a specified set makes an inequality true. ● Writing an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. ● Recognizing that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions. ● Representing solutions of inequalities on number line diagrams.
Represent and analyze quantitative relationships between dependent and independent variables.	
NC.6.EE.9	Represent and analyze quantitative relationships by: <ul style="list-style-type: none"> ● Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. ● Analyze the relationship between quantities in different representations (context, equations, tables, and graphs).

Geometry

Abbreviation	Standard
Solve real-world and mathematical problems involving area, surface area, and volume.	
NC.6.G.1	Create geometric models to solve real-world and mathematical problems to: <ul style="list-style-type: none">• Find the area of triangles by composing into rectangles and decomposing into right triangles.• Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles.
NC.6.G.2	Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems.
NC.6.G.3	Use the coordinate plane to solve real-world and mathematical problems by: <ul style="list-style-type: none">• Drawing polygons in the coordinate plane given coordinates for the vertices.• Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.
NC.6.G.4	Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability

Abbreviation	Standard
Develop understanding of statistical variability.	
NC.6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
NC.6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
NC.6.SP.3	Understand that both a measure of center and a description of variability should be considered when describing a numerical data set. <ul style="list-style-type: none">a. Determine the measure of center of a data set and understand that it is a single number that summarizes all the values of that data set.<ul style="list-style-type: none">o Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set.o Understand the median as a measure of center that is the numerical middle of an ordered data set.b. Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.
Summarize and describe distributions.	
NC.6.SP.4	Display numerical data in plots on a number line. <ul style="list-style-type: none">• Use dot plots, histograms, and box plots to represent data.• Compare the attributes of different representations of the same data.
NC.6.SP.5	Summarize numerical data sets in relation to their context. <ul style="list-style-type: none">a. Describe the collected data by:<ul style="list-style-type: none">o Reporting the number of observations in dot plots and histograms.o Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement.b. Analyze center and variability by:<ul style="list-style-type: none">o Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations.o Justifying the appropriate choice of measures of center using the shape of the data distribution.

Seventh Grade

Standards for Mathematical Practice

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

Ratio and Proportional Relationships

Abbreviation	Standard
Analyze proportional relationships and use them to solve real-world and mathematical problems.	
NC.7.RP.1	Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.
NC.7.RP.2	<p>Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> a. Understand that a proportion is a relationship of equality between ratios. <ul style="list-style-type: none"> o Represent proportional relationships using tables and graphs. o Recognize whether ratios are in a proportional relationship using tables and graphs. o Compare two different proportional relationships using tables, graphs, equations, and verbal descriptions. a. Identify the unit rate (constant of proportionality) within two quantities in a proportional relationship using tables, graphs, equations, and verbal descriptions. b. Create equations and graphs to represent proportional relationships. c. Use a graphical representation of a proportional relationship in context to: <ul style="list-style-type: none"> o Explain the meaning of any point (x, y). o Explain the meaning of $(0, 0)$ and why it is included. o Understand that the y-coordinate of the ordered pair $(1, r)$ corresponds to the unit rate and explain its meaning.
NC.7.RP.3	Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.

The Number System

Abbreviation	Standard
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
NC.7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.
NC.7.NS.2	Apply and extend previous understandings of multiplication and division. <ol style="list-style-type: none"> a. Understand that a rational number is any number that can be written as a quotient of integers with a non-zero divisor. b. Apply properties of operations as strategies, including the standard algorithms, to multiply and divide rational numbers and describe the product and quotient in real-world contexts. c. Use division and previous understandings of fractions and decimals. <ol style="list-style-type: none"> o Convert a fraction to a decimal using long division. o Understand that the decimal form of a rational number terminates in 0s or eventually repeats.
NC.7.NS.3	Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.

Expressions and Equations

Abbreviation	Standard
Use properties of operations to generate equivalent expressions.	
NC.7.EE.1	Apply properties of operations as strategies to: <ul style="list-style-type: none"> • Add, subtract, and expand linear expressions with rational coefficients. • Factor linear expression with an integer GCF.
NC.7.EE.2	Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.
Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.	
NC.7.EE.3	Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions. <ul style="list-style-type: none"> • Apply properties of operations to calculate with positive and negative numbers in any form. • Convert between different forms of a number and equivalent forms of the expression as appropriate.

NC.7.EE.4	<p>Use variables to represent quantities to solve real-world or mathematical problems.</p> <ol style="list-style-type: none"> a. Construct equations to solve problems by reasoning about the quantities. <ul style="list-style-type: none"> o Fluently solve multistep equations with the variable on one side, including those generated by word problems. o Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. o Interpret the solution in context. b. Construct inequalities to solve problems by reasoning about the quantities. <ul style="list-style-type: none"> o Fluently solve multi-step inequalities with the variable on one side, including those generated by word problems. o Compare an algebraic solution process for equations and an algebraic solution process for inequalities. o Graph the solution set of the inequality and interpret in context.
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Geometry

Abbreviation	Standard
Draw, construct, and describe geometrical figures and describe the relationships between them.	
NC.7.G.1	<p>Solve problems involving scale drawings of geometric figures by:</p> <ul style="list-style-type: none"> • Building an understanding that angle measures remain the same and side lengths are proportional. • Using a scale factor to compute actual lengths and areas from a scale drawing. • Creating a scale drawing.
NC.7.G.2	<p>Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.</p>
Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.	
NC.7.G.4	<p>Understand area and circumference of a circle.</p> <ul style="list-style-type: none"> • Understand the relationships between the radius, diameter, circumference, and area. • Apply the formulas for area and circumference of a circle to solve problems.
NC.7.G.5	<p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.</p>
NC.7.G.6	<p>Solve real-world and mathematical problems involving:</p> <ul style="list-style-type: none"> • Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons. • Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms.

Statistics and Probability

Abbreviation	Standard
Use random sampling to draw inferences about a population.	
NC.7.SP.1	<p>Understand that statistics can be used to gain information about a population by:</p> <ul style="list-style-type: none"> ● Recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population. ● Using random sampling to produce representative samples to support valid inferences.
NC.7.SP.2	<p>Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.</p>
Make informal inferences to compare two populations.	
NC.7.SP.3	<p>Recognize the role of variability when comparing two populations.</p> <ol style="list-style-type: none"> a. Calculate the measure of variability of a data set and understand that it describes how the values of the data set vary with a single number. <ol style="list-style-type: none"> o Understand the mean absolute deviation of a data set is a measure of variability that describes the average distance that points within a data set are from the mean of the data set. o Understand that the range describes the spread of the entire data set. o Understand that the interquartile range describes the spread of the middle 50% of the data. b. Informally assess the difference between two data sets by examining the overlap and separation between the graphical representations of two data sets.
NC.7.SP.4	<p>Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.</p>
Investigate chance processes and develop, use, and evaluate probability models.	
NC.7.SP.5	<p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.</p>
NC.7.SP.6	<p>Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency.</p>
NC.7.SP.7	<p>Develop a probability model and use it to find probabilities of simple events.</p> <ol style="list-style-type: none"> a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. b. Develop a probability model (which may not be uniform) by repeatedly performing a chance process and observing frequencies in the data generated. c. Compare theoretical and experimental probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

NC.7.SP.8

Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- b. For an event described in everyday language, identify the outcomes in the sample space which compose the event, when the sample space is represented using organized lists, tables, and tree diagrams.
- c. Design and use a simulation to generate frequencies for compound events.

Eighth Grade

Standards for Mathematical Practice

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

The Number System

Abbreviation	Standard
Know that there are numbers that are not rational, and approximate them by rational numbers.	
NC.8.NS.1	Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.
NC.8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving: <ul style="list-style-type: none">• Square roots and cube roots to the tenths.• π to the hundredths.

Expressions and Equations

Abbreviation	Standard
Work with radicals and integer exponents.	
NC.8.EE.1	Develop and apply the properties of integer exponents to generate equivalent numerical expressions.
NC.8.EE.2	Use square root and cube root symbols to: <ul style="list-style-type: none"> • Represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. • Evaluate square roots of perfect squares and cube roots of perfect cubes for positive numbers less than or equal to 400.
NC.8.EE.3	Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other.
NC.8.EE.4	Perform multiplication and division with numbers expressed in scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used.
Analyze and solve linear equations and inequalities.	
NC.8.EE.7	Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable. <ul style="list-style-type: none"> • Recognize linear equations in one variable as having one solution, infinitely many solutions, or no solutions. • Solve linear equations and inequalities including multi-step equations and inequalities with the same variable on both sides.
Analyze and solve pairs of simultaneous linear equations.	
NC.8.EE.8	Analyze and solve a system of two linear equations in two variables in slope-intercept form. <ul style="list-style-type: none"> • Understand that solutions to a system of two linear equations correspond to the points of intersection of their graphs because the point of intersection satisfies both equations simultaneously. • Solve real-world and mathematical problems leading to systems of linear equations by graphing the equations. Solve simple cases by inspection.

Functions

Abbreviation	Standard
Define, evaluate, and compare functions.	
NC.8.F.1	Understand that a function is a rule that assigns to each input exactly one output. <ul style="list-style-type: none">● Recognize functions when graphed as the set of ordered pairs consisting of an input and exactly one corresponding output.● Recognize functions given a table of values or a set of ordered pairs.
NC.8.F.2	Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
NC.8.F.3	Identify linear functions from tables, equations, and graphs.
Use functions to model relationships between quantities.	
NC.8.F.4	Analyze functions that model linear relationships. <ul style="list-style-type: none">● Understand that a linear relationship can be generalized by $y = mx + b$.● Write an equation in slope-intercept form to model a linear relationship by determining the rate of change and the initial value, given at least two (x, y) values or a graph.● Construct a graph of a linear relationship given an equation in slope-intercept form.● Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of the slope and y-intercept of its graph or a table of values.
NC.8.F.5	Qualitatively analyze the functional relationship between two quantities. <ul style="list-style-type: none">● Analyze a graph determining where the function is increasing or decreasing; linear or non-linear.● Sketch a graph that exhibits the qualitative features of a real-world function.

Geometry

Abbreviation	Standard
Understand congruence and similarity using physical models, transparencies, or geometry software.	
NC.8.G.2	<p>Use transformations to define congruence.</p> <ul style="list-style-type: none"> ● Verify experimentally the properties of rotations, reflections, and translations that create congruent figures. ● Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. ● Given two congruent figures, describe a sequence that exhibits the congruence between them.
NC.8.G.3	Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x -axis and y -axis on two-dimensional figures using coordinates.
NC.8.G.4	<p>Use transformations to define similarity.</p> <ul style="list-style-type: none"> ● Verify experimentally the properties of dilations that create similar figures. ● Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. ● Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
Analyze angle relationships.	
NC.8.G.5	<p>Use informal arguments to analyze angle relationships.</p> <ul style="list-style-type: none"> ● Recognize relationships between interior and exterior angles of a triangle. ● Recognize the relationships between the angles created when parallel lines are cut by a transversal. ● Recognize the angle-angle criterion for similarity of triangles. ● Solve real-world and mathematical problems involving angles.
Understand and apply the Pythagorean Theorem.	
NC.8.G.6	Explain the Pythagorean Theorem and its converse.
NC.8.G.7	Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems.
NC.8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
NC.8.G.9	Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.

Statistics and Probability

Abbreviation	Standard
Investigate patterns of association in bivariate data.	
NC.8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
NC.8.SP.2	Model the relationship between bivariate quantitative data to: <ul style="list-style-type: none"> ● Informally fit a straight line for a scatter plot that suggests a linear association. ● Informally assess the model fit by judging the closeness of the data points to the line.
NC.8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y -intercept.
NC.8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. <ul style="list-style-type: none"> ● Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. ● Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

School will be in session on Monday through Friday and the day will be scheduled from 7:50 a.m. to 3:15 p.m. Abbreviated days, when utilized and not to exceed three per year, will run from 7:50 a.m. to 12:00 p.m. Based on draft calculations, students will be provided 180 days of instruction for a total of 1,170 seat hours of instruction. This does not include the optional extended day classes students can take for an extra hour each day, Saturday class options or the hours of scheduled teacher professional development.

The daily schedule is arranged to support collaboration and planning between staff and consists of dedicated time for instruction in English Language Arts, Math, and a longer block for Science, providing emphasis on the integrated STEM education. Time is also allotted for physical education and other enrichment coursework such as art.

A sample schedule follows:

K-5 Monday-Thursday

- 7:50a.m.- 8:30a.m. Breakfast and Classroom Morning Meeting/SEL
- 8:30a.m.-9:25a.m. Reading Block
- 9:30a.m.-10:25a.m. Math Block
- 10:30-11:00 Social Studies
- 11:05-11:45p.m. Writing Block • 11:45a.m.-12:25p.m Recess and Lunch
- 12:30-2:00p.m. Science Mini-Lesson and STEM Activities using Problem-Based Learning
- 2:05-2:50p.m. ELECTIVE—Arabic (K-8) OR STEM Elective for 6-8)
- 2:50-3:15p.m Planner and Pack-up

Grades K-5 Friday

- 7:50am.-8:30a.m. Breakfast and SEL Lesson
- 8:30a.m.-10a.m. Guided Reading and Writing Group
- 10:00a.m.-10:10 Brain Break
- 10:15a.m.-11:45 Guided Math
- 11:45a.m.-12:25p.m Recess and Lunch
- 12:30-1:45p.m. STEM PBL Projects
- 1:45p.m. Break
- 2p.m.-3:15 Small Group Academic Enrichment and Intervention

Grades 6-8 Monday-Thursday

- 7:50a.m. Breakfast
- 8:00-8:15a.m. SEL Lesson
- 8:20a.m.-9:05a.m. ELA
- 9:10a.m.-9:55am. Math Concepts and Skills
- 10:00a.m.-10:45a.m. Science
- 10:50a.m.-11:35a.m. Arabic/Foreign Language
- 11:40a.m.-12:25p.m. Lunch/Recess

- 12:30pm. -1:15p.m. Social Studies
- 1:20-2:00p.m. STEM Elective
- 2:05p.m. 2:40p.m Elective (PE, Art, Computers)
- 2:45p.m.-3:15p.m. Language Acquisition

Grades 6-8 Friday

- 7:50a.m. Breakfast
- 8:00-8:15a.m. SEL Lesson
- 8:20a.m.-9:05a.m. ELA
- 9:10a.m.-9:55am. Math Concepts and Skills
- 10:00a.m.-10:45a.m. Science
- 10:50a.m.-11:35a.m. Arabic/Foreign Language
- 11:40a.m.-12:25p.m. Lunch/Recess
- 12:30p.m.-2:00p.m. STEM PBL Projects
- 2:10 p.m.-3:15p.m ELA/Math Intervention/Enrichment



Signature Page

The foregoing application is submitted on behalf of the Board of Directors of Saber STEM Academy of Charlotte. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

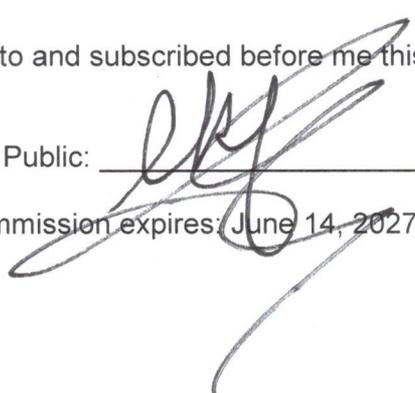
Print/Type Name: Bassem Obeid

Board Position: Proposed Board Member of Saber STEM Academy of Charlotte

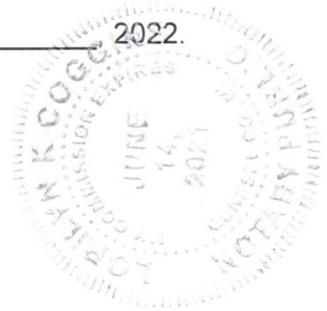
Signature: *Bassem Obeid (signed electronically)*

Date: April 29, 2022

Sworn to and subscribed before me this 29th day of April, 2022.

Notary Public: 

Official Seal:



My commission expires: June 14, 2027.

Proposed 2024-2025 School Calendar

Saber STEM Academy of Charlotte (SSA)

Jul-24						
S	M	T	W	Th	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug-24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4

Sep-24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20

Oct-24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23

Nov-24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18

Dec-24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15

Jan-25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

19

Feb-25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

19

Mar-25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15

Apr-25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21

May-25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19

Jun-25						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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Full Day Teacher Professional Development	
First Day of School	
School Closed: No Staff/No Students	
School Closed - Fall Break	
School Closed - Martin Luther King Day	
Parent Teacher Conferences - AM Instruction, PM Conferences	
Teacher PD - 1/2 Day for Students	
End of Marking Period	
Last Day of School	
Days of Instruction	185
Days of Professional Development	10
Hours of Instruction	1,203

GRADE
4

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2021

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

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Greenville – Northeast Region

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At-Large

CATHERINE TRUITT

Superintendent & Secretary to the Board: Cary

VACANT

Southwest Region

The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision and Mission Statements, go to <https://stateboard.ncpublicschools.gov>.

NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

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Quick Reference Guide

GRADE
4

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

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

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

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

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

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

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

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

- 4.CP.1.1 Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.
- 4.CP.1.2 Use independent and/or cooperative skills to improvise and create dance.
- 4.CP.1.3 Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.
- 4.CP.1.4 Understand how different strategies for problem solving in dance lead to different outcomes.

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

- 4.CP.2.1 Use control of body, voice, and focus necessary for effective participation in dance.
- 4.CP.2.2 Use concentration and focus to perform short dance sequences.
- 4.CP.2.3 Identify personal goals to improve performance quality in dance.

DANCE MOVEMENT SKILLS

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

- 4.DM.1.1 Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.
- 4.DM.1.2 Illustrate a variety of ways to use shapes.
- 4.DM.1.3 Execute locomotor and non-locomotor (axial) movement with clarity and intent.
- 4.DM.1.4 Differentiate between duple and triple meter.
- 4.DM.1.5 Execute a variety of group spatial designs and relationships while dancing.

RESPONDING

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

- 4.R.1.1 Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.
- 4.R.1.2 Explain how personal perspective influences interpretations of dance.
- 4.R.1.3 Use different aesthetic criteria for evaluating dances.

CONNECTING

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

- 4.C.1.1 Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina.
- 4.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

- 4.ML.1.1 Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.
- 4.ML.1.2 Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.
- 4.ML.1.3 Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff.

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

- 4.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 4.ML.2.2 Interpret through voice and/or instruments simple pitch notation in the treble clef in major keys.
- 4.ML.2.3 Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.
- 4.ML.2.4 Use standard symbols to notate rhythm, meter, and dynamics in simple patterns.

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

- 4.ML.3.1 Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.
- 4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.
- 4.ML.3.3 Create rhythmic compositions which include the use of whole, dotted half, half and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple and triple time and which are arranged using a variety of sound sources.

MUSICAL RESPONSE

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

- 4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- 4.MR.1.2 Explain personal preferences for specific musical works and styles, using appropriate music terminology.
- 4.MR.1.3 Design a set of criteria for evaluating music performances and compositions.
- 4.MR.1.4 Classify instruments into Western orchestral categories of wind, string, percussion, and brass.

CONTEXTUAL RELEVANCY

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

- 4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.
- 4.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

- 4.C.1.1 Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.
- 4.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling.
- 4.C.1.3 Understand how to adapt sources, such as literature texts, poetry, and speeches, into scripts.

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

- 4.C.2.1 Use improvisation to tell stories and express ideas.
- 4.C.2.2 Interpret multiple characters from stories through use of the body and voice.

ANALYSIS

4.A.1 Analyze literary texts and performances.

- 4.A.1.1 Analyze texts or scripts in terms of specific character traits and relationships among them.
- 4.A.1.2 Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.

AESTHETICS

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

- 4.AE.1.1 Select technical options that could be used to enhance a performance space.
- 4.AE.1.2 Understand how to use costumes, props, masks, set pieces, and lighting to support dramatic presentations.

CULTURE

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

- 4.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.
- 4.CU.1.2 Create theatrical works that exemplify aspects of the culture, beliefs, and history of North Carolina.

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

- 4.CU.2.1 Use critiques to improve performances.
- 4.CU.2.2 Understand the role of the playwright in relation to script construction techniques, such as dialogue, protagonist, and antagonist.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

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

- 4.V.1.1 Use appropriate art vocabulary to compare artists' styles.
- 4.V.1.2 Apply personal choices while creating art.
- 4.V.1.3 Infer meaning from art.
- 4.V.1.4 Understand how the Elements of Art are used to develop a composition.
- 4.V.1.5 Understand how the Principles of Design work in relation to each other.

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

- 4.V.2.1 Identify different successful solutions to artistic problems.
- 4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art.
- 4.V.2.3 Create abstract art that expresses ideas.

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

- 4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.
- 4.V.3.2 Compare characteristics of a variety of media.
- 4.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

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

- 4.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.
- 4.CX.1.2 Recognize key contributions of North Carolina artists in art history.
- 4.CX.1.3 Classify NC artists in terms of styles, genre, and/or movements.
- 4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.
- 4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.

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

- 4.CX.2.1 Exemplify visual arts industries in North Carolina.
- 4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.
- 4.CX.2.3 Understand individual roles, while applying collaborative skills in creating art.
- 4.CX.2.4 Explain the effect of technology on the way products look and how they are created.

CRITICAL RESPONSE

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

- 4.CR.1.1 Use visual clues to interpret the content of art.
- 4.CR.1.2 Critique personal art based on teacher-established criteria.

COMPUTER SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices

- 35-CS-01 Evaluate the features available on digital devices to perform a variety of classroom tasks.

Hardware & Software

- 35-CS-02 Model how computer hardware and software work together as a system to accomplish tasks.

Troubleshooting

- 35-CS-03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

NETWORKS & THE INTERNET

Network Communication & Organization

- 35-NI-01 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

Cybersecurity

- 35-NI-02 Explain your digital footprint and how personal information can be protected.

DATA & ANALYSIS

Storage

- 35-DA-01 Identify the type of data encoded in a file based on file extension.
35-DA-02 Illustrate the process of file management and version control.

Collection, Visualization & Transformation

- 35-DA-03 Organize and present collected data visually to highlight relationships and support a claim.

Inference & Models

- 35-DA-04 Communicate using data to highlight or predict outcomes.

ALGORITHMS & PROGRAMMING

Algorithms

- 35-AP-01 Create multiple algorithms for the same task to determine which is the most accurate and efficient.

Variables

- 35-AP-02 Create programs that use variables to store and modify data.

Control

- 35-AP-03 Construct programs that include sequences.
35-AP-04 Construct programs using simple loops.
35-AP-05 Construct programs that implement conditionals.

Modularity

- 35-AP-06 Decompose problems into smaller, manageable, subproblems to facilitate the program development process.
- 35-AP-07 Modify, remix, or incorporate portions of an existing program into one's own work.

Program Development

- 35-AP-08 Apply an iterative process to the development of a program by including diverse perspectives and considering user preferences.
- 35-AP-09 Give appropriate attribution when creating or remixing programs while respecting intellectual property rights.
- 35-AP-10 Identify and debug errors in an algorithm or program to ensure it runs as intended.
- 35-AP-11 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.
- 35-AP-12 Describe choices made during program development using code comments, presentations, and demonstrations.

IMPACTS OF COMPUTING

Culture

- 35-IC-01 Compare computing technologies that have changed the world and how they both influence and are influenced by cultural practices.
- 35-IC-02 Explore the tools that can be used to improve accessibility and usability of technology products for the diverse needs and wants of users.

Social Interactions

- 35-IC-03 Seek diverse perspectives with collaboration for the purpose of improving computational artifacts.
- 35-IC-04 Exhibit positive digital citizenship and social responsibility in online interactions.

Safety, Law & Ethics

- 35-IC-05 Utilize public domain or creative commons media, and refrain from copying or using material created by others without permission.

DIGITAL LEARNING

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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EMPOWERED LEARNER

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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Ideas and Analysis

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8 Not applicable to literature.
- RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Complexity

- RL.4.10 By the end of grade 4, read and understand literature within the 4-5 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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Ideas and Analysis

- RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

- RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 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.4.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

- RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- RF.4.5 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry 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.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the opinion presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.

- f. Provide a conclusion that follows from the narrated experiences or events.
 - g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research

- W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

Language Standards – Grammar Continuum

Skill	4-5
Subject/Verb Agreement	<ul style="list-style-type: none">• Continue to ensure subject/verb agreement
Nouns	<ul style="list-style-type: none">• Use abstract nouns (such as <i>courage</i>)• Continue to use regular and irregular plural nouns
Verbs	<ul style="list-style-type: none">• Form and use progressive verb tenses• Use modal auxiliaries (such as <i>may</i> or <i>must</i>)• Continue to form and use the perfect verb tenses• Convey sense of various times, sequences, states, and conditions• Recognize and correct inappropriate shifts in verb tense
Adjectives	<ul style="list-style-type: none">• Form and use comparative and superlative and accurately choose which to use—adjective or adverb• Order adjectives within sentences according to conventional patterns
Conjunctions	<ul style="list-style-type: none">• Continue to use coordinating and subordinating conjunctions• Use correlative conjunctions (such as <i>either/or</i>)
Adverbs	<ul style="list-style-type: none">• Form and use comparative and superlative adverbs• Use relative adverbs
Sentences	<ul style="list-style-type: none">• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences• Produce, expand, and rearrange simple, compound, and complex sentences
Prepositions	<ul style="list-style-type: none">• Form and use prepositional phrases
Pronouns	<ul style="list-style-type: none">• Ensure pronoun-antecedent agreement• Use relative pronouns
Determiners	
Commonly Confused Words	<ul style="list-style-type: none">• Correctly use frequently confused words (such as <i>to, two, too</i>)
Interjections	<ul style="list-style-type: none">• Continue to use interjections
Phrases & Clauses	<ul style="list-style-type: none">• Explain the function of phrases and clauses• Recognize independent and dependent phrases and clauses
Usage	

- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

Language Standards – Conventions Continuum

Skill	4-5
Capitalization	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization
Punctuation	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works
Spelling	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly
References	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings

Knowledge of Language

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

- L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.4.1 Use details from the text to recount what the text says.
- RL.4.2 Identify the theme of a familiar story, drama or poem.
- RL.4.3 Use details from the text to describe characters in the story.

Craft and Structure

- RL.4.4 Determine the meaning of words in a text.
- RL.4.5 Identify elements that are characteristics of stories.
- RL.4.6 Identify the narrator of a story with first person narration.

Integration of Ideas and Analysis

- RL.4.7 Compare the text representation of a story to a visual, tactual, or oral version of the same story.
- RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.

Range of Reading and Level of Complexity

- RL.4.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.4.1 Identify explicit details in an informational text.
- RI.4.2 Identify the main idea of a text when it is explicitly stated.
- RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

- RI.4.4 Determine meaning of words in text.
- RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text
- RI.4.6 Compare own experience with a written account of the same experience.

Integration of Ideas and Analysis

- RI.4.7 Answer questions about information presented visually, orally, or quantitatively.
- RI.4.8 Identify one or more details supporting a specific point in an informational text.
- RI.4.9 Compare details presented in two texts on the same topic.

Range of Reading and Level of Complexity

- RI.4.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

RF.4.2 Uses letters to create written documents.

Craft and Structure

RF.4.4 Apply letter-sound knowledge to decode words.

- a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).

RF.4.5 Engage in purposeful reading of text.

- a. Read text comprised of familiar words with accuracy and understanding.
- b. Use letter knowledge and context to support word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons.

- a. Select a topic or text and write an opinion about it.
- b. List reasons to support the opinion.

W.4.2 Write to share information supported by details.

- a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
- b. List words, facts, or details related to the topic.

W.4.3 Write about events or personal experiences.

- a. Write about a personal experience including two events in sequence.
- b. List words that describe an event or personal experience to use when writing about it.

W.4.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

W.4.5 Gather information about a topic from two or more sources for a research project.

W.4.6 Gather and sort information from personal experiences or a topic into given categories.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.4.1 Communicate with others in group interactions.

- a. Contribute ideas from prior knowledge of a text during discussions about the same text.
- b. With guidance and support, carry out assigned role in a discussion.
- c. Answer specific questions related to information in a discussion.
- d. Identify the key ideas in a discussion.

SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.

SL.4.3 Identify a point that the speaker makes.

SL.4.4 Communicate opinion on a familiar topic or text in an organized manner.

SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.

LANGUAGE

Conventions of Standard English

- L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
- L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
- L.4.3 Use language to achieve desired outcomes when communicating.
 - a. Use language to express emotion.
 - b. Communicate effectively with peers and adults.
- L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.
- L.4.5 Demonstrate understanding of word relationships and use.
 - a. Use common idioms (e.g., no way, not a chance, you bet).
 - b. Demonstrate understanding of opposites.
- L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

4.MEH.1 Apply positive stress management strategies.

- 4.MEH.1.1 Summarize effective coping strategies to manage eustress and distress.
- 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.

4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

- 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.
- 4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

PERSONAL AND CONSUMER HEALTH

4.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.

- 4.PCH.1.1 Explain how to prevent or control common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.
- 4.PCH.1.2 Recognize methods that prevent the spread of germs that cause communicable diseases.

4.PCH.2 Understand body systems and organs, functions, and their care.

- 4.PCH.2.1 Identify the basic components and functions of the respiratory system.
- 4.PCH.2.2 Summarize habits to care for the skin.

4.PCH.3 Analyze health information and products.

- 4.PCH.3.1 Outline the functions of various health products.
- 4.PCH.3.2 Analyze advertisements of health products and services in terms of claims made and the validity of those claims.

4.PCH.4 Understand necessary steps to prevent and respond to unintentional injury.

- 4.PCH.4.1 Explain why it is safe to be a friend of someone who has a disease or health condition (cancer, HIV, asthma, or epilepsy).
- 4.PCH.4.2 Identify personal protection equipment needed for sports or recreational activities.
- 4.PCH.4.3 Illustrate skills for providing first aid for choking victims (including the Heimlich maneuver).

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.
- 4.ICR.1.2 Exemplify empathy toward those affected by disease and disability.
- 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.
- 4.ICR.1.4 Recognize situations that might lead to violence.
- 4.ICR.1.5 Exemplify how to seek assistance for bullying.
- 4.ICR.1.6 Contrast healthy and unhealthy relationships.

4.ICR.2 Understand the changes that occur during puberty and adolescence.

- 4.ICR.2.1 Summarize physical and emotional changes during puberty.
- 4.ICR.2.2 Recognize that individuals experience puberty at different rates (early, average, late).

NUTRITION AND PHYSICAL ACTIVITY

4.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

- 4.NPA.1.1 Plan meals using MyPlate.
- 4.NPA.1.2 Carry out measures to prevent food borne illness, including hand washing and appropriate food storage and preparation.
- 4.NPA.1.3 Use the Food Facts Label to plan meals and avoid food allergies.

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

- 4.NPA.2.1 Compare unhealthy and healthy eating patterns, including eating in moderation.
- 4.NPA.2.2 Explain the effects of eating healthy and unhealthy breakfasts and lunches.

ALCOHOL, TOBACCO, AND OTHER DRUGS

4.ATOD.1 Understand health risks associated with the use of tobacco products.

- 4.ATOD.1.1 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.
- 4.ATOD.1.2 Explain why tobacco is an addictive product.

4.ATOD.2 Understand why people use tobacco products.

- 4.ATOD.2.1 Identify possible internal and external influences on tobacco use.
- 4.ATOD.2.2 Explain why people are influenced by various marketing strategies employed by tobacco companies.

4.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

- 4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.
- 4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

- PE.4.MS.1.1 Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.
- PE.4.MS.1.2 Create movement skill sequences commonly associated with various sports and activities.
- PE.4.MS.1.3 Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.
- PE.4.MS.1.4 Identify tempo in slow and fast rhythms.

MOVEMENT CONCEPTS

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

- PE.4.MC.2.1 Apply basic concepts of movement to improve individual performance.
- PE.4.MC.2.2 Apply elements of form or motor development principles to help others improve their performance.
- PE.4.MC.2.3 Evaluate skills in a game situation using a rubric based on critical concepts.
- PE.4.MC.2.4 Classify examples of health-related fitness into the five components.

HEALTH-RELATED FITNESS

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

- PE.4.HF.3.1 Understand why and how to complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.
- PE.4.HF.3.2 Evaluate oneself in terms of the five recommended behaviors for obesity prevention.
- PE.4.HF.3.3 Use physiological indicators to adjust physical activity.

PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.4.PR.4.1 Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.
- PE.4.PR.4.2 Use cooperation and communication skills to achieve common goals.
- PE.4.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

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 involving multiplication and division.

- NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.

Use the four operations with whole numbers to solve problems.

- NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.
- Use estimation strategies to assess reasonableness of answers.
 - Interpret remainders in word problems.
 - Represent problems using equations with a letter standing for the unknown quantity.

Gain familiarity with factors and multiples.

- NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to:
- Recognize that a whole number is a multiple of each of its factors.
 - Determine whether a given whole number is a multiple of a given one-digit number.
 - Determine if the number is prime or composite.

Generate and analyze patterns.

- NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit whole numbers.

- NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.
- NC.4.NBT.2 Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.
- NC.4.NBT.7 Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- NC.4.NBT.4 Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.
- NC.4.NBT.5 Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
- NC.4.NBT.6 Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.

NUMBER AND OPERATIONS – FRACTIONS

Extend understanding of fractions.

- NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
- NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions by:
- Reasoning about their size and using area and length models.
 - Using benchmark fractions 0, $\frac{1}{2}$, and a whole.
 - Comparing common numerator or common denominators.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
 - Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

Use unit fractions to understand operations of fractions.

- NC.4.NF.4 Apply and extend previous understandings of multiplication to:
- Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.
 - Solve word problems involving multiplication of a fraction by a whole number.

Understand decimal notation for fractions, and compare decimal fractions.

- NC.4.NF.6 Use decimal notation to represent fractions.
- Express, model and explain the equivalence between fractions with denominators of 10 and 100.
 - Use equivalent fractions to add two fractions with denominators of 10 or 100.
 - Represent tenths and hundredths with models, making connections between fractions and decimals.

- NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$, $=$, or $<$. Recognize that comparisons are valid only when the two decimals refer to the same whole.

MEASUREMENT AND DATA

Solve problems involving measurement.

- NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement.
- Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter.
 - Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.
- NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.
- NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.

Solve problems involving area and perimeter.

- NC.4.MD.3 Solve problems with area and perimeter.
- Find areas of rectilinear figures with known side lengths.
 - Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.
 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.

- NC.4.MD.4 Represent and interpret data using whole numbers.
- Collect data by asking a question that yields numerical data.
 - Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.
 - Determine whether a survey question will yield categorical or numerical data.

Understand concepts of angle and measure angles.

- NC.4.MD.6 Develop an understanding of angles and angle measurement.
- Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.
 - Measure and sketch angles in whole-number degrees using a protractor.
 - Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

GEOMETRY

Classify shapes based on lines and angles in two-dimensional figures.

- NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.
- NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.
- NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.

MATHEMATICS

EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

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

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

NC.4.OA.1 Demonstrate the connection between repeated addition and multiplication.
($2 \times 3 = 2 + 2 + 2$).

NC.4.OA.3 Solve one step word problem using addition or subtraction within 20.

Gain familiarity with factors and multiples.

NC.4.OA.4 Show one way to arrive at a product.

Explore patterns of numbers.

NC.4.OA.5 Use repeating patterns to make predictions.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit whole numbers.

NC.4.NBT.2 Use concrete and pictorial representations to count up to 100 items.

NC.4.NBT.7 Round any whole number 0-30 to the nearest ten.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

NC.4.NBT.4 Add and subtract two-digit whole numbers.

NUMBER AND OPERATIONS – FRACTIONS

Extend understanding of fractions.

NC.4.NF.1 Identify models of one half ($\frac{1}{2}$) and one fourth ($\frac{1}{4}$).

Use unit fractions to understand operations of fractions.

NC.4.NF.3 Represent one half as one of two parts to make 1 whole.

MEASUREMENT AND DATA STANDARD

Solve problems involving measurement.

NC.4.MD.1 Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).

NC.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares).

Understand angles.

NC.4.MD.6 Identify angles in geometric shapes.

GEOMETRY

Classify shapes based on lines and angles in two-dimensional figures.

NC.4.G.1 Recognize parallel lines and intersecting lines.

NC.4.G.2 Describe the attributes of two dimensional shapes.

NC.4.G.3 Use lines of symmetry to partition shapes into equal areas.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

4.P.1 Explain how various forces affect the motion of an object.

- 4.P.1.1 Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.
- 4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.

MATTER: PROPERTIES AND CHANGE

4.P.2 Understand the composition and properties of matter before and after they undergo a change or interaction.

- 4.P.2.1 Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).
- 4.P.2.2 Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.
- 4.P.2.3 Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.

ENERGY: CONSERVATION AND TRANSFER

4.P.3 Recognize that energy takes various forms that may be grouped based on their interaction with matter.

- 4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.
- 4.P.3.2 Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

EARTH IN THE UNIVERSE

4.E.1 Explain the causes of day and night and phases of the moon.

- 4.E.1.1 Explain the cause of day and night based on the rotation of Earth on its axis.
- 4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.

EARTH HISTORY

4.E.2 Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.

- 4.E.2.1 Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms.
- 4.E.2.2 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.
- 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

ECOSYSTEMS

4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

- 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.
- 4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.
- 4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).
- 4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

MOLECULAR BIOLOGY

4.L.2 Understand food and the benefits of vitamins, minerals and exercise.

- 4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.
- 4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.4.P.1 Understand how force affects the motion of an object.

- EX.4.P.1.1 Describe the motion of a moving object (away from or closer).
- EX.4.P.1.2 Define force as a push or a pull.
- EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.

MATTER, PROPERTIES AND CHANGE

EX.4.P.2 Compare solid materials by their physical properties.

- EX.4.P.2.1 Identify different types of solid materials (wood, rock, plastic, rubber, glass, metal).
- EX.4.P.2.2 Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.4.E.1 Use the tools for observing, recording and measuring changes in weather conditions.

- EX.4.E.1.1 Use a thermometer to record temperature changes, during the day, from day to day, and season to season.
- EX.4.E.1.2 Measure precipitation and note amounts (none, some, much) from day to day.
- EX.4.E.1.3 Understand that moving air is wind and it affects the weather and our environment.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.4.L.1 Understand the needs of living things.

- EX.4.L.1.1 Identify healthy and unhealthy food choices for humans.
- EX.4.L.1.2 Understand the effects of healthy and unhealthy food choices on the body.

ECOSYSTEMS

EX.4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable plants and animals to survive in changing habitats.

- EX.4.L.1.1 Describe how animals adapt to their environment (e.g. bears hibernate in the winter, birds fly south for the winter, lizards change color).
- EX.4.L.1.2 Describe how plants adapt to their environments (e.g. plants grow towards the sun, leaves fall in the winter).
- EX.4.L.1.3 Identify ways that plants and animals protect themselves.
- EX.4.L.1.4 Understand why adaptations and changes in behavior are essential for survival.

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 content required to provide an answer to compelling questions.
- I.1.2 Construct compelling questions that promote inquiry with peers.

Supporting Questions

- I.1.3 Understand how responses to supporting questions provide responses to compelling questions.
- I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.

Gathering and Evaluating Sources

- I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.
- I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence

- I.1.7 Construct claims in response to compelling and supporting questions.
- I.1.8 Accurately use information from sources when making claims.
- I.1.9 Make inferences from information in sources.

Communicating Ideas

- I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.

Taking Informed Action

- I.1.11 Identify ways to address problems related to the compelling question.

BEHAVIORAL SCIENCES

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

- 4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.
- 4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina

CIVICS AND GOVERNMENT

4.C&G.1 Understand the role of citizens in local and state government.

- 4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.
- 4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.
- 4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

ECONOMICS

4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

- 4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.
- 4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries.
- 4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina.

4.E.2 Understand the impact of personal financial decisions.

- 4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life.
- 4.E.2.2 Exemplify outcomes of positive and negative financial decisions.

GEOGRAPHY

4.G.1 Understand the role geography has played in the development of North Carolina.

- 4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.
- 4.G.1.2 Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools.
- 4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina.

HISTORY

4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

- 4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.
- 4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.
- 4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.
- 4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.
- 4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.
- 4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.4.G.1 Understand human, environmental, and technological factors affect life in North Carolina.

- EX.4.G.1.1 Understand locations have specific addresses that include name of town/city and state.
- EX.4.G.1.2 Identify goods and services available in your community and North Carolina.
- EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.
- EX.4.G.1.4 Identify tools that assist in obtaining wants and needs.
- EX.4.G.1.5 Use maps to locate places in the classroom.

ECONOMICS AND FINANCIAL LITERACY

EX.4.E.1 Understand how producers and consumers contribute to the economy.

- EX.4.E.1.1 Identify the producers of products in the community and North Carolina.
- EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.

EX.4.E.2 Understand the economic factors when making personal choices.

- EX.4.E.2.1 Understand how the amount of money a person has affects personal choices.

CIVICS AND GOVERNANCE

EX.4.C&G.2 Understand the rights and responsibilities of citizens.

- EX.4.C&G.2.1 Identify basic rights of an individual.
- EX.4.C&G.2.2 Apply knowledge of basic responsibilities of individuals in a group (e.g., clean up after self, participating in conversations, respecting others space).
- EX.4.C&G.2.4 Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area.

These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>.

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners>

Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common idioms across content areas as appropriate vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> developing range of oral phrase and sentence patterns and grammatical structures common to content areas developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of words or expressions used frequently in content areas, as appropriate vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> words, oral phrases, or memorized chunks of oral language used to represent ideas varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

SOCIO-EMOTIONAL

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

COGNITIVE

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

CAREER

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

Proficiency Levels

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

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

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

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

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

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

- RED.SE.3.1 Use oral and written communication skills to share information with others.
- RED.SE.3.2 Use non-verbal communication skills to share information with others.

COGNITIVE

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

- RED.C.1.1 Identify problems that you have encountered or are likely to encounter.
- RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

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

- RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.
- RED.C.2.2 Recognize situations in which peer pressure influences decisions.

CAREER

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

- RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.
- RED.CR.1.2 Use the internet to access career-planning information.
- RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

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

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

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

- RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.
- RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.
- RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

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

- EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
- EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

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

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

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

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

COGNITIVE

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

EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

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

EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

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

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

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

EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.

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

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

EEE.CR.3.1 Understand the relationship between educational achievement and career success.

EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

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

EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

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

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

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

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

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

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

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

- P.CR.3.1 Describe the effect of work on lifestyle.
- P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

- P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

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

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

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

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

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

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

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

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

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

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

EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.

EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.

EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

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

EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.

EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

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

EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.

EI.CR.3.2 Select course work that is related to your career plan.

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

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

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

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

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

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

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

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

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

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

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

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

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

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

- I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

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

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

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

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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

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

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

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

Proficiency Levels

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

NM.CLL.4 Compare the students’ culture and the target culture.

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

NM.COD.4 Compare the students’ culture and the target culture.

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.
- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

- IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.
- IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

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

- IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.
- IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

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

- IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.
- IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

- IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.
- IM.CMT.3.2 Use the language in school or community activities related to the target culture.

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

- IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.
- IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.
- IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

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

- IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.
- IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.
- IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

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

- IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.
- IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.
- IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.
- IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

GRADE
3

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2021

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STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

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Quick Reference Guide

GRADE
3

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

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

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

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

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

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

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

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

- 3.CP.1.1 Create simple dance sequences by combining dance phrases.
- 3.CP.1.2 Use teacher-led improvisation to expand movement possibilities for creating dance sequences.
- 3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

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

- 3.CP.2.1 Use safe and respectful movement practices in the dance setting.
- 3.CP.2.2 Understand how use of concentration enhances performance.
- 3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.

DANCE MOVEMENT SKILLS

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

- 3.DM.1.1 Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.
- 3.DM.1.2 Use transitions between multiple body shapes.
- 3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.
- 3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.
- 3.DM.1.5 Understand a variety of spatial designs and relationships used in dance.

RESPONDING

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

- 3.R.1.1 Compare movement elements (body, space, time, energy) observed in dance.
- 3.R.1.2 Identify examples of movement skills and elements observed in dance from one's own and different cultures.

CONNECTING

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

- 3.C.1.1 Exemplify how dance is used by various groups for artistic expression within the local community.
- 3.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

- 3.ML.1.1 Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.
- 3.ML.1.2 Execute the performance of major scale tones using the voice.
- 3.ML.1.3 Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments.

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

- 3.ML.2.1 Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.
- 3.ML.2.2 Interpret through voice and/or instruments visual representation of the major scale.
- 3.ML.2.3 Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.
- 3.ML.2.4 Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures.

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

- 3.ML.3.1 Use improvisation to create rhythmic and melodic ostinato accompaniments.
- 3.ML.3.2 Create soundscapes using a variety of sound sources.
- 3.ML.3.3 Create rhythmic compositions using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time.

MUSICAL RESPONSE

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

- 3.MR.1.1 Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.
- 3.MR.1.2 Use musical terminology when describing music that is presented aurally.
- 3.MR.1.3 Use established criteria to evaluate music.
- 3.MR.1.4 Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children’s voices, and male and female adult voices.

CONTEXTUAL RELEVANCY

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

- 3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.
- 3.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

- 3.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.
- 3.C.1.2 Apply appropriate volume and variation in pitch, rate, and tone to express character.
- 3.C.1.3 Understand how to transform stories into written dialogue.

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

- 3.C.2.1 Use improvisation to present a variety of simple stories or situations.
- 3.C.2.2 Interpret stories from given texts by acting them out.

ANALYSIS

3.A.1 Analyze literary texts and performances.

- 3.A.1.1 Differentiate specific character traits in texts or scripts.
- 3.A.1.2 Evaluate informal or formal theatre productions in terms of the emotions or thoughts they evoke.

AESTHETICS

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

- 3.AE.1.1 Organize spaces to reflect the settings of stories.
- 3.AE.1.2 Understand how to use costumes, props, masks, and set pieces to support dramatic presentations.

CULTURE

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

- 3.CU.1.1 Exemplify how theatre arts are used by various groups for artistic expression within the local community
- 3.CU.1.2 Explain how theatre, film, and television impact our society.

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

- 3.CU.2.1 Illustrate theatre etiquette appropriate to the performance situation.
- 3.CU.2.2 Understand the role of the actor in relation to performance responsibilities, such as memorization, blocking, and characterization.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

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

- 3.V.1.1 Use art vocabulary, including specific artistic terms.
- 3.V.1.2 Understand that artists use their art to express personal ideas.
- 3.V.1.3 Identify themes from masters' works.
- 3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
- 3.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.

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

- 3.V.2.1 Create art through a process that includes generating ideas, planning solutions, and producing original art.
- 3.V.2.2 Use personal point of view and experiences as sources for creating art.
- 3.V.2.3 Create art from realistic sources of inspiration.

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

- 3.V.3.1 Understand how a single tool can be manipulated in multiple ways, safely and appropriately.
- 3.V.3.2 Use a variety of media with refined skills.
- 3.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

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

- 3.CX.1.1 Exemplify how visual arts are used by various groups for artistic expression within the local community.
- 3.CX.1.2 Understand how art documents the history of the local community.
- 3.CX.1.3 Classify artists, styles, and movements.
- 3.CX.1.4 Compare purposes of art in different cultures, time periods, and societies.
- 3.CX.1.5 Use local, natural, or recycled resources to create art.

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

- 3.CX.2.1 Understand how artists fit or function within a society.
- 3.CX.2.2 Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
- 3.CX.2.3 Use appropriate collaborative skills to create a work of art.
- 3.CX.2.4 Understand how visual arts has changed and remained the same, with changes in digital media.

CRITICAL RESPONSE

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

- 3.CR.1.1 Analyze art in terms of the Elements of Art and Principles of Design.
- 3.CR.1.2 Evaluate the compositional and expressive qualities of personal works of art.

COMPUTER SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices

- 35-CS-01 Evaluate the features available on digital devices to perform a variety of classroom tasks.

Hardware & Software

- 35-CS-02 Model how computer hardware and software work together as a system to accomplish tasks.

Troubleshooting

- 35-CS-03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

NETWORKS & THE INTERNET

Network Communication & Organization

- 35-NI-01 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

Cybersecurity

- 35-NI-02 Explain your digital footprint and how personal information can be protected.

DATA & ANALYSIS

Storage

- 35-DA-01 Identify the type of data encoded in a file based on file extension.
35-DA-02 Illustrate the process of file management and version control.

Collection, Visualization & Transformation

- 35-DA-03 Organize and present collected data visually to highlight relationships and support a claim.

Inference & Models

- 35-DA-04 Communicate using data to highlight or predict outcomes.

ALGORITHMS & PROGRAMMING

Algorithms

- 35-AP-01 Create multiple algorithms for the same task to determine which is the most accurate and efficient.

Variables

- 35-AP-02 Create programs that use variables to store and modify data.

Control

- 35-AP-03 Construct programs that include sequences.
35-AP-04 Construct programs using simple loops.
35-AP-05 Construct programs that implement conditionals.

Modularity

- 35-AP-06 Decompose problems into smaller, manageable, subproblems to facilitate the program development process.
- 35-AP-07 Modify, remix, or incorporate portions of an existing program into one's own work.

Program Development

- 35-AP-08 Apply an iterative process to the development of a program by including diverse perspectives and considering user preferences.
- 35-AP-09 Give appropriate attribution when creating or remixing programs while respecting intellectual property rights.
- 35-AP-10 Identify and debug errors in an algorithm or program to ensure it runs as intended.
- 35-AP-11 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.
- 35-AP-12 Describe choices made during program development using code comments, presentations, and demonstrations.

IMPACTS OF COMPUTING

Culture

- 35-IC-01 Compare computing technologies that have changed the world and how they both influence and are influenced by cultural practices.
- 35-IC-02 Explore the tools that can be used to improve accessibility and usability of technology products for the diverse needs and wants of users.

Social Interactions

- 35-IC-03 Seek diverse perspectives with collaboration for the purpose of improving computational artifacts.
- 35-IC-04 Exhibit positive digital citizenship and social responsibility in online interactions.

Safety, Law & Ethics

- 35-IC-05 Utilize public domain or creative commons media, and refrain from copying or using material created by others without permission.

DIGITAL LEARNING

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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EMPOWERED LEARNER

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- RL.3.8 Not applicable to literature.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Complexity

- RL.3.10 By the end of grade 3, read and understand literature at the high end of 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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Ideas and Analysis

- RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

- RI.3.10 By the end of grade 3, read and understand informational texts at the high end of 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.3.2 Create readable documents with legible handwriting (manuscript and cursive).

Phonics and Word Recognition

- RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllabic words.
 - Read grade-appropriate irregularly spelled words.

Fluency

- RF.3.5 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - 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.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases to connect opinion and reasons.
 - Provide a concluding statement or section.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
- W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases to connect ideas within categories of information.
 - Provide a concluding statement or section.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal transition words and phrases to signal event order.
 - Provide a sense of closure.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
- W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

Research

- W.3.5 Conduct short research projects that build knowledge about a topic.
- W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions.
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Language Standards – Grammar Continuum

Skill	2-3
Subject/Verb Agreement	<ul style="list-style-type: none"> • Ensure subject/verb agreement
Nouns	<ul style="list-style-type: none"> • Explain the function of nouns • Use collective nouns (such as <i>group</i>) • Form and use frequently occurring regular and irregular plural nouns
Verbs	<ul style="list-style-type: none"> • 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
Adjectives	<ul style="list-style-type: none"> • Explain the function of adjectives • Accurately choose which to use – adjective or adverb
Conjunctions	<ul style="list-style-type: none"> • Explain the function of conjunctions • Use coordinating and subordinating conjunctions
Adverbs	<ul style="list-style-type: none"> • Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs
Sentences	<ul style="list-style-type: none"> • Produce, expand, and rearrange simple and compound sentences
Prepositions	<ul style="list-style-type: none"> • Explain the function of prepositions
Pronouns	<ul style="list-style-type: none"> • Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns
Determiners	<ul style="list-style-type: none"> • Correctly use <i>a, an, and the</i>
Commonly Confused Words	<ul style="list-style-type: none"> • Correctly use common homophones
Interjections	<ul style="list-style-type: none"> • Explain the function of and use interjections
Phrases & Clauses	
Usage	

- L.3.2 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	2-3
Capitalization	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization
Punctuation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, and <i>meaningful word parts</i>) when writing words
References	<ul style="list-style-type: none"> • Consult reference materials as needed to check and correct spellings

Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.3.5 Demonstrate understanding of nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context.
 - b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.3.1 Answer who and what questions to demonstrate understanding of details in a familiar text.
- RL.3.2 Associate details with events in stories from diverse cultures.
- RL.3.3 Identify the feeling of characters in a story.

Craft and Structure

- RL.3.4 Determine words and phrases that complete sentences in a text.
- RL.3.5 Determine the beginning, middle, and end of a familiar story in order.
- RL.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

- RL.3.7 Identify parts of illustrations or factual information that depicts a particular setting or event.
- RL.3.9 Identify common elements in two stories in a series.

Range of Reading and Level of Complexity

- RL.3.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.3.1 Answer who and what, where, questions to demonstrate understanding of details in a text.
- RI.3.2 Identify the main topic and retell key details of a text.
- RI.3.3 Order two events from a text as “first” and “next.”

Craft and Structure

- RI.3.4 Identify key words that complete sentences in a text
- RI.3.5 Locate key facts or information in a familiar text.
- RI.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

- RI.3.7 Use information gained from illustrations and the words in a text to answer who and what questions.
- RI.3.8 Identify two related points an author makes in a familiar informational text.
- RI.3.9 Identify a common element between two familiar texts on the same topic.

Range of Reading and Level of Complexity

- RI.3.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.3.2 Uses letters to create written documents.

Craft and Structure

- RF.3.4 Apply letter-sound knowledge to begin decoding words.
 - a. In context, apply basic knowledge of letter-sound correspondences in decoding words

- b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).
 - c. Recognize 40 or more written words.
- RF.3.5 Engage in purposeful reading of familiar text.
- a. Use context to determine missing words in a familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.3.1 Write an opinion on topics or texts, supporting a point of view with reasons.
 - a. Select a topic or text and write an opinion about it.
 - b. Write one or more reasons to support the opinion.
- W.3.2 Write to share information by selecting a topic and writing about it, including one or more facts or details.
- W.3.3 Write about an event or personal experience, including the names of people involved.
- W.3.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

- W.3.5 Identify information about a topic for a research project.
- W.3.6 Sort information on a topic or personal experience into two provided categories and write about each one.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.3.1 Communicate with others in group interactions.
 - a. Engage in collaborative interactions about texts.
 - b. Listen to others' ideas before responding.
 - c. Indicate confusion or lack of understanding about information presented.
- SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
- SL.3.3 Answer who, what, and where questions about the details provided by the speaker.
- SL.3.4 Communicate opinion on a familiar topic or text including descriptive words.
- SL.3.5 Create a multimedia presentation of a story or poem.

LANGUAGE

Conventions of Standard English

- L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
- L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.
- L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.
- L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.
- L.3.5 Demonstrate understanding of word relationships and use.
 - a. Determine the literal meaning of words and phrases in context.
 - b. Identify words that describe personal emotional states.
- L.3.6 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

3.MEH.1 Understand positive stress management strategies.

- 3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.
- 3.MEH.1.2 Classify stress as preventable or manageable.

3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

- 3.MEH.2.1 Identify common sources for feelings of grief or loss.
- 3.MEH.2.2 Summarize how to seek resources for assistance with feelings of grief or loss.

PERSONAL AND CONSUMER HEALTH

3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.

- 3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.
- 3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.

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

- 3.PCH.2.1 Recognize plaque and lack of dental hygiene result in gum disease and cavities.
- 3.PCH.2.2 Implement proper flossing to prevent tooth decay and gum disease.

3.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

- 3.PCH.3.1 Use methods for prevention of common unintentional injuries.
- 3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water.
- 3.PCH.3.3 Summarize the dangers of weapons and how to seek help if a weapon or firearm is found.
- 3.PCH.3.4 Implement a plan to escape fire at home while avoiding smoke inhalation.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 3.ICR.1.1 Summarize qualities and benefits of a healthy relationship.
- 3.ICR.1.2 Plan how to show compassion for all living things and respect for other people's property.
- 3.ICR.1.3 Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.
- 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.
- 3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

NUTRITION AND PHYSICAL ACTIVITY

3.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

- 3.NPA.1.1 Use MyPlate to eat a nutritious breakfast each morning.
- 3.NPA.1.2 Check the Food Facts Label to determine foods that are low in sugar and high in calcium.
- 3.NPA.1.3 Plan activities for fitness and recreation during out of school hours.

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

3.NPA.2.1 Identify the sources of a variety of foods.

3.NPA.2.2 Categorize beverages that are more nutrient dense.

3.NPA.2.3 Recognize appropriate portion sizes of foods for most Americans.

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

3.ATOD.1.1 Identify examples of medications that help individuals with common health problems.

3.ATOD.1.2 Recall rules for taking medicine at school and at home.

3.ATOD.2 Apply strategies involving risk-reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.

3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.

3.ATOD.2.2 Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

- PE.3.MS.1.1 Execute combinations of simple locomotor skills and manipulative skills.
- PE.3.MS.1.2 Apply basic manipulative skills while moving/traveling.
- PE.3.MS.1.3 Execute mature form when combining locomotor skills with changes in direction.
- PE.3.MS.1.4 Use variations of different locomotor skills with rhythmic patterns and smooth transitions.

MOVEMENT CONCEPTS

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

- PE.3.MC.2.1 Illustrate how practice, attention and effort are required to improve skills.
- PE.3.MC.2.2 Integrate the essential elements of correct form for the five fundamental manipulative skills.
- PE.3.MC.2.3 Evaluate individual skills using a rubric based on critical cues.
- PE.3.MC.2.4 Illustrate a variety of activities that are associated with four or more of the health-related fitness components.

HEALTH-RELATED FITNESS

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

- PE.3.HF.3.1 Summarize four or more of the five health related fitness assessments and the associated exercises.
- PE.3.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- PE.3.HF.3.3 Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.

PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.
- PE.3.PR.4.2 Use cooperation and communication skills to achieve common goals.
- PE.3.PR.4.3 Explain the importance of working productively with others.

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 involving multiplication and division.

- NC.3.OA.1 For products of whole numbers with two factors up to and including 10:
- Interpret the factors as representing the number of equal groups and the number of objects in each group.
 - Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.
- NC.3.OA.2 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:
- Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.
 - Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.
- NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.
- Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
 - Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.

Understand properties of multiplication and the relationship between multiplication and division.

- NC.3.OA.6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.

Multiply and divide within 100.

- NC.3.OA.7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.
- Know from memory all products with factors up to and including 10.
 - Illustrate and explain using the relationship between multiplication and division.
 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Solve two-step problems.

- NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.

Explore patterns of numbers.

- NC.3.OA.9 Interpret patterns of multiplication on a hundreds board and/or multiplication table.

NUMBER AND OPERATIONS IN BASE TEN

Use place value to add and subtract.

- NC.3.NBT.2 Add and subtract whole numbers up to and including 1,000.
- Use estimation strategies to assess reasonableness of answers.
 - Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
 - Use expanded form to decompose numbers and then find sums and differences.

Generalize place value understanding for multi-digit numbers.

- NC.3.NBT.3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10-90.

NUMBER AND OPERATIONS – FRACTIONS

Understand fractions as numbers.

- NC.3.NF.1 Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;
- Explain that a unit fraction is one of those parts.
 - Represent and identify unit fractions using area and length models.
- NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.
- Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.
 - Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.
- NC.3.NF.3 Represent equivalent fractions with area and length models by:
- Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.
 - Explaining that a fraction with the same numerator and denominator equals one whole.
 - Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

MEASUREMENT AND DATA

Solve problems involving measurement.

- NC.3.MD.1 Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.
- NC.3.MD.2 Solve problems involving customary measurement.
- Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.
 - Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.
 - Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.

Represent and interpret data.

- NC.3.MD.3 Represent and interpret scaled picture and bar graphs:
- Collect data by asking a question that yields data in up to four categories.
 - Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
 - Solve one and two-step “how many more” and “how many less” problems using information from these graphs.

Understand the concept of area.

- NC.3.MD.5 Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.
- NC.3.MD.7 Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.

Understand the concept of perimeter.

- NC.3.MD.8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

GEOMETRY

Reason with shapes and their attributes.

- NC.3.G.1 Reason with two-dimensional shapes and their attributes.
- Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.
 - Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

MATHEMATICS

EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

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

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

NC.3.OA.1 Use repeated addition, bar models, and arrays to find a total product when there are repeated equal groups.

Explore patterns of numbers

NC.3.OA.9 Identify arithmetic patterns.

NUMBER AND OPERATIONS IN BASE TEN

Use place value to add and subtract.

NC.3.NBT.2 Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0-30.

Generalize place value understanding for multi-digit numbers.

NC.3.NBT.3 Count by tens using models such as objects, base ten blocks, ten-frames, or money.

NUMBER AND OPERATIONS — FRACTIONS

Understand fractions as numbers.

NC.3.NF.1 Differentiate a fractional part from a whole.

MEASUREMENT AND DATA

Solve problems involving measurement.

- NC.3.MD.1 Tell time to the hour on a digital clock.
- NC.3.MD.2 Measure the length of objects using standard units.

Represent and interpret data.

- NC.3.MD.3 Use picture or bar graph data to answer questions about data.

Understand the concept of perimeter.

- NC.3.MD.8 Recognize that perimeter is the distance around a shape.

GEOMETRY

Reason with shapes and their attributes.

- NC.3.G.1 Identify the attributes of two dimensional shapes (circle, square, rectangle, triangle, oval, rhombus).

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

3.P.1 Understand motion and factors that affect motion.

- 3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object.
- 3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.
- 3.P.1.3 Explain the effects of earth's gravity on the motion of any object on or near the earth.

MATTER: PROPERTIES AND CHANGE

3.P.2 Understand the structure and properties of matter before and after they undergo a change.

- 3.P.2.1 Recognize that air is a substance that surrounds us, takes up space and has mass.
- 3.P.2.2 Compare solids, liquids, and gases based on their basic properties.
- 3.P.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.

ENERGY: CONSERVATION AND TRANSFER

3.P.3 Recognize how energy can be transferred from one object to another.

- 3.P.3.1 Recognize that energy can be transferred from one object to another by rubbing them against each other.
- 3.P.3.2 Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.

EARTH IN THE UNIVERSE

3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.

- 3.E.1.1 Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.
- 3.E.1.2 Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

3.E.2 Compare the structures of the Earth's surface using models or three-dimensional diagrams.

- 3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
- 3.E.2.2 Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.

- 3.L.1.1 Compare the different functions of the skeletal and muscular system.
- 3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.

ECOSYSTEMS

3.L.2 Understand how plants survive in their environments.

- 3.L.2.1 Remember the function of the following structures as it relates to the survival of plants in their environments:
 - Roots – absorb nutrients
 - Stems – provide support
 - Leaves – synthesize food
 - Flowers – attract pollinators and produce seeds for reproduction.
- 3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.
- 3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.
- 3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.3.P.1 Understand the factors that affect motion.

- EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped):
- Straight
 - Up and down
 - Fast and slow
- EX.3.P.1.2 Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude).
- EX.3.P.1.3 Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.

MATTER, PROPERTY AND CHANGE

EX.3.P.2 Understand the properties of matter before and after they undergo change.

- EX.3.P.2.1 Identify liquids and how they take the shape of their container.
- EX.3.P.2.2 Compare properties of water to other objects (e.g. objects that can sink, float or stay suspended in water).
- EX.3.P.2.3 Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change.
- EX.3.P.2.4 Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.3.E.1 Understand how changes in the seasons effect the Earth.

- EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall).
- EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.3.L.1 Understand basic functions of the human body.

- EX.3.L.1.1 Identify basic functions of the human body (e.g. eating, breathing, moving, sleeping).
- EX.3.L.1.2 Identify basic needs of the human body (e.g. food, water, rest, protection).
- EX.3.L.1.3 Understand how the functions and basic needs of the human body are essential for life.

ECOSYSTEM

EX.3.L.2 Understand how plants survive in their environment.

- EX.3.L.2.1 Identify the structures (leaf, flower, roots and stem) of a plant and their functions.
- EX.3.L.2.2 Compare basic needs of plants (e.g. air, water, light, soil, food, space) to humans.
- EX.3.L.2.3 Compare soil components (sand/clay) and their capacity to retain water.

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 content required to provide an answer to compelling questions.
- I.1.2 Construct compelling questions that promote inquiry with peers.

Supporting Questions

- I.1.3 Understand how responses to supporting questions provide responses to compelling questions.
- I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.

Gathering and Evaluating Sources

- I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.
- I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence

- I.1.7 Construct claims in response to compelling and supporting questions.
- I.1.8 Accurately use information from sources when making claims.
- I.1.9 Make inferences from information in sources.

Communicating Ideas

- I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.

Taking Informed Action

- I.1.11 Identify ways to address problems related to the compelling question.

BEHAVIORAL SCIENCES

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

- 3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.
- 3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.

CIVICS AND GOVERNMENT

3.C&G.1 Understand the structure and function of state and local government.

- 3.C&G.1.1 Compare the structure and function of both state and local government.
- 3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.
- 3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.

ECONOMICS

3.E.1 Understand how economic decisions and resources affect the local economy.

- 3.E.1.1 Explain how entrepreneurship develops local communities.
- 3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.
- 3.E.1.3 Summarize the role supply and demand plays in local economies.

GEOGRAPHY

3.G.1 Understand how geography impacts the development of regions and communities.

- 3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.
- 3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.
- 3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

HISTORY

3.H.1 Understand how various people and historical events have shaped local communities.

- 3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.
- 3.H.1.2 Explain the lasting impact historical events have had on local communities.
- 3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.3.G.1 Understand community patterns using the themes of geography: (e.g., location, place, human-environment interaction, movement and regions).

- EX.3.G.1.1 Identify community landmarks (e.g., grocery, stores, restaurants, parks, fire station).
- EX.3.G.1.2 Describe the function of the community landmarks.
- EX.3.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).
- EX.3.G.1.4 Locate places within the school environment (pictorial/symbol representation).

ECONOMICS AND FINANCIAL LITERACY

EX.3.E.1 Understand how location is a part of basic economic concepts.

- EX.3.E.1.1 Identify community landmarks to secure goods and services.
- EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make.
- EX.3.E.1.3 Identify where money can be kept safely.
- EX.3.E.1.4 Understand the value of saving money to help make later purchases.

CIVICS AND GOVERNANCE

EX.3.C&G.2 Understand how citizens participate in their communities.

- EX.3.C&G.2.1 Apply different rules for different locations throughout the school.
- EX.3.C&G.2.2 Apply knowledge of different rules for different staff members throughout the school.
- EX.3.C&G.2.3 Exemplify how students can contribute to the well-being of the classroom.
- EX.3.C&G.2.4 In a group, communicate to clarify own thinking on a topic.

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area.

These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners>

Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common idioms across content areas as appropriate vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> developing range of oral phrase and sentence patterns and grammatical structures common to content areas developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of words or expressions used frequently in content areas, as appropriate vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> words, oral phrases, or memorized chunks of oral language used to represent ideas varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

SOCIO-EMOTIONAL

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

COGNITIVE

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

CAREER

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

Proficiency Levels

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

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

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

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

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

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

- RED.SE.3.1 Use oral and written communication skills to share information with others.
- RED.SE.3.2 Use non-verbal communication skills to share information with others.

COGNITIVE

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

- RED.C.1.1 Identify problems that you have encountered or are likely to encounter.
- RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

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

- RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.
- RED.C.2.2 Recognize situations in which peer pressure influences decisions.

CAREER

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

- RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.
- RED.CR.1.2 Use the internet to access career-planning information.
- RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

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

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

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

- RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.
- RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.
- RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

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

- EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
- EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

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

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

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

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

COGNITIVE

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

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

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

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

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

- P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

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

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

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

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

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

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

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

- P.CR.3.1 Describe the effect of work on lifestyle.
- P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

- P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

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

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

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

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

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

COGNITIVE

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

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

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

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

CAREER

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

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

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

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

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

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

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

- EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.
- EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

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

- I.SE.1.1 Explain the role of personal responsibility in leadership.
- I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

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

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

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

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

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

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

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

- I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

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

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

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

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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

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

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

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

Proficiency Levels

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

NM.CLL.4 Compare the students’ culture and the target culture.

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

NM.COD.4 Compare the students’ culture and the target culture.

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.
- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

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

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

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

NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

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

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

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

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

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

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

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

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

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

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.

- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

- IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.
- IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

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

- IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.
- IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

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

- IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.
- IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

- IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.
- IM.CMT.3.2 Use the language in school or community activities related to the target culture.

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.

IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students’ culture and the target culture.

IH.CLL.4.1 Identify dialectical differences in media from various cultures.

IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

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

IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.

IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

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

IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

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

AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.

AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.

AL.CLL.3.3 Use language to modify presentations for some specific audiences.

AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

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

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

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

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

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

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

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

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

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

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

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

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

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

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

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

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

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

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

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

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

AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

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

AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

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

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

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

COMMUNITIES

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

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

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

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

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

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

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

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

GRADE
1

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2021

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Quick Reference Guide

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FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

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

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

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

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

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

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

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

- 1.CP.1.1 Create dance movement using elements of movement (body, time, space, energy).
- 1.CP.1.2 Compare spontaneous movement (improvisation) and planned movement (choreography).
- 1.CP.1.3 Construct dance phrases which illustrate beginning, middle, and ending.
- 1.CP.1.4 Create movement that expresses words, ideas, experiences, and feelings.

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

- 1.CP.2.1 Use body and voice control in personal and general space.
- 1.CP.2.2 Exemplify concentration during dance explorations.
- 1.CP.2.3 Understand how teacher feedback can be used to improve dance.

DANCE MOVEMENT SKILLS

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

- 1.DM.1.1 Identify body parts, their range of motion, and use of body center.
- 1.DM.1.2 Execute a variety of body shapes.
- 1.DM.1.3 Contrast basic locomotor and non-locomotor (axial) movements.
- 1.DM.1.4 Understand use of beat, meter, and duration in dance movement.
- 1.DM.1.5 Illustrate directions, levels, and pathways in general space.

RESPONDING

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

- 1.R.1.1 Explain movement skills and elements observed in dances performed by peers.
- 1.R.1.2 Understand how responses to dance can be used to represent feelings and opinions.

CONNECTING

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

- 1.C.1.1 Recognize how dance is used in customs and traditions of various cultures.
- 1.C.1.2 Understand connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

- 1.ML.1.1 Use proper technique when singing and playing a variety of music.
- 1.ML.1.2 Use accurate pitch to imitate three-pitch melodic patterns.
- 1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice.
- 1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.

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

- 1.ML.2.1 Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests and beamed eighth notes.
- 1.ML.2.2 Execute three-pitch songs with voice and/or instruments.
- 1.ML.2.3 Use iconic symbols to notate quarter notes and quarter rests.

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

- 1.ML.3.1 Use improvisation to create two-phrase melodies using three pitches.
- 1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.
- 1.ML.3.3 Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes, and quarter rest durations.

MUSICAL RESPONSE

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

- 1.MR.1.1 Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.
- 1.MR.1.2 Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.
- 1.MR.1.3 Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.).
- 1.MR.1.4 Classify timbre by pitched or unpitched instruments and sounds.

CONTEXTUAL RELEVANCY

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

- 1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.
- 1.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

- 1.C.1.1 Use non-verbal expression to communicate movement elements, including size, weight, and rate.
- 1.C.1.2 Use creative drama techniques, such as storytelling or puppetry, to demonstrate vocal variety.
- 1.C.1.3 Understand that stories have a beginning, middle, and end.

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

- 1.C.2.1 Use improvisation to communicate activities in a variety of situations.
- 1.C.2.2 Use dramatic play to perform stories while texts are read aloud.

ANALYSIS

1.A.1 Analyze literary texts and performances.

- 1.A.1.1 Analyze texts in terms of the relationships among characters, setting, and events.
- 1.A.1.2 Explain qualities of characters and sequence of events in formal and informal productions.

AESTHETICS

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

- 1.AE.1.1 Understand how to prepare spaces for presentations.
- 1.AE.1.2 Understand how the use of costumes and props enhance dramatic play.

CULTURE

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

- 1.CU.1.1 Recognize how theatre is used in customs and traditions of various cultures.
- 1.CU.1.2 Compare the impact of different media, such as theatre, film, the Internet, and television, on family life.

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

- 1.CU.2.1 Understand how to use appropriate behavior as an audience member.
- 1.CU.2.2 Use appropriate responses to the director or acting coach.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

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

- 1.V.1.1 Identify tools, media and processes.
- 1.V.1.2 Create original art that expresses ideas, themes, and events.
- 1.V.1.3 Recognize that symbols, subjects, or themes are used in the works of others to communicate.
- 1.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.
- 1.V.1.5 Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.

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

- 1.V.2.1 Recognize that artistic problems have multiple solutions.
- 1.V.2.2 Understand how physical location affects what is seen in the immediate environment.
- 1.V.2.3 Create art from imaginary sources of inspiration.

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

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

CONTEXTUAL RELEVANCY

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

- 1.CX.1.1 Recognize how visual arts are used in customs and traditions of various cultures.
- 1.CX.1.2 Identify images in art as depicting something old (historic) or new (contemporary).
- 1.CX.1.3 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.
- 1.CX.1.4 Understand how art represents different cultures.
- 1.CX.1.5 Understand that art is a reflection of the artist’s ideas, environment, and/or resources.

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

- 1.CX.2.1 Identify the role of functional art in various communities around the world.
- 1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- 1.CX.2.3 Differentiate between sharing ideas and copying.

CRITICAL RESPONSE

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

- 1.CR.1.1 Use appropriate art terminology to express personal opinions about art.
- 1.CR.1.2 Explain how and why personal works of art are made, focusing on media and process.

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 STANDARD COURSE OF STUDY

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

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EMPOWERED LEARNER

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

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

DIGITAL CITIZEN

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

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

KNOWLEDGE CONSTRUCTOR

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

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

INNOVATIVE DESIGNER

- 4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.**
- 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
 - 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
 - 4c. Students develop, test and refine prototypes as part of a cyclical design process.
 - 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

COMPUTATIONAL THINKER

- 5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
- 5a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
 - 5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
 - 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
 - 5d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

CREATIVE COMMUNICATOR

- 6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.**
- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
 - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
 - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

GLOBAL COLLABORATOR

- 7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
- 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
 - 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
 - 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
 - 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information.
- RL.1.6 Identify who is telling the story at various points in a text.

Integration of Ideas and Analysis

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 Not applicable to literature.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Ideas and Analysis

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

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

READING FOUNDATIONAL SKILLS

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
 - a. Recognize and use capitalization and ending punctuation.

Handwriting

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

Phonological Awareness

- RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.

- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STRAND

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

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.
 - a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.
 - a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.
 - a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

- W.1.5 Participate in shared research and writing projects.
- W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

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

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STRAND

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

LANGUAGE STANDARDS

Conventions of Standard English

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

Language Standards – Grammar Continuum

Skill	K-1
Subject/Verb Agreement	<ul style="list-style-type: none">Use singular and plural nouns with matching verbs in basic sentences
Nouns	<ul style="list-style-type: none">Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)Use common, proper, and possessive nouns
Verbs	<ul style="list-style-type: none">Form frequently occurring verbsConvey sense of time

Adjectives	• Use frequently occurring adjectives
Conjunctions	• Use frequently occurring conjunctions
Adverbs	
Sentences	<ul style="list-style-type: none"> • Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words
Prepositions	• Use frequently occurring prepositions
Pronouns	• Use personal, possessive, and indefinite pronouns
Determiners	• Use determiners
Commonly Confused Words	
Interjections	
Phrases & Clauses	
Usage	

- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Language Standards – Conventions Continuum

Skill	K-1
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words
References	

Knowledge of Language

- L.1.3 (Begins in grade 2)

Vocabulary Acquisition and Use

- L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.
- L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.
- Sort words into categories to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes.
 - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.1.1 Identify details in familiar stories.
- RL.1.2 With guidance and support, recount key details in familiar stories.
- RL.1.3 Identify characters and settings in a familiar story.

Craft and Structure

- RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- RL.1.5 With guidance and support, identify a text as telling a story.
- RL.1.6 With guidance and support, identify the speaker in a familiar story.

Integration of Ideas and Analysis

- RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.
- RL.1.8 K-12 Not applicable to literature.
- RL.1.9 With guidance and support, identify experiences of characters in familiar stories as same or different.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.1.1 Identify details in familiar text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Identify individuals, events, or details in a familiar informational text.

Craft and Structure

- RI.1.4 With guidance and support, ask a reader to clarify the meaning of words in a text.
- RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.
- RI.1.6 Distinguish between words and illustrations in a familiar information text.

Integration of Ideas and Analysis

- RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- RI.1.8 With guidance and support, identify points the author makes in a familiar informational text.
- RI.1.9 With guidance and support, compare two familiar texts on the same topic.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.1.1 Demonstrate emerging understanding of the organization of print.
 - a. Demonstrate understanding that print is read left-to-right and top-to-bottom.
 - b. Demonstrate understanding of orientation of print.
 - c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
- RF.1.2 Selects or produces letters when asked to write.
- RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize rhyming words.
 - b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T).
 - c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
 - d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Craft and Structure

- RF.1.4 Demonstrate emerging letter and word identification skills.
 - a. Identify upper case letters of the alphabet.
 - b. With guidance and support, recognize familiar words that are used in every day routines.
- RF.1.5 Begin to attend to words in print.
 - a. Engage in sustained, independent study of books.
 - b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.
- W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.1.3 Select a familiar event and use drawing, dictating, or writing to share information about it.
- W.1.4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Research

- W.1.5 With guidance and support, participate in shared research and writing projects.
- W.1.6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.1.1 Communicate with others.
 - a. Engage in multiple-turn exchanges with supportive adults.
 - b. Build on comments or topics initiated by an adult.
 - c. Use one or two words to ask questions related to personally relevant topics.
- SL.1.2 During shared reading, identify key details in the text.

- SL.1.3 With guidance and support communicate confusion, lack of understanding or a need for help.
- SL.1.4 Combine two or more words when communicating.
- SL.1.5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE

Conventions of Standard English

- L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
- L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.
- L.1.3 Begins in grade 2.
- L.1.4 Demonstrate knowledge of word meanings used in every day routines.
- L.1.5 With guidance and support, demonstrate emerging understanding of word relationships.
 - a. Sort common objects into familiar categories
 - b. Identify attributes of familiar words
 - c. Demonstrate an understanding of present tense verbs
- L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

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

- 1.MEH.1.1 Use effective communication to express and cope with emotions.
- 1.MEH.1.2 Use methods of positive coping with disappointment and failure.
- 1.MEH.1.3 Classify stressors as eustress or distress.

PERSONAL AND CONSUMER HEALTH

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

- 1.PCH.1.1 Recognize that germs produce illness and can be spread from one person to another.
- 1.PCH.1.2 Use measures for preventing the spread of germs.

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

- 1.PCH.2.1 Illustrate symptoms of sickness and measures for getting well.
- 1.PCH.2.2 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

1.PCH.3 *Understand necessary steps to prevent and respond to unintentional injury.*

- 1.PCH.3.1 Identify safety hazards in the home and injury prevention strategies.
- 1.PCH.3.2 Identify items that can cause burns, strategies to prevent fire and burn injury.
- 1.PCH.3.3 Execute the Stop, Drop, and Roll response.
- 1.PCH.3.4 Execute an emergency phone call.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 1.ICR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.
- 1.ICR.1.2 Explain the value of having a diversity of students in the classroom.
- 1.ICR.1.3 Contrast tattling with reporting aggression, bullying, and violent behavior.
- 1.ICR.1.4 Contrast appropriate and inappropriate touch.
- 1.ICR.1.5 Illustrate how to seek adult assistance for inappropriate touch.

NUTRITION AND PHYSICAL ACTIVITY

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

- 1.NPA.1.1 Select a variety of foods based on MyPlate.
- 1.NPA.1.2 Contrast more nutrient dense foods from those that are less nutrient dense.

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

- 1.NPA.2.1 Classify the sources of a variety of foods.
- 1.NPA.2.2 Select healthy alternatives to foods and beverages that are high in sugar.

1.NPA.3 Remember fitness concepts to enhance quality of life.

1.NPA.3.1 Recognize the benefits of physical activity.

1.NPA.3.2 Recall fitness and recreation activities that can be used during out of school hours.

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

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

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

1.ATOD.1.3 Classify products as harmful or safe.

1.ATOD.1.4 Summarize strategies for reporting harmful substances.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

- PE.1.MS.1.1 Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.
- PE.1.MS.1.2 Use recognizable forms of the five basic manipulative skills.
- PE.1.MS.1.3 Generate smooth transitions between sequential locomotor skills.
- PE.1.MS.1.4 Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.

MOVEMENT CONCEPTS

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

- PE.1.MC.2.1 Use movement and manipulative skills involving equipment.
- PE.1.MC.2.2 Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.
- PE.1.MC.2.3 Understand how to use teacher and peer feedback to improve basic motor performance.
- PE.1.MC.2.4 Illustrate activities that increase heart rate and make muscles strong.

HEALTH-RELATED FITNESS

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

- PE.1.HF.3.1 Recognize two or more of the five health-related fitness assessments and the associated exercises.
- PE.1.HF.3.2 Select physical activities based on ones interests and physical development.
- PE.1.HF.3.3 Contrast moderate physical activity and vigorous physical activity.

PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.1.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.
- PE.1.PR.4.2 Understand how social interaction can make activities more enjoyable.
- PE.1.PR.4.3 Use safe practices when engaging in physical education activities.

MATHEMATICS

NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

- NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:
- Add to/Take from-Change Unknown
 - Put Together/Take Apart-Addend Unknown
 - Compare-Difference Unknown
- NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.

Understand and apply the properties of operations.

- NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.
- NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.

Add and subtract within 20.

- NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.
- NC.1.OA.6 Add and subtract, within 20, using strategies such as:
- Counting on
 - Making ten
 - Decomposing a number leading to a ten
 - Using the relationship between addition and subtraction
 - Using a number line
 - Creating equivalent but simpler or known sums

Analyze addition and subtraction equations within 20.

- NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.
- NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.

NUMBER AND OPERATIONS IN BASE TEN

Extend and recognize patterns in the counting sequence.

- NC.1.NBT.1 Count to 150, starting at any number less than 150.
- NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.

Understand place value.

- NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Unitize by making a ten from a collection of ten ones.
 - Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.
- NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations.

- NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:
- A two-digit number and a one-digit number
 - A two-digit number and a multiple of 10
- NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:
- Concrete models and drawings
 - Number lines
 - Strategies based on place value
 - Properties of operations
 - The relationship between addition and subtraction

MEASUREMENT AND DATA

Measure lengths.

- NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- NC.1.MD.2 Measure lengths with non-standard units.
- Express the length of an object as a whole number of non-standard length units.
 - Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.

Build understanding of time and money.

- NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
- NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.

Represent and interpret data.

- NC.1.MD.4 Organize, represent, and interpret data with up to three categories.
- Ask and answer questions about the total number of data points.
 - Ask and answer questions about how many in each category.
 - Ask and answer questions about how many more or less are in one category than in another.

GEOMETRY

Reason with shapes and their attributes.

- NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:
- Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.
 - Building cubes, rectangular prisms, cones, spheres, and cylinders.
- NC.1.G.2 Create composite shapes by:
- Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.
 - Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.
- NC.1.G.3 Partition circles and rectangles into two and four equal shares.
- Describe the shares as halves and fourths, as half of and fourth of.
 - Describe the whole as two of, or four of the shares.
 - Explain that decomposing into more equal shares creates smaller shares.

MATHEMATICS

EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

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

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

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

Add and subtract within 20.

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

Analyze addition and subtraction equations within 20.

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

NUMBER AND OPERATIONS IN BASE TEN

Extend and recognize patterns in the counting sequence.

- NC.1.NBT.1 Use concrete and pictorial representations to count up to 20 items by ones.
NC.1.NBT.7 Count as many as 10 objects and represent the quantity with the corresponding numeral.

Understand place value.

- NC.1.NBT.2 Create sets up to 10.
NC.1.NBT.3 Compare two groups of 10 or fewer items when the number of items in each group is similar.

Use place value understanding and properties of operations.

- NC.1.NBT.4 Compose numbers less than or equal to five in more than one way.
NC.1.NBT.6 Decompose numbers less than or equal to five in more than one way.

MEASUREMENT AND DATA

Measure lengths.

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

Build understanding of time and money.

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

Represent and interpret data.

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

GEOMETRY

Reason with shapes and their attributes.

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

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

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

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.

- 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.
- 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.
- 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces.

EARTH IN THE UNIVERSE

1.E.1 Recognize the features and patterns of the earth/moon/sun system as observed from Earth.

- 1.E.1.1 Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.
- 1.E.1.2 Recognize patterns of observable changes in the Moon's appearance from day to day.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

1.E.2 Understand the physical properties of Earth materials that make them useful in different ways.

- 1.E.2.1 Summarize the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways.
- 1.E.2.2 Compare the properties of soil samples from different places relating their capacity to retain water, nourish and support the growth of certain plants.

ECOSYSTEMS

1.L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.

- 1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- 1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- 1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

1.L.2 Summarize the needs of living organisms for energy and growth.

- 1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.
- 1.L.2.2 Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.1.P.1 Understand how pushes or pulls change the motion of an object.

EX.1.P.1.1 Identify what is causing a stationary object to move: a push or pull.

EX.1.P.1.2 Observe that objects initially at rest will move in the direction of the push or pull.

MATTER, PROPERTIES AND CHANGE

EX.1.P.2 Understand physical properties of objects.

EX.1.P.2.1 Classify objects by observable properties (size, shape, color, and texture).

EX.1.P.2.2 Classify objects by the Material they are made from (e.g., clay, wood, cloth, paper).

EX.1.P.3.1 Recognize objects as same serving the same function even when one property has changed (e.g., size, color).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.1.E.2 Identify differences in Earth Materials.

EX.1.E.2.1 Identify change in an object (color, size, shape) using one or more of the senses.

EX.1.E.2.2 Identify earth Materials (rocks, soils and water).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.1.L.1 Understand characteristics of living and nonliving things.

EX.1.L.1.1 Classify objects, people and animals as living or nonliving.

EX.1.L.1.2 Identify major external human body parts (head, eyes, ears, nose, mouth, hands, feet, legs and arms).

ECOSYSTEM

EX.1.L.2 Understand characteristics of various environments.

EX.1.L.2.1 Identify ones own environment when transitioning from place to place (e.g., school, home, outside).

EX.1.L.2.2 Identify living and nonliving things in indoor and outdoor environments.

EX.1.L.2.3 Describe Materials found in various environments (e.g. rocks, soil, water, clay, wood, cloth, paper).

EX.1.L.2.4 Use one or more of the senses to make observations about the environment (e.g. weather conditions).

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions

- I.1.1 Identify inquiry as a process to answer questions and solve issues.
- I.1.2 Recognize a compelling question with prompting and support.
- I.1.3 Explain why or how a compelling question is important to a topic or issue.

Supporting Questions

- I.1.4 Identify what questions are needed to support the compelling question.
- I.1.5 Recognize how supporting questions connect to compelling questions.

Gathering and Evaluating Sources

- I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.
- I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

- 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.
- 1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.
- 1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.
- 1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

CIVICS AND GOVERNMENT

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

- 1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.
- 1.C&G.1.2 Exemplify ways individuals and groups contribute to the making of rules and laws.
- 1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.
- 1.C&G.1.4 Compare various processes or strategies people can use to improve communities.

ECONOMICS

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

- 1.E.1.1 Distinguish the relationship between scarcity and limited resources.
- 1.E.1.2 Recognize the relationship between supply and demand.
- 1.E.1.3 Exemplify how supply and demand affect the choices people make.
- 1.E.1.4 Summarize reasons why people and countries trade goods and services.

GEOGRAPHY

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

- 1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.
- 1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.

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

- 1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world.
- 1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.

HISTORY

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

- 1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.
- 1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.K.G.1 Identify location of familiar objects in the classroom.

EX.G.1.1 Locate areas of the classroom.

EX.G.1.2 Locate familiar objects in the environment.

EX.G.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

ECONOMICS AND FINANCIAL LITERACY

EX.K.E.1 Identify needs of individual and family.

EX.K.E.1.1 Identify the needs of a family.

EX.K.E.1.2 Communicate personal needs.

CIVICS AND GOVERNANCE

EX.K.C&G.1 Understand expectations of participating in a group.

EX.K.C&G.1.1 Demonstrate joint attention with a peer.

EX.K.C&G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area.

These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>.

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners>

Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common idioms across content areas as appropriate vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> developing range of oral phrase and sentence patterns and grammatical structures common to content areas developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of words or expressions used frequently in content areas, as appropriate vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> words, oral phrases, or memorized chunks of oral language used to represent ideas varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

SOCIO-EMOTIONAL

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

COGNITIVE

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

CAREER

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

Proficiency Levels

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

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

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

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

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

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

- RED.SE.3.1 Use oral and written communication skills to share information with others.
- RED.SE.3.2 Use non-verbal communication skills to share information with others.

COGNITIVE

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

- RED.C.1.1 Identify problems that you have encountered or are likely to encounter.
- RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

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

- RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.
- RED.C.2.2 Recognize situations in which peer pressure influences decisions.

CAREER

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

- RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.
- RED.CR.1.2 Use the internet to access career-planning information.
- RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

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

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

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

- RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.
- RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.
- RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

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

- EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
- EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

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

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

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

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

COGNITIVE

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

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

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

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

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

- P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

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

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

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

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

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

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

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

- P.CR.3.1 Describe the effect of work on lifestyle.
- P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

- P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

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

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

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

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

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

COGNITIVE

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

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

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

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

CAREER

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

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

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

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

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

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

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

- EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.
- EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

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

- I.SE.1.1 Explain the role of personal responsibility in leadership.
- I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

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

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

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

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

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

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

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

- I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

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

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

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

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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

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

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

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

Proficiency Levels

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

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

NH.CLL.3 Use the language to present information to an audience.

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.
- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

NH.CLL.4 Compare the students' culture and the target culture.

- NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.
- NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.
- NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

NH.COD.1 Use the language to engage in interpersonal communication.

- NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.
- NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
- NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.COD.2 Understand words and concepts presented in the language.

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.
- NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
- NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NH.COD.3 Use the language to present information to an audience.

- NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.
- NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NH.COD.4 Compare the students' culture and the target culture.

- NH.COD.4.1 Understand cultural practices and perspectives from the target culture.
- NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

NH.CMT.1 Use the language to engage in interpersonal communication.

- NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.
- NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

NH.CMT.2 Understand words and concepts presented in the language.

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

NH.CMT.3 Use the language to present information to an audience.

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

NH.CMT.4 Compare the students' culture and the target culture.

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

IL.CLL.1 Use the language to engage in interpersonal communication.

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

IL.CLL.2 Understand words and concepts presented in the language.

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

IL.CLL.3 Use the language to present information to an audience.

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

IL.CLL.4 Compare the students' culture and the target culture.

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

IL.COD.1 Use the language to engage in interpersonal communication.

- IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
- IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

IL.COD.2 Understand words and concepts presented in the language.

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

IL.COD.3 Use the language to present information to an audience.

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.COD.4 Compare the students' culture and the target culture.

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

IL.CMT.1 Use the language to engage in interpersonal communication.

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

IL.CMT.2 Understand words and concepts presented in the language.

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

IL.CMT.3 Use the language to present information to an audience.

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

IL.CMT.4 Compare the students' culture and the target culture.

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

IM.CLL.1 Use the language to engage in interpersonal communication.

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

IM.CLL.2 Understand words and concepts presented in the language.

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.CLL.3 Use the language to present information to an audience.

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

IM.CLL.4 Compare the students' culture and the target culture.

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

IM.COD.1 Use the language to engage in interpersonal communication.

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

IM.COD.2 Understand words and concepts presented in the language.

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.COD.3 Use the language to present information to an audience.

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
- IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IM.COD.4 Compare the students' culture and the target culture.

- IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.
- IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

IM.CMT.1 Use the language to engage in interpersonal communication.

- IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.
- IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.2 Understand words and concepts presented in the language.

- IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.
- IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

IM.CMT.3 Use the language to present information to an audience.

- IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.
- IM.CMT.3.2 Use the language in school or community activities related to the target culture.

IM.CMT.4 Compare the students' culture and the target culture.

- IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.
- IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.
- IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

IH.CLL.1 Use the language to engage in interpersonal communication.

- IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.
- IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.
- IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.2 Understand words and concepts presented in the language.

- IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.
- IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.
- IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.
- IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

IH.CLL.3 Use the language to present information to an audience.

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students' culture and the target culture.

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

IH.COD.1 Use the language to engage in interpersonal communication.

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

IH.COD.2 Understand words and concepts presented in the language.

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3 Use the language to present information to an audience.

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4 Compare the students' culture and the target culture.

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

IH.CMT.1 Use the language to engage in interpersonal communication.

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

IH.CMT.2 Understand words and concepts presented in the language.

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

IH.CMT.3 Use the language to present information to an audience.

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

IH.CMT.4 Compare the students' culture and the target culture.

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

AL.CLL.1 Use the language to engage in interpersonal communication.

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

AL.CLL.2 Understand words and concepts presented in the language.

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CLL.3 Use the language to present information to an audience.

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

AL.CLL.4 Compare the students' culture and the target culture.

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

AL.COD.2 Understand words and concepts presented in the language.

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

AL.COD.3 Use the language to present information to an audience.

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

AL.COD.4 Compare the students' culture and the target culture.

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

AL.CMT.2 Understand words and concepts presented in the language.

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

AL.CMT.3 Use the language to present information to an audience.

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

AL.CMT.4 Compare the students' culture and the target culture.

- AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
- AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

AM.CLL.1 Use the language to engage in interpersonal communication.

- AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

AM.CLL.2 Understand words and concepts presented in the language.

- AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.
- AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.
- AM.CLL.2.3 Understand how to interpret long, complex texts.
- AM.CLL.2.4 Compare literary and technical writing styles.

AM.CLL.3 Use the language to present information to an audience.

- AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.
- AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.
- AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.
- AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CLL.4 Compare the students' culture and the target culture.

- AM.CLL.4.1 Use dialectical differences to adapt and give presentations.
- AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

AM.COD.1 Use the language to engage in interpersonal communication.

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

AM.COD.2 Understand words and concepts presented in the language.

- AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.
- AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

AM.COD.3 Use the language to present information to an audience.

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.
- AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.
- AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

AM.COD.4 Compare the students' culture and the target culture.

- AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.
- AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

COMMUNITIES

AM.CMT.1 Use the language to engage in interpersonal communication.

- AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.
- AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

AM.CMT.2 Understand words and concepts presented in the language.

- AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.
- AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

AM.CMT.3 Use the language to present information to an audience.

- AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.
- AM.CMT.3.2 Use specialized and precise language in school and community events.

AM.CMT.4 Compare the students' culture and the target culture.

- AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.
- AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

GRADE
2

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2021

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STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

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NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

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Quick Reference Guide

GRADE
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FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

This *Quick Reference Guide for The North Carolina Standard Course of Study* is a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple content areas. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for educators teaching multiple disciplines or collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards>.

North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do by the end of a grade and/or course.

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction>.

- a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, and Social Studies.
- b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A one-page summary and standards for all proficiency levels are included for Guidance and World Languages. A one-page summary and rubrics for proficiency placement are included for English Language Development. A one-page summary in the 6th-8th grade guides, organized by course, is provided for Career and Technical Education.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

2.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

- 2.CP.1.1 Use basic elements of movement to generate short dance phrases.
- 2.CP.1.2 Use teacher-led improvisation in the process of creating dance phrases.
- 2.CP.1.3 Create dance phrases with simple patterns.
- 2.CP.1.4 Create dance phrases that express words, ideas, experiences, and feelings.

2.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

- 2.CP.2.1 Understand how to be respectful of self and others in a dance setting.
- 2.CP.2.2 Use concentration and focus during dance explorations.
- 2.CP.2.3 Use teacher and peer feedback to improve dance.

DANCE MOVEMENT SKILLS

2.DM.1 Understand how to use movement skills in dance.

- 2.DM.1.1 Exemplify isolation of body parts and use of body center.
- 2.DM.1.2 Illustrate a variety of body shapes in space.
- 2.DM.1.3 Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases.
- 2.DM.1.4 Recognize examples of simple rhythms and patterns in movement.
- 2.DM.1.5 Exemplify a variety of directions, levels, and pathways in general space.

RESPONDING

2.R.1 Use a variety of thinking skills to analyze and evaluate dance.

- 2.R.1.1 Distinguish movement skills and elements observed in significant dance works.
- 2.R.1.2 Use words or images to describe possible meanings observed in dance.

CONNECTING

2.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

- 2.C.1.1 Exemplify dance representing the heritage, customs, and traditions of various cultures.
- 2.C.1.2 Understand connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

2.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- 2.ML.1.1 Apply problem solving strategies to improve musical technique when singing and playing instruments.
- 2.ML.1.2 Use accurate pitch to sing three-pitch patterns.
- 2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice.
- 2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form.

2.ML.2 Interpret the sound and symbol systems of music.

- 2.ML.2.1 Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes.
- 2.ML.2.2 Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments.
- 2.ML.2.3 Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes.

2.ML.3 Create music using a variety of sound and notational sources.

- 2.ML.3.1 Use improvisation to create simple rhythmic and melodic variations on familiar melodies.
- 2.ML.3.2 Create extended rhythmic patterns over a steady beat.
- 2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter.

MUSICAL RESPONSE

2.MR.1 Understand the interacting elements to respond to music and music performances.

- 2.MR.1.1 Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music.
- 2.MR.1.2 Illustrate melodic patterns, dynamics, and forms.
- 2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.
- 2.MR.1.4 Differentiate various instruments based on how their sounds are produced.

CONTEXTUAL RELEVANCY

2.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

- 2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.
- 2.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

2.C.1 Use movement, voice, and writing to communicate ideas and feelings.

- 2.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.
- 2.C.1.2 Use vocal variety and animation to create distinct voices for characters.
- 2.C.1.3 Use dialogue to enhance the clarity of stories.

2.C.2 Use performance to communicate ideas and feelings.

- 2.C.2.1 Use improvisation to communicate problems and resolutions.
- 2.C.2.2 Interpret stories from previously-read texts by acting them out.

ANALYSIS

2.A.1 Analyze literary texts and performances.

- 2.A.1.1 Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.
- 2.A.1.2 Analyze the relationships between events, characters, and settings.

AESTHETICS

2.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

- 2.AE.1.1 Explain how space affects performances.
- 2.AE.1.2 Understand how the use of costumes, props, and masks enhance dramatic play.

CULTURE

2.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

- 2.CU.1.1 Exemplify theatrical works representing the heritage, customs, and traditions of various cultures.
- 2.CU.1.2 Explain the impact of media, such as theatre, film, the Internet, and television, on family life.

2.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.

- 2.CU.2.1 Illustrate how to share focus with others in a group setting.
- 2.CU.2.2 Summarize the role of the director or acting coach.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

2.V.1 Use the language of visual arts to communicate effectively.

- 2.V.1.1 Use appropriate art vocabulary when discussing media, processes, or images in art.
- 2.V.1.2 Create original art that expresses ideas about people, neighborhoods, or communities.
- 2.V.1.3 Understand the “story” in works of art.
- 2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
- 2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

2.V.2 Apply creative and critical thinking skills to artistic expression.

- 2.V.2.1 Understand that artistic problems have multiple solutions.
- 2.V.2.2 Use personal point of view of the environment as a source of imagery.
- 2.V.2.3 Create art from real and imaginary sources of inspiration.

2.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

- 2.V.3.1 Use a variety of tools safely and appropriately to create art.
- 2.V.3.2 Recognize characteristics of a variety of media.
- 2.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.

CONTEXTUAL RELEVANCY

2.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

- 2.CX.1.1 Exemplify visual arts representing the heritage, customs, and traditions of various cultures.
- 2.CX.1.2 Recognize that works of art represent specific time periods.
- 2.CX.1.3 Understand various movements in art and the artists that represent them.
- 2.CX.1.4 Compare art from various cultures.
- 2.CX.1.5 Understand that artists use natural resources in creating art.

2.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- 2.CX.2.1 Recognize the impact of regional differences on the production of art.
- 2.CX.2.2 Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- 2.CX.2.3 Recognize that some artists work in teams to create art.

CRITICAL RESPONSE

2.CR.1 Use critical analysis to generate responses to a variety of prompts.

- 2.CR.1.1 Use art terminology to describe art in terms of subject and physical characteristics.
- 2.CR.1.2 Evaluate personal work, while in progress and at completion.

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 STANDARD COURSE OF STUDY

The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver the integrated Digital Learning Standard Course of Study, collaborative planning should occur in grade level planning teams which include media coordinators and technology facilitators.

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EMPOWERED LEARNER

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.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - 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.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - 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.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

- W.2.5 Participate in shared research and writing projects.
- W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

Language Standards – Grammar Continuum

Skill	2-3
Subject/Verb Agreement	<ul style="list-style-type: none">Ensure subject/verb agreement
Nouns	<ul style="list-style-type: none">Explain the function of nounsUse collective nouns (such as <i>group</i>)Form and use frequently occurring regular and irregular plural nouns
Verbs	<ul style="list-style-type: none">Explain the function of verbsForm and use past tense of frequently occurring irregular verbsForm and use regular and irregular verbsForm and use simple verb tensesForm and use the perfect verb tensesConvey sense of various times, sequencesRecognize inappropriate shifts in verb tense

Adjectives	<ul style="list-style-type: none"> • Explain the function of adjectives • Accurately choose which to use – adjective or adverb
Conjunctions	<ul style="list-style-type: none"> • Explain the function of conjunctions • Use coordinating and subordinating conjunctions
Adverbs	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns
Determiners	• Correctly use <i>a, an, and the</i>
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	2-3
Capitalization	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization
Punctuation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words
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.2.3 Demonstrate emerging use of letter-sound knowledge to read words.
 - a. Identify the lower case letters of the alphabet.
 - b. Identify letter sound correspondence for single consonants.
 - c. Recognize 10 or more written words.
- RF.2.4 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 Understand the relationship among healthy expression of emotions, mental health, and healthy behavior.

- 2.MEH.1.1 Identify appropriate standards for behavior.
- 2.MEH.1.2 Summarize behaviors that help to avoid risks.
- 2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.
- 2.MEH.1.4 Explain the influence on self-concept on performance and vice versa.
- 2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

PERSONAL AND CONSUMER HEALTH

2.PCH.1 Apply measures for cleanliness and disease prevention.

- 2.PCH.1.1 Recall the benefits of good dental health.
- 2.PCH.1.2 Execute the proper techniques for brushing teeth.

2.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.

- 2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.
- 2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

2.ICR.1 Understand healthy and effective interpersonal communication and relationships.

- 2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.
- 2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.
- 2.ICR.1.3 Explain why it is wrong to tease others.
- 2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.
- 2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

NUTRITION AND PHYSICAL ACTIVITY

2.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

- 2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.
- 2.NPA.1.2 Plan meals that are chosen for energy and health.
- 2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

2.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

- 2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.
- 2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

2.NPA.3 Remember nutrition and fitness concepts to enhance quality of life.

- 2.NPA.3.1 Contrast a physically active and inactive lifestyle.

ALCOHOL, TOBACCO, AND OTHER DRUGS

2.ATOD.1 Understand how to use household products and medicines safely.

- 2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.
- 2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.
- 2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

2.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

- PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.
- PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.
- PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.

MOVEMENT CONCEPTS

2.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

- PE.2.MC.2.1 Use equipment to illustrate multiple movement concepts.
- PE.2.MC.2.2 Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.
- PE.2.MC.2.3 Explain the value of feedback in improving motor performance.
- PE.2.MC.2.4 Illustrate activities that are associated with three or more of the five components of health-related fitness.

HEALTH-RELATED FITNESS

2.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

- PE.2.HF.3.1 Recognize three or more of the five health-related fitness assessments and the associated exercises.
- PE.2.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- PE.2.HF.3.3 Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.

PERSONAL/SOCIAL RESPONSIBILITY

2.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

- PE.2.PR.4.1 Explain the value of working cooperatively in group settings.
- PE.2.PR.4.2 Summarize the benefits of positive social interaction as to make activities more enjoyable.
- PE.2.PR.4.3 Use safe practices when engaging in physical education activities with little or no prompting.

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 pictorial representations to count up to 30 items by ones.
- NC.2.NBT.3 Count sets (1 to 30) of concrete and pictorial representations, then identify the corresponding numeral.
- NC.2.NBT.4 Compare sets of numbers or objects to determine greater than, less than, or equal.

Use place value understanding and properties of operations.

- NC.2.NBT.5 Model the meaning of the symbols for addition (+) and subtraction (-) by using manipulatives to compose and decompose numbers up to 20.
- NC.2.NBT.6 Identify how many tens and ones are in numbers up to 30.
- NC.2.NBT.7 Use objects, representations, and numbers (0–20) to add and subtract.

MEASUREMENT AND DATA

Measure and estimate lengths.

- NC.2.MD.1 Measure the length of objects using non-standard units.
- NC.2.MD.3 Order by length using non-standard units.

Relate addition and subtraction to length.

- NC.2.MD.5 Increase or decrease length by adding or subtracting units.
- NC.2.MD.6 Use a number line to add one more unit of length.

Build understanding of time and money.

- NC.2.MD.7 Identify on a digital clock the hour that matches a routine activity.
- NC.2.MD.8 Recognize that money has value.

Represent and interpret data.

- NC.2.MD.10 Create picture graphs from collected measurement data.

GEOMETRY

Reason with shapes and their attributes.

- NC.2.G.1 Indicate the names of shapes (circle, square, rectangle, and triangle).
- NC.2.G.3 Use manipulatives to partition shapes into equal parts.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

2.P.1 Understand the relationship between sound and vibrating objects.

- 2.P.1.1 Illustrate how sound is produced by vibrating objects and columns of air.
- 2.P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.

MATTER: PROPERTIES AND CHANGE

2.P.2 Understand properties of solids and liquids and the changes they undergo.

- 2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.
- 2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.
- 2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

2.E.1 Understand patterns of weather and factors that affect weather.

- 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water.
- 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe:
 - Temperature
 - Wind direction
 - Wind speed
 - Precipitation
- 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.
- 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

2.L.1 Understand animal life cycles.

- 2.L.1.1 Summarize the life cycle of animals:
 - Birth
 - Developing into an adult
 - Reproducing
 - Aging and death
- 2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.

EVOLUTION AND GENETICS

2.L.2 Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.

- 2.L.2.1 Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.
- 2.L.2.2 Recognize that there is variation among individuals that are related.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.2.P.1 Understand that vibrations create motion.

EX.2.P.1.1 Demonstrate how constant pushing and pulling produce vibrations.

MATTER, PROPERTIES AND CHANGE

EX.2.P.2 Understand properties of solids and liquids.

EX.2.P.2.1 Identify objects and Materials as solid or liquid (e.g. dry vs. wet).

EX.2.P.2.2 Compare water in solid and liquid states.

EX.2.P.2.3 Understand that heating and cooling water changes its state.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.2.E.1 Understand change and note patterns of weather that occur from day to day.

EX.2.E.1.1 Compare daily weather conditions (same, different).

EX.2.E.1.2 Recognize cold and hot temperatures.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.2.L.1 Compare characteristics of animals

EX.2.L.1.1 Identify physical characteristics (head, tail, eyes, ears, nose, mouth, legs, paws, beak, feathers, fur) in a variety of animals.

EX.2.L.1.2 Compare a variety of animals to determine how they are alike and different (i.e., dog – bark, four legs, tail; cat – meow, four legs, tail; soft/hard, big/little).

ECOSYSTEM

EX.2.L.2 Identify characteristics of various environments and the resources they provide to help people survive.

EX.2.L.2.1 Identify different environments (mountains, beach, ocean/lakes/ponds, forests).

EX.2.L.2.2 Identify living organisms (animals, people, plants) found in various environments.

EX.2.L.2.3 Identify that people need water, food and shelter and that these may be found in their environment.

SOCIAL STUDIES

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

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.2.G.1 Use geographic representations and terms to describe surroundings.

- EX.2.G.1.1 Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right).

ECONOMICS AND FINANCIAL LITERACY

EX.2.E.1 Understand basic economic concepts.

- EX.2.E.1.1 Identify the goods and services provided by businesses in the community.
- EX.2.E.1.2 Analyze what services need to be purchased versus those that can be completed by an individual.
- EX.2.E.1.3 Understand products cost different amounts (more/less).

CIVICS AND GOVERNANCE

EX.2.C&G.2 Understand expectations of participating in a group.

- EX.2.C&G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.
- EX.2.C&G.2.2 Understand consequences of choices about following rules.
- EX.2.C&G.2.3 Understand roles of authority figures in the home, school and community (teacher, principal, parents, police officer, etc).
- EX.2.C&G.2.4 Understand simple community expectations (e.g., communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car).

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

[Standards that are used by all teachers working with English Language Learners]

The North Carolina English Language Development Standard Course of Study is the WIDA English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

- | | |
|------------|---|
| STANDARD 1 | English language learners communicate for Social and Instructional purposes within the school setting. |
| STANDARD 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. |
| STANDARD 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| STANDARD 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. |
| STANDARD 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area.

These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>.

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners>

Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common idioms across content areas as appropriate vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> developing range of oral phrase and sentence patterns and grammatical structures common to content areas developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of words or expressions used frequently in content areas, as appropriate vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> words, oral phrases, or memorized chunks of oral language used to represent ideas varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for Guidance is organized into the following strands and essential standards.

SOCIO-EMOTIONAL

- SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
- SE.2 Understand the relationship between self and others in the broader world.
- SE.3 Use communication strategies effectively for a variety of purposes and audiences.

COGNITIVE

- C.1 Use creative strategies to make decisions and solve problems.
- C.2 Use analytical strategies to understand situations and make appropriate decisions.

CAREER

- CR.1 Understand the meaning and importance of career self-awareness and career goals.
- CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
- CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
- CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

Proficiency Levels

- Readiness/Exploratory/Discovery (RED)
- Early Emergent/Emergent (EEE)
- Progressing (P)
- Early Independent (EI)
- Independent (I)

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

RED.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- RED.SE.1.1 Understand the importance of self-control and responsibility.
- RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.
- RED.SE.1.3 Contrast rights and responsibilities.

RED.SE.2 Understand the relationship between self and others in the broader world.

- RED.SE.2.1 Identify ways of making and keeping friends.
- RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

RED.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

RED.SE.3.1 Use oral and written communication skills to share information with others.

RED.SE.3.2 Use non-verbal communication skills to share information with others.

COGNITIVE

RED.C.1 Use creative strategies to make decisions and solve problems.

RED.C.1.1 Identify problems that you have encountered or are likely to encounter.

RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

RED.C.2 Use analytical strategies to better understand situations and make appropriate decisions.

RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.

RED.C.2.2 Recognize situations in which peer pressure influences decisions.

CAREER

RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.

RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.

RED.CR.1.2 Use the internet to access career-planning information.

RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

RED.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

RED.CR.2.1 Explore the activities performed and skills used in various occupations.

RED.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.

RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.

RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

RED.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

RED.CR.4.1 Recognize how to interact and work cooperatively in teams and groups.

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.

EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.

EEE.SE.2.1 Contrast the influence of self and others in relationship building.

EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.

EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EEE.CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

P.SE.2 Understand the relationship between self and others in the broader world.

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

P.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

P.C.1 Use creative strategies to make decisions and solve problems.

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

P.C.2 Use analytical strategies to understand situations.

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

P.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

P.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

P.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- P.CR.3.1 Describe the effect of work on lifestyle.
- P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

P.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

SOCIO-EMOTIONAL

EI.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- EI.SE.1.1 Explain the impact of personal responsibility on others.
- EI.SE.1.2 Contrast rights, privileges, and responsibilities.

EI.SE.2 Understand the relationship between self and others in the broader world.

- EI.SE.2.1 Exemplify respect for individual and cultural differences.
- EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

EI.SE.3 Use communication strategies to share information effectively for a variety of purposes and audiences.

- EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.
- EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

EI.C.1 Use creative strategies to make decisions and solve problems.

- EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.
- EI.C.1.2 Create new and different ways of achieving long-term goals.
- EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.

- EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.
- EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.
- EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.
- EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

EI.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.
- EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

EI.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.
- EI.CR.3.2 Select course work that is related to your career plan.

EI.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.

EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

I.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

I.SE.1.1 Explain the role of personal responsibility in leadership.

I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

I.SE.2 Understand the relationship between self and others in the broader world.

I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.

I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

I.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.

I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

I.C.1 Use creative strategies to make decisions and solve problems.

I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.

I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

I.C.2 Use analytical strategies to understand situations and make appropriate decisions.

I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

I.CR.1 Understand the meaning and importance of career self-awareness and career goals.

I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.

I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

I. CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

I. CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.
- I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.
- I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for World Languages is organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

- | | |
|------------|---|
| STANDARD 1 | Use the language to engage in interpersonal communication.
(Interpersonal communication: Person-to-Person Communication) |
| STANDARD 2 | Understand words and concepts presented in the language.
(Interpretive communication: Listening and Reading) |
| STANDARD 3 | Use the language to present information to an audience.
(Presentational Communication: Speaking and Writing) |
| STANDARD 4 | Compare the students' culture and the target culture. (Culture) |

The following program models are available at Grades K, 1, 2, 3, 4 and 5:

1. Dual & Heritage Language Programs – Dual Language Immersion
2. Foreign Language in the Elementary School (FLES) Programs

For more information regarding program models and proficiency outcomes, please see the Instructional Support Tools at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study/world-languages>.

Proficiency Levels

- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

CONNECTIONS TO LANGUAGE & LITERACY

NL.CLL.1 Use the language to engage in interpersonal communication.

- NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.
- NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

NL.CLL.2 Understand words and concepts presented in the language.

- NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
- NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.
- NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.
- NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
- NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

NL.CLL.3 Use the language to present information to an audience.

- NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.
- NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.
- NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

NL.CLL.4 Compare the students' culture and the target culture.

- NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
- NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
- NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

NL.COD.1 Use the language to engage in interpersonal communication.

- NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.
- NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

NL.COD.2 Understand words and concepts presented in the language.

- NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
- NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.
- NL.COD.2.3 Recognize words in groups from other disciplines.

NL.COD.3 Use the language to present information to an audience.

- NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.
- NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.
- NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

NL.COD.4 Compare the students' culture and the target culture.

- NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.
- NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

NL.CMT.1 Use the language to engage in interpersonal communication.

- NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
- NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

NL.CMT.2 Understand words and concepts presented in the language.

- NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.
- NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

NL.CMT.3 Use the language to present information to an audience.

- NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
- NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4 Compare the students' culture and the target culture.

- NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.
- NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.
- NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.
- NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

NM.CLL.1 Use the language to engage in interpersonal communication.

- NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NM.CLL.2 Understand words and concepts presented in the language.

- NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.
- NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.
- NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).
- NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.
- NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

NM.CLL.3 Use the language to present information to an audience.

- NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.
- NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

NM.CLL.4 Compare the students' culture and the target culture.

- NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
- NM.CLL.4.2 Exemplify instances of cognates and loan words.
- NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

NM.COD.1 Use the language to engage in interpersonal communication.

- NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.
- NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

NM.COD.2 Understand words and concepts presented in the language.

- NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.
- NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.
- NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

NM.COD.3 Use the language to present information to an audience.

- NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
- NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.
- NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NM.COD.4 Compare the students' culture and the target culture.

- NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.
- NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

NM.CMT.1 Use the language to engage in interpersonal communication.

- NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.
- NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

NM.CMT.2 Understand words and concepts presented in the language.

- NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.
- NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.
- NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

NM.CMT.3 Use the language to present information to an audience.

- NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
- NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

NM.CMT.4 Compare the students' culture and the target culture.

- NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.
- NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
- NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.
- NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

NH.CLL.1 Use the language to engage in interpersonal communication.

- NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.
- NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.
- NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.
- NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

NH.CLL.2 Understand words and concepts presented in the language.

- NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.
- NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.
- NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

NH.CLL.3 Use the language to present information to an audience.

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.

NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

NH.CLL.4 Compare the students' culture and the target culture.

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

NH.COD.1 Use the language to engage in interpersonal communication.

NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.

NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.

NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.COD.2 Understand words and concepts presented in the language.

NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NH.COD.3 Use the language to present information to an audience.

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NH.COD.4 Compare the students' culture and the target culture.

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

NH.CMT.1 Use the language to engage in interpersonal communication.

NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

NH.CMT.2 Understand words and concepts presented in the language.

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

NH.CMT.3 Use the language to present information to an audience.

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

NH.CMT.4 Compare the students' culture and the target culture.

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

IL.CLL.1 Use the language to engage in interpersonal communication.

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

IL.CLL.2 Understand words and concepts presented in the language.

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

IL.CLL.3 Use the language to present information to an audience.

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

IL.CLL.4 Compare the students' culture and the target culture.

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

IL.COD.1 Use the language to engage in interpersonal communication.

IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

IL.COD.2 Understand words and concepts presented in the language.

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

IL.COD.3 Use the language to present information to an audience.

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.COD.4 Compare the students' culture and the target culture.

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

IL.CMT.1 Use the language to engage in interpersonal communication.

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

IL.CMT.2 Understand words and concepts presented in the language.

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

IL.CMT.3 Use the language to present information to an audience.

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

IL.CMT.4 Compare the students' culture and the target culture.

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

CONNECTIONS TO LANGUAGE & LITERACY

IM.CLL.1 Use the language to engage in interpersonal communication.

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

IM.CLL.2 Understand words and concepts presented in the language.

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.CLL.3 Use the language to present information to an audience.

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

IM.CLL.4 Compare the students' culture and the target culture.

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

IM.COD.1 Use the language to engage in interpersonal communication.

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

IM.COD.2 Understand words and concepts presented in the language.

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.COD.3 Use the language to present information to an audience.

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
- IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IM.COD.4 Compare the students' culture and the target culture.

IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

IM.CMT.1 Use the language to engage in interpersonal communication.

IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.2 Understand words and concepts presented in the language.

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

IM.CMT.3 Use the language to present information to an audience.

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.3.2 Use the language in school or community activities related to the target culture.

IM.CMT.4 Compare the students' culture and the target culture.

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

IH.CLL.1 Use the language to engage in interpersonal communication.

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.2 Understand words and concepts presented in the language.

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

IH.CLL.3 Use the language to present information to an audience.

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students' culture and the target culture.

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

IH.COD.1 Use the language to engage in interpersonal communication.

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

IH.COD.2 Understand words and concepts presented in the language.

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3 Use the language to present information to an audience.

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4 Compare the students' culture and the target culture.

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

IH.CMT.1 Use the language to engage in interpersonal communication.

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

IH.CMT.2 Understand words and concepts presented in the language.

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

IH.CMT.3 Use the language to present information to an audience.

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

IH.CMT.4 Compare the students' culture and the target culture.

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

AL.CLL.1 Use the language to engage in interpersonal communication.

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

AL.CLL.2 Understand words and concepts presented in the language.

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CLL.3 Use the language to present information to an audience.

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

AL.CLL.4 Compare the students' culture and the target culture.

- AL.CLL.4.1 Compare dialectical differences in media from various target cultures.
- AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.

- AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.
- AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.
- AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

AL.COD.2 Understand words and concepts presented in the language.

- AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.
- AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.
- AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

AL.COD.3 Use the language to present information to an audience.

- AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.
- AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

AL.COD.4 Compare the students' culture and the target culture.

- AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.
- AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.

- AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.
- AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

AL.CMT.2 Understand words and concepts presented in the language.

- AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.
- AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

AL.CMT.3 Use the language to present information to an audience.

- AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.
- AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

AL.CMT.4 Compare the students' culture and the target culture.

- AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
- AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

CONNECTIONS TO LANGUAGE & LITERACY

AM.CLL.1 Use the language to engage in interpersonal communication.

- AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

AM.CLL.2 Understand words and concepts presented in the language.

- AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.
- AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.
- AM.CLL.2.3 Understand how to interpret long, complex texts.
- AM.CLL.2.4 Compare literary and technical writing styles.

AM.CLL.3 Use the language to present information to an audience.

- AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.
- AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.
- AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.
- AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CLL.4 Compare the students' culture and the target culture.

- AM.CLL.4.1 Use dialectical differences to adapt and give presentations.
- AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

AM.COD.1 Use the language to engage in interpersonal communication.

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

AM.COD.2 Understand words and concepts presented in the language.

- AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.
- AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

AM.COD.3 Use the language to present information to an audience.

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.
- AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.
- AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

AM.COD.4 Compare the students' culture and the target culture.

- AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.
- AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

COMMUNITIES

AM.CMT.1 Use the language to engage in interpersonal communication.

- AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.
- AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

AM.CMT.2 Understand words and concepts presented in the language.

- AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.
- AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

AM.CMT.3 Use the language to present information to an audience.

- AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.
- AM.CMT.3.2 Use specialized and precise language in school and community events.

AM.CMT.4 Compare the students' culture and the target culture.

- AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.
- AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

GRADE
K

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2021

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NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

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Quick Reference Guide

GRADE
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FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

This *Quick Reference Guide for The North Carolina Standard Course of Study* is a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple content areas. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for educators teaching multiple disciplines or collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards>.

North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do by the end of a grade and/or course.

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction>.

- a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, and Social Studies.
- b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A one-page summary and standards for all proficiency levels are included for Guidance and World Languages. A one-page summary and rubrics for proficiency placement are included for English Language Development. A one-page summary in the 6th-8th grade guides, organized by course, is provided for Career and Technical Education.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

K.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

- K.CP.1.1 Identify components of the elements of dance movement (body, time, space, energy).
- K.CP.1.2 Execute spontaneous movement during improvisational explorations.
- K.CP.1.3 Understand that dance has a beginning, middle, and end.
- K.CP.1.4 Create dance movement to represent words, ideas, experiences, and feelings.

K.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

- K.CP.2.1 Understand how to control body and voice in personal and general space.
- K.CP.2.2 Recognize that concentration is an important part of dance.
- K.CP.2.3 Identify improvements made in dance based on teacher feedback.

DANCE MOVEMENT SKILLS

K.DM.1 Understand how to use movement skills in dance.

- K.DM.1.1 Illustrate the difference between whole body movement and isolation of body parts.
- K.DM.1.2 Discriminate between moving and stillness.
- K.DM.1.3 Recognize basic locomotor and non-locomotor (axial) movements.
- K.DM.1.4 Use the element of time (tempo) in movement.
- K.DM.1.5 Use directions, levels, and pathways in general space.

RESPONDING

K.R.1 Use a variety of thinking skills to analyze and evaluate dance.

- K.R.1.1 Identify examples of movement skills and elements observed in dance performed by peers.
- K.R.1.2 Interpret the meaning of various dance movements and dances.

CONNECTING

K.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

- K.C.1.1 Use dance to illustrate how people express themselves differently.
- K.C.1.2 Recognize connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

K.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- K.ML.1.1 Exemplify proper technique when singing and playing a variety of music.
- K.ML.1.2 Use accurate pitch to imitate two-pitch melodic patterns.
- K.ML.1.3 Execute simple rhythms using body, instruments, or voice.
- K.ML.1.4 Recognize how music changes (such as dynamics and tempo).
- K.ML.1.5 Illustrate a steady beat.

K.ML.2 Interpret the sound and symbol systems of music.

- K.ML.2.1 Interpret iconic symbols for rhythms.
- K.ML.2.2 Recognize iconic symbols for at least two different pitches.
- K.ML.2.3 Recognize by sound quarter notes and quarter rest durations.

K.ML.3 Create music using a variety of sound and notational sources.

- K.ML.3.1 Use improvisation to produce one-phrase responses using two different pitches.
- K.ML.3.2 Select vocal and/or instrumental sounds to accompany readings, stories or dramatizations.
- K.ML.3.3 Create patterns that illustrate a steady beat.

MUSICAL RESPONSE

K.MR.1 Understand the interacting elements to respond to music and music performances.

- K.MR.1.1 Use singing, playing, and/or moving to respond to a variety of musical ideas.
- K.MR.1.2 Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music.
- K.MR.1.3 Recognize that music is performed in a variety of settings and for a variety of purposes.
- K.MR.1.4 Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting).
- K.MR.1.5 Classify sound sources as musical or environmental.

CONTEXTUAL RELEVANCY

K.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

- K.CR.1.1 Use music to illustrate how people express themselves differently.
- K.CR.1.2 Recognize the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

K.C.1 Use movement, voice, and writing to communicate ideas and feelings.

- K.C.1.1 Use non-verbal expression to communicate movement elements.
- K.C.1.2 Recognize how vocal variety is used to demonstrate feelings.
- K.C.1.3 Use drawing (pre-writing) to communicate the main idea of stories.

K.C.2 Use performance to communicate ideas and feelings.

- K.C.2.1 Use dramatic play to improvise stories and situations.
- K.C.2.2 Use dramatic play to re-enact stories from texts read aloud.

ANALYSIS

K.A.1 Analyze literary texts and performances.

- K.A.1.1 Recall the basic parts of a story, such as characters, setting, and events.
- K.A.1.2 Analyze events in relationship to the setting where they take place in formal and informal productions.

AESTHETICS

K.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

- K.AE.1.1 Compare an audience space to a presentation space.
- K.AE.1.2 Understand how costumes enhance dramatic play.

CULTURE

K.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

- K.CU.1.1 Use theatre arts to illustrate how people express themselves differently.
- K.CU.1.2 Identify the cultural/historical contexts of stories that are acted out.

K.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.

- K.CU.2.1 Understand how to attend to others when they are sharing.
- K.CU.2.2 Recognize the role of the director or acting coach.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

K.V.1 Use the language of visual arts to communicate effectively.

- K.V.1.1 Identify various art materials and tools.
- K.V.1.2 Create original art that expresses ideas about oneself.
- K.V.1.3 Recognize various symbols and themes in daily life.
- K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.
- K.V.1.5 Recognize characteristics of the Principles of Design, including repetition and contrast.

K.V.2 Apply creative and critical thinking skills to artistic expression.

- K.V.2.1 Recognize that artists may view or interpret art differently.
- K.V.2.2 Use sensory exploration of the environment as a source of imagery.
- K.V.2.3 Create original art that does not rely on copying or tracing.

K.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

- K.V.3.1 Use a variety of tools safely and appropriately to create art.
- K.V.3.2 Use a variety of media to create art.
- K.V.3.3 Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.

CONTEXTUAL RELEVANCY

K.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

- K.CX.1.1 Use visual arts to illustrate how people express themselves differently.
- K.CX.1.2 Recognize that art can depict something from the past (long ago) or present (today).
- K.CX.1.3 Recognize key components in works of art from different artists, styles, or movements.
- K.CX.1.4 Recognize key components of art from different cultures.
- K.CX.1.5 Recognize that an artist’s tools and media come from natural and human-made resources.

K.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- K.CX.2.1 Identify examples of functional objects of art in the immediate environment, including home and school.
- K.CX.2.2 Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- K.CX.2.3 Understand that artists sometimes share materials and ideas (collaboration).

CRITICAL RESPONSE

K.CR.1 Use critical analysis to generate responses to a variety of prompts.

- K.CR.1.1 Identify the lines, colors, and shapes in works of art.
- K.CR.1.2 Explain personal art in terms of media and process.

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.

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 STANDARD COURSE OF STUDY

The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver the integrated Digital Learning Standard Course of Study, collaborative planning should occur in grade level planning teams which include media coordinators and technology facilitators.

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EMPOWERED LEARNER

1. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1b. Students build networks and customize their learning environments in ways that support the learning process.
- 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

DIGITAL CITIZEN

2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

KNOWLEDGE CONSTRUCTOR

3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

INNOVATIVE DESIGNER

- 4. *Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.***
- 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
 - 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
 - 4c. Students develop, test and refine prototypes as part of a cyclical design process.
 - 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

COMPUTATIONAL THINKER

- 5. *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.***
- 5a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
 - 5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
 - 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
 - 5d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

CREATIVE COMMUNICATOR

- 6. *Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.***
- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
 - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
 - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

GLOBAL COLLABORATOR

- 7. *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.***
- 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
 - 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
 - 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
 - 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.
- RL.K.5 Recognize common types of texts.
- RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

Integration of Ideas and Analysis

- RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.
- RL.K.8 Not applicable to literature.
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.

Integration of Ideas and Analysis

- RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.
- RI.K.8 Begins in grade 1.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

READING FOUNDATIONAL SKILLS

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Handwriting

- RF.K.2 Print upper- and lowercase letters.

Phonological Awareness

- RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- RF.K.5 Read emergent-reader texts with purpose and understanding.

WRITING STRAND

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.

Research

- W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.
- W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4. Speak audibly and express thoughts, feelings, and ideas clearly.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

Language Standards – Grammar Continuum

Skill	K-1
Subject/Verb Agreement	<ul style="list-style-type: none">• Use singular and plural nouns with matching verbs in basic sentences
Nouns	<ul style="list-style-type: none">• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)• Use common, proper, and possessive nouns
Verbs	<ul style="list-style-type: none">• Form frequently occurring verbs• Convey sense of time
Adjectives	<ul style="list-style-type: none">• Use frequently occurring adjectives

Conjunctions	<ul style="list-style-type: none"> • Use frequently occurring conjunctions
Adverbs	
Sentences	<ul style="list-style-type: none"> • Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words
Prepositions	<ul style="list-style-type: none"> • Use frequently occurring prepositions
Pronouns	<ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns
Determiners	<ul style="list-style-type: none"> • Use determiners
Commonly Confused Words	
Interjections	
Phrases & Clauses	
Usage	

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Language Standards – Conventions Continuum

Skill	K-1
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words
References	

Knowledge of Language

L.K.3 (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.

L.K.5 With guidance and support from adults, explore nuances in word meanings.

- a. Sort common objects into categories to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.K.1 With guidance and support, identify details in familiar stories.
- RL.K.2 With guidance and support, identify key details in familiar stories.
- RL.K.3 With guidance and support, identify characters and settings in a familiar story.

Craft and Structure

- RL.K.4 With guidance and support, identify feeling words within a familiar story.
- RL.K.5 With guidance and support, recognize familiar texts.
- RL.K.6 With guidance and support, distinguish between words and illustrations in a story.

Integration of Ideas and Analysis

- RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.

K-12 Not Applicable to Literature

- RL.K.9 With guidance and support, identify the experiences of a character in a familiar story.

Range of Reading and Level of Complexity

- RL.K.10 Actively engage in group reading activities.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.K.1 With guidance and support, identify a detail in a familiar text.
- RI.K.2 With guidance and support, identify the main topic of a familiar text.
- RI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.

Craft and Structure

- RI.K.4 With guidance and support, answer what questions about words in a familiar text.
- RI.K.5 With guidance and support, identify the front cover of the book.
- RI.K.6 With guidance and support, distinguish between words and illustrations in a familiar informational text.

Integration of Ideas and Analysis

- RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- RI.K.8 Begins in grade 1.
- RI.K.9 With guidance and support, identify something that is the same about two familiar texts on the same topic.

Range of Reading and Level of Complexity

- RI.K.10 Actively engage in group reading of informational text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.K.1 Demonstrate emerging understanding of the organization of print.
 - a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom.
 - b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print.
 - c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
- RF.K.2 With guidance and support, selects or produces letters when asked to write.
- RF.K.3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
 - a. With guidance and support, recognize rhyming words.
 - b. With guidance and support, recognize the number of words in a spoken message.
 - c. With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).

Craft and Structure

- RF.K.4 Demonstrate emerging awareness of print.
 - a. With guidance and support, recognize first letter of own name in print.
 - b. With guidance and support, recognize environmental print.
- RF.K.5 Engage in purposeful shared reading of familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.K.3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.
- W.K.4 With guidance and support from adults, explore a variety of digital tools to produce group writing.

Research

- W.K.5 With guidance and support, participate in shared research and writing projects.
- W.K.6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.K.1 Participate in communication with others.
 - a. Communicate directly with supportive adults or peers.
 - b. Participate in multiple-turn communication exchanges with support from adults.
- SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.
- SL.K.3 With guidance and support ask for help when needed.
- SL.K.4 Communicate with adult communication partners.
- SL.K.5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE STANDARDS

Conventions of Standard English

- L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
- L.K.2 Begins in grade 1
- L.K.3 Begins in grade 2
- L.K.4 With guidance and support, demonstrate knowledge of word meanings used in every day routines.
- L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.
 - a. Sort common objects into familiar categories
 - b. Demonstrate understanding of frequently occurring opposites
- L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

K.MEH.1 Remember the association of healthy expression of emotions, mental health, and healthy behavior.

- K.MEH.1.1 Recognize feelings and ways of expressing them.
- K.MEH.1.2 Recall stressors and stress responses.
- K.MEH.1.3 Illustrate personal responsibility for actions and possessions.

PERSONAL AND CONSUMER HEALTH

K.PCH.1 Apply measures for cleanliness and disease prevention.

- K.PCH.1.1 Use steps of correct hand washing at appropriate times throughout the day.
- K.PCH.1.2 Illustrate proper tooth brushing techniques.
- K.PCH.1.3 Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

K.PCH.2 Understand necessary steps to prevent and respond to unintentional injury.

- K.PCH.2.1 Recognize the meanings of traffic signs and signals.
- K.PCH.2.2 Explain the benefits of wearing seat belts and bicycle helmets.
- K.PCH.2.3 Illustrate how to get help in an emergency.
- K.PCH.2.4 Identify appropriate responses to warning signs, sounds, and labels.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

K.ICR.1 Understand healthy and effective interpersonal communication and relationships.

- K.ICR.1.1 Explain reasons for sharing.
- K.ICR.1.2 Compare people in terms of what they have in common and how they are unique.
- K.ICR.1.3 Summarize protective behaviors to use when approached by strangers.
- K.ICR.1.4 Recognize bullying, teasing, and aggressive behaviors and how to respond.

NUTRITION AND PHYSICAL ACTIVITY

K.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

- K.NPA.1.1 Classify foods by groups in MyPlate.
- K.NPA.1.2 Recall foods and beverages beneficial to teeth and bones.
- K.NPA.1.3 Recall activities for fitness and recreation during out of school hours.

K.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

- K.NPA.2.1 Recognize nutrient-dense foods in a list of foods that are culturally diverse.
- K.NPA.2.2 Summarize the importance of a healthy breakfast and lunch.

ALCOHOL, TOBACCO, AND OTHER DRUGS

K.ATOD.1 Understand how to use household products and medicines safely.

- K.ATOD.1.1 Explain what is likely to happen if harmful household products are ingested or inhaled.
- K.ATOD.1.2 Classify things found around the house as medicinal drugs or other (e.g. candy).
- K.ATOD.1.3 Identify adults and professionals who can be trusted to provide safety information about household products and medicines.
- K.ATOD.1.4 Use appropriate strategies to access help when needed in emergencies involving household products and medicines.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

K.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

- PE.K.MS.1.1 Execute recognizable forms of the basic locomotor skills.
- PE.K.MS.1.2 Use recognizable forms of the basic manipulative skills.
- PE.K.MS.1.3 Create transitions between sequential locomotor skills.
- PE.K.MS.1.4 Use non-locomotor and locomotor skills in response to even and uneven rhythms in order to integrate beat awareness.

MOVEMENT CONCEPTS

K.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

- PE.K.MC.2.1 Understand the meaning of words and terms associated with movement.
- PE.K.MC.2.2 Identify one or more of the essential elements of correct form for the five fundamental manipulative skills.
- PE.K.MC.2.3 Use teacher feedback to improve basic motor performance.
- PE.K.MC.2.4 Illustrate activities that increase heart rate.

HEALTH-RELATED FITNESS

K.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

- PE.K.HF.3.1 Recognize one or more of the five health-related fitness assessments and the associated exercises.
- PE.K.HF.3.2 Identify opportunities for increased physical activity.
- PE.K.HF.3.3 Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time.

PERSONAL/SOCIAL RESPONSIBILITY

K.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

- PE.K.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.
- PE.K.PR.4.2 Understand how social interaction can make activities more enjoyable.
- PE.K.PR.4.3 Use safe practices when engaging in physical education activities.

MATHEMATICS

NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

COUNTING AND CARDINALITY

Know number names and the counting sequence.

- NC.K.CC.1 Know number names and recognize patterns in the counting sequence by:
- Counting to 100 by ones.
 - Counting to 100 by tens.
- NC.K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
- NC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.

Count to tell the number of objects.

- NC.K.CC.4 Understand the relationship between numbers and quantities.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
 - Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).
 - State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).
- NC.K.CC.5 Count to answer "How many?" in the following situations:
- Given a number from 1-20, count out that many objects.
 - Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
 - Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
 - Given 10 objects in a scattered arrangement, identify how many.

Compare numbers.

- NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
- NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.

OPERATIONS AND ALGEBRAIC THINKING

Understand addition and subtraction.

- NC.K.OA.1 Represent addition and subtraction, within 10:
- Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.
 - Demonstrate understanding of addition and subtraction by making connections among representations.
- NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:
- Add to/Take From-Result Unknown
 - Put Together/Take Apart (Total Unknown and Two Addends Unknown)
- NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.
- NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.
- NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).
- NC.K.OA.5 Demonstrate fluency with addition and subtraction within 5.

NUMBER AND OPERATIONS IN BASE TEN

Build foundation for place value.

- NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:
- Using objects or drawings.
 - Recording each composition or decomposition by a drawing or expression.
 - Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MEASUREMENT AND DATA

Describe and compare measurable attributes.

- NC.K.MD.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object.
- NC.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Classify objects and count the number of objects in each category.

- NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

GEOMETRY

Identify and describe shapes.

- NC.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
- NC.K.G.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
- NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.

Analyze, compare, create, and compose shapes.

- NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
- NC.K.G.5 Model shapes in the world by:
 - Building and drawing triangles, rectangles, squares, hexagons, circles.
 - Building cubes, cones, spheres, and cylinders.
- NC.K.G.6 Compose larger shapes from simple shapes.

MATHEMATICS

EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The *Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities Non-Regulatory Guidance* states, "...materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors such as, describe, count, identify, etc., should be interpreted to mean that the students will be taught and tested according to their mode of communication."

COUNTING AND CARDINALITY

Know number names and the counting sequence.

- K.CC.1 Use concrete and pictorial representations to count up to 10 items by ones.

Count to tell the number of objects.

- K.CC.4 Demonstrates one to one correspondence by pairing one object with one and only one number and each name with only one object.
- K.CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.

Compare numbers.

- K.CC.6 Identify whether the number of objects in one group is more than, less than, or equal to the number of objects in another group, when the quantities are clearly different.

OPERATIONS AND ALGEBRAIC THINKING

Understand addition and subtraction.

- K.OA.1 Represent addition as putting together, and subtraction as taking away in everyday activities.

MEASUREMENT AND DATA

Describe and compare measurable attributes.

- K.MD.1 Classify objects by attributes, (long, short, heavy, light, big, small).

GEOMETRY

Identify and describe shapes.

- K.G.2 Identify shapes of same size and orientation (circle, square, rectangle, triangle).

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

K.P.1 Understand the positions and motions of objects and organisms observed in the environment.

- K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.
- K.P.1.2 Give examples of different ways objects and organisms move (to include falling to the ground when dropped):
- Straight
 - Zigzag
 - Round and round
 - Back and forth
 - Fast and slow

MATTER: PROPERTIES AND CHANGE

K.P.2 Understand how objects are described based on their physical properties and how they are used.

- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.

- K.E.1.1 Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
- K.E.1.2 Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
- K.E.1.3 Compare weather patterns that occur from season to season.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.

- K.L.1.1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
- K.L.1.2 Compare characteristics of living and nonliving things in terms of their:
- Structure
 - Growth
 - Changes
 - Movement
 - Basic needs

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.K.P.1 Identify positions and motions of familiar objects in the environment.

EX.K.P.1.1 Locate familiar objects in the environment.

EX.K.P.1.2 Indicate the movement of objects in the environment to demonstrate motion (to include falling to the ground when dropped).

- Straight
- Back and forth
- Fast and slow

EX.K.P.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

MATTER: PROPERTIES AND CHANGE

EX.K.P.2 Identify objects by their physical properties.

EX.K.P.2.1 Identify objects by their physical properties as “same” or “different.”

EX.K.P.2.2 Sort objects by observable physical properties (including size, color, shape and texture).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.K.E.1 Explore changes when manipulating objects.

EX.K.E.1.1 Use objects to make things happen (cause/effect).

EX.K.E.1.2 Compare characteristics of objects through observation and action.

EX.K.E.1.3 Combine objects to create different effects.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.K.L.1 Understand basic categories such as plants, animals, people, and objects.

EX.K.L.1.1 Identify animate (moving) and inanimate objects.

EX.K.L.1.2 Identify plant vs. animal.

EX.K.L.1.3 Categorize things as plant, animal, person, or object.

ECOSYSTEMS

EX.K.L.2 Use observation skills to attend to the environment.

EX.K.L.2.1 Use one or more of the senses to shift attention between a person and objects or events.

EX.K.L.2.2 Describe shared objects and events using attributes (big/small, circle/square, red, green, blue), and location (in, on, out, under, off, beside, behind).

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

INQUIRY

Compelling Questions

- I.1.1 Identify inquiry as a process to answer questions and solve issues.
- I.1.2 Recognize a compelling question with prompting and support.
- I.1.3 Explain why or how a compelling question is important to a topic or issue.

Supporting Questions

- I.1.4 Identify what questions are needed to support the compelling question.
- I.1.5 Recognize how supporting questions connect to compelling questions.

Gathering and Evaluating Sources

- I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.
- I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

Developing Claims and Using Evidence (Starting in Grade 3)

Communicating Ideas

- I.1.8 Construct responses to compelling questions using information from sources.

Taking Informed Action

- I.1.9 Identify problems related to the compelling question that students think are important.

BEHAVIORAL SCIENCES

K.B.1 Understand cultural practices in local communities and around the world.

- K.B.1.1 Identify cultural practices in local communities and around the world.
- K.B.1.2 Compare cultural practices of people in local communities and around the world.
- K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.

CIVICS AND GOVERNMENT

K.C&G.1 Understand that people work together to create and follow rules.

- K.C&G.1.1 Explain why people follow rules in the classroom, school, and community.
- K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community.
- K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.
- K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.

ECONOMICS

K.E.1 Analyze basic economic concepts.

- K.E.1.1 Differentiate between needs and wants.
- K.E.1.2 Differentiate between goods and services.

GEOGRAPHY

K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings.

- K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.
- K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.
- K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.

K.G.2 Understand interactions between humans and the environment.

- K.G.2.1 Explain ways people around the world use natural resources.
- K.G.2.2 Explain how the environment influences people to move from place to place.

HISTORY

K.H.1 Understand change over time.

- K.H.1.1 Exemplify ways in which people change over time.
- K.H.1.2 Explain how various events have shaped history.
- K.H.1.3 Compare life in the past to life today within the home, community, and around the world.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.K.G.1 Identify location of familiar objects in the classroom.

EX.G.1.1 Locate areas of the classroom.

EX.G.1.2 Locate familiar objects in the environment.

EX.G.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

ECONOMICS AND FINANCIAL LITERACY

EX.K.E.1 Identify needs of individual and family.

EX.K.E.1.1 Identify the needs of a family.

EX.K.E.1.2 Communicate personal needs.

CIVICS AND GOVERNMENT

EX.K.C&G.1 Understand expectations of participating in a group.

EX.K.C&G.1.1 Demonstrate joint attention with a peer.

EX.K.C&G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

[Standards that are used by all teachers working with English Language Learners]

The North Carolina English Language Development Standard Course of Study is the WIDA English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

- | | |
|------------|---|
| STANDARD 1 | English language learners communicate for Social and Instructional purposes within the school setting. |
| STANDARD 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. |
| STANDARD 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| STANDARD 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. |
| STANDARD 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>.

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners>

Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common idioms across content areas as appropriate vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> developing range of oral phrase and sentence patterns and grammatical structures common to content areas developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of words or expressions used frequently in content areas, as appropriate vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> words, oral phrases, or memorized chunks of oral language used to represent ideas varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for Guidance is organized into the following strands and essential standards.

SOCIO-EMOTIONAL

- SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
- SE.2 Understand the relationship between self and others in the broader world.
- SE.3 Use communication strategies effectively for a variety of purposes and audiences.

COGNITIVE

- C.1 Use creative strategies to make decisions and solve problems.
- C.2 Use analytical strategies to understand situations and make appropriate decisions.

CAREER

- CR.1 Understand the meaning and importance of career self-awareness and career goals.
- CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
- CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
- CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

Proficiency Levels

- Readiness/Exploratory/Discovery (RED)
- Early Emergent/Emergent (EEE)
- Progressing (P)
- Early Independent (EI)
- Independent (I)

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

RED.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- RED.SE.1.1 Understand the importance of self-control and responsibility.
- RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.
- RED.SE.1.3 Contrast rights and responsibilities.

RED.SE.2 Understand the relationship between self and others in the broader world.

- RED.SE.2.1 Identify ways of making and keeping friends.
- RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

RED.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

RED.SE.3.1 Use oral and written communication skills to share information with others.

RED.SE.3.2 Use non-verbal communication skills to share information with others.

COGNITIVE

RED.C.1 Use creative strategies to make decisions and solve problems.

RED.C.1.1 Identify problems that you have encountered or are likely to encounter.

RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

RED.C.2 Use analytical strategies to better understand situations and make appropriate decisions.

RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.

RED.C.2.2 Recognize situations in which peer pressure influences decisions.

CAREER

RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.

RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.

RED.CR.1.2 Use the internet to access career-planning information.

RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

RED.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

RED.CR.2.1 Explore the activities performed and skills used in various occupations.

RED.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.

RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.

RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

RED.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

RED.CR.4.1 Recognize how to interact and work cooperatively in teams and groups.

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.

EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EEE.CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

P.SE.2 Understand the relationship between self and others in the broader world.

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

P.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

P.C.1 Use creative strategies to make decisions and solve problems.

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

P.C.2 Use analytical strategies to understand situations.

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

P.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

P.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

P.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

P.CR.3.1 Describe the effect of work on lifestyle.

P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

P.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

EI.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EI.SE.1.1 Explain the impact of personal responsibility on others.

EI.SE.1.2 Contrast rights, privileges, and responsibilities.

EI.SE.2 Understand the relationship between self and others in the broader world.

EI.SE.2.1 Exemplify respect for individual and cultural differences.

EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

EI.SE.3 Use communication strategies to share information effectively for a variety of purposes and audiences.

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

EI.C.1 Use creative strategies to make decisions and solve problems.

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.
- EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.
- EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

EI.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.
- EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

EI.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.
- EI.CR.3.2 Select course work that is related to your career plan.

EI.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.
- EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

I.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- I.SE.1.1 Explain the role of personal responsibility in leadership.
- I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

I.SE.2 Understand the relationship between self and others in the broader world.

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

I.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

I.C.1 Use creative strategies to make decisions and solve problems.

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

I.C.2 Use analytical strategies to understand situations and make appropriate decisions.

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

I.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.
- I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.
- I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for World Languages are organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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|------------|---|
| STANDARD 1 | Use the language to engage in interpersonal communication.
(Interpersonal communication: Person-to-Person Communication) |
| STANDARD 2 | Understand words and concepts presented in the language.
(Interpretive communication: Listening and Reading) |
| STANDARD 3 | Use the language to present information to an audience.
(Presentational Communication: Speaking and Writing) |
| STANDARD 4 | Compare the students' culture and the target culture. (Culture) |

The following program models are available at Grades K, 1, 2, 3, 4 and 5:

1. Dual & Heritage Language Programs – Dual Language Immersion
2. Foreign Language in the Elementary School (FLES) Programs

For more information regarding program models and proficiency outcomes, please see the Instructional Support Tools at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study/world-languages>

Proficiency Levels

- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

CONNECTIONS TO LANGUAGE & LITERACY

NL.CLL.1 Use the language to engage in interpersonal communication.

- NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.
- NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

NL.CLL.2 Understand words and concepts presented in the language.

- NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
- NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.
- NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.
- NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
- NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

NL.CLL.3 Use the language to present information to an audience.

- NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.
- NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.
- NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

NL.CLL.4 Compare the students' culture and the target culture.

- NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
- NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
- NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

NL.COD.1 Use the language to engage in interpersonal communication.

- NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.
- NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

NL.COD.2 Understand words and concepts presented in the language.

- NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
- NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.
- NL.COD.2.3 Recognize words in groups from other disciplines.

NL.COD.3 Use the language to present information to an audience.

- NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.
- NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.
- NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

NL.COD.4 Compare the students' culture and the target culture.

- NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.
- NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

NL.CMT.1 Use the language to engage in interpersonal communication.

- NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
- NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

NL.CMT.2 Understand words and concepts presented in the language.

- NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.
- NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

NL.CMT.3 Use the language to present information to an audience.

- NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
- NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4 Compare the students' culture and the target culture.

- NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.
- NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.
- NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.
- NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

NM.CLL.1 Use the language to engage in interpersonal communication.

- NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NM.CLL.2 Understand words and concepts presented in the language.

- NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.
- NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.
- NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).
- NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.
- NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

NM.CLL.3 Use the language to present information to an audience.

- NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.
- NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

NM.CLL.4 Compare the students' culture and the target culture.

- NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
- NM.CLL.4.2 Exemplify instances of cognates and loan words.
- NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

NM.COD.1 Use the language to engage in interpersonal communication.

- NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.
- NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

NM.COD.2 Understand words and concepts presented in the language.

- NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.
- NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.
- NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

NM.COD.3 Use the language to present information to an audience.

- NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
- NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.
- NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NM.COD.4 Compare the students' culture and the target culture.

- NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.
- NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

NM.CMT.1 Use the language to engage in interpersonal communication.

- NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.
- NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

NM.CMT.2 Understand words and concepts presented in the language.

- NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.
- NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.
- NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

NM.CMT.3 Use the language to present information to an audience.

- NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
- NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

NM.CMT.4 Compare the students' culture and the target culture.

- NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.
- NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
- NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.
- NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

NH.CLL.1 Use the language to engage in interpersonal communication.

- NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.
- NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.
- NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.
- NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

NH.CLL.2 Understand words and concepts presented in the language.

- NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.
- NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.
- NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

NH.CLL.3 Use the language to present information to an audience.

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.
- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

NH.CLL.4 Compare the students' culture and the target culture.

- NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.
- NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.
- NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

NH.COD.1 Use the language to engage in interpersonal communication.

- NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.
- NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
- NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.COD.2 Understand words and concepts presented in the language.

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.
- NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
- NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NH.COD.3 Use the language to present information to an audience.

- NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.
- NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NH.COD.4 Compare the students' culture and the target culture.

- NH.COD.4.1 Understand cultural practices and perspectives from the target culture.
- NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

NH.CMT.1 Use the language to engage in interpersonal communication.

- NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.
- NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

NH.CMT.2 Understand words and concepts presented in the language.

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

NH.CMT.3 Use the language to present information to an audience.

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

NH.CMT.4 Compare the students' culture and the target culture.

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

IL.CLL.1 Use the language to engage in interpersonal communication.

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

IL.CLL.2 Understand words and concepts presented in the language.

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

IL.CLL.3 Use the language to present information to an audience.

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

IL.CLL.4 Compare the students' culture and the target culture.

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

IL.COD.1 Use the language to engage in interpersonal communication.

- IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
- IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

IL.COD.2 Understand words and concepts presented in the language.

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

IL.COD.3 Use the language to present information to an audience.

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.COD.4 Compare the students' culture and the target culture.

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

IL.CMT.1 Use the language to engage in interpersonal communication.

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

IL.CMT.2 Understand words and concepts presented in the language.

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

IL.CMT.3 Use the language to present information to an audience.

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

IL.CMT.4 Compare the students' culture and the target culture.

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

IM.CLL.1 Use the language to engage in interpersonal communication.

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

IM.CLL.2 Understand words and concepts presented in the language.

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.CLL.3 Use the language to present information to an audience.

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

IM.CLL.4 Compare the students' culture and the target culture.

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

IM.COD.1 Use the language to engage in interpersonal communication.

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

IM.COD.2 Understand words and concepts presented in the language.

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.COD.3 Use the language to present information to an audience.

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
- IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IM.COD.4 Compare the students' culture and the target culture.

- IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.
- IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

IM.CMT.1 Use the language to engage in interpersonal communication.

- IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.
- IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.2 Understand words and concepts presented in the language.

- IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.
- IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

IM.CMT.3 Use the language to present information to an audience.

- IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.
- IM.CMT.3.2 Use the language in school or community activities related to the target culture.

IM.CMT.4 Compare the students' culture and the target culture.

- IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.
- IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.
- IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

IH.CLL.1 Use the language to engage in interpersonal communication.

- IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.
- IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.
- IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.2 Understand words and concepts presented in the language.

- IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.
- IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.
- IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.
- IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

IH.CLL.3 Use the language to present information to an audience.

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students' culture and the target culture.

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

IH.COD.1 Use the language to engage in interpersonal communication.

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

IH.COD.2 Understand words and concepts presented in the language.

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3 Use the language to present information to an audience.

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4 Compare the students' culture and the target culture.

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

IH.CMT.1 Use the language to engage in interpersonal communication.

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

IH.CMT.2 Understand words and concepts presented in the language.

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

IH.CMT.3 Use the language to present information to an audience.

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

IH.CMT.4 Compare the students' culture and the target culture.

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

AL.CLL.1 Use the language to engage in interpersonal communication.

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

AL.CLL.2 Understand words and concepts presented in the language.

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CLL.3 Use the language to present information to an audience.

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

AL.CLL.4 Compare the students' culture and the target culture.

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

AL.COD.2 Understand words and concepts presented in the language.

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

AL.COD.3 Use the language to present information to an audience.

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

AL.COD.4 Compare the students' culture and the target culture.

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

AL.CMT.2 Understand words and concepts presented in the language.

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

AL.CMT.3 Use the language to present information to an audience.

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

AL.CMT.4 Compare the students' culture and the target culture.

- AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
- AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

AM.CLL.1 Use the language to engage in interpersonal communication.

- AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

AM.CLL.2 Understand words and concepts presented in the language.

- AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.
- AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.
- AM.CLL.2.3 Understand how to interpret long, complex texts.
- AM.CLL.2.4 Compare literary and technical writing styles.

AM.CLL.3 Use the language to present information to an audience.

- AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.
- AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.
- AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.
- AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CLL.4 Compare the students' culture and the target culture.

- AM.CLL.4.1 Use dialectical differences to adapt and give presentations.
- AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

AM.COD.1 Use the language to engage in interpersonal communication.

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

AM.COD.2 Understand words and concepts presented in the language.

- AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.
- AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

AM.COD.3 Use the language to present information to an audience.

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

AM.COD.4 Compare the students' culture and the target culture.

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

COMMUNITIES

AM.CMT.1 Use the language to engage in interpersonal communication.

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

AM.CMT.2 Understand words and concepts presented in the language.

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

AM.CMT.3 Use the language to present information to an audience.

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

AM.CMT.4 Compare the students' culture and the target culture.

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.


GARWOOD, BUDA, KNIGHT & ASSOCIATES, INC.

January 19, 2021

To Whom It May Concern:

RE: Insurance Coverage for Education Management and Networks, Inc.

Our team at Garwood, Buda, Knight & Associates Inc. is pleased to provide insurance services for Education Management and Networks, Inc. Garwood, Buda, Knight's Charter School Practice Group specializes in placing insurance programs for Charter Schools.

On behalf of Education Management and Networks, Inc., the following coverages can be secured to meet all requirements by authorizing agencies and/or additional insureds where appropriate. The policies will include a ten 10 day notice of cancellation.

<u>Coverage</u>	<u>Limit</u>
General Liability	\$1,000,000 occurrence \$3,000,000 aggregate
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical loss basis
Employee Benefits Liability	\$1,000,000
Automobile Liability and Physical Damage including underinsured and uninsured as needed	\$1,000,000
Umbrella/Excess Liability above primary program	\$5,000,000
Employment Practices Liability	\$1,000,000 each claim
Educators Legal Liability	\$1,000,000 occurrence \$3,000,000 aggregate
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 occurrence \$3,000,000 aggregate
Crime/Fidelity Coverage	\$500,000
Student Accident Coverage	Primary \$25,000 base plan
Cyber Liability	\$1,000,000

P.O. Box 51517 • Livonia, Michigan 48151 • 313-255-9350 • 1-800-482-4281 • FAX 313-255-2068
 Website: www.gbkinsurance.com • e-mail: gbk@gbkinsurance.com

As requested, all required additional insureds and loss payees can be added to policies upon review. We will only place coverage with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
School Board Legal (D&O)/Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed
General Liability, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage)	When lease agreement is signed or property is purchased (landlord will require General Liability coverage)
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, 313 255-9350.

Sincerely,



Kayo Clifford, CSRM
President
Garwood, Buda, Knight & Associates, Inc.
kclifford@gbkinsurance.com





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

SABER STEM ACADEMY OF CHARLOTTE, INC.

the original of which was filed in this office on the 25th day of April, 2022.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 25th day of April, 2022.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Saber STEM Academy of Charlotte, Inc.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Lorilyn Kaye Coggins

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1700 Progress Lane

City: Charlotte State: NC Zip Code: 28205-5710 County: Macklenburg

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Lorilyn Kaye Coggins</u>	<u>1700 Progress Lane Charlotte NC, 28205-5710 United States</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (248) 327-7673 x204

Number and Street: 1700 Progress Lane

City: Charlotte State: NC Zip Code: 28205-5710 County: Macklenburg

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.

The Secretary of State’s Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 23rd day of April, 2022.

Incorporator Business Entity Name

Lorilyn Kaye Coggins

Signature of Incorporator

Lorilyn Kaye Coggins Incorporator

Type or print Incorporator’s name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>	<u>Cost (Quote)</u>
Comprehensive General Liability	\$1,000,000.00/occurrence	2856
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	4399
Property Insurance	Full Replacement Cost	2308
Automobile Liability	\$1,000,000.00/occurrence	511
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00	5366
Worker's Compensation	\$500,000.00	22794
Other Coverage		
Total Cost		38234

Saber STEM Academy of Charlotte

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K-5	154
Year 2	K-6	198
Year 3	K-7	242
Year 4	K-8	286
Year 5	K-8	308

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
80%	42.20%	12.75%	65%

Date of this notice: 04-25-2022

Employer Identification Number:
88-1946757

Form: SS-4

Number of this notice: CP 575 E

SABER STEM ACADEMY OF CHARLOTTE
SABER STEM ACADEMY
% LORILYN COGGINS
27704 FRANKLIN RD
SOUTHFIELD, MI 48034

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-1946757. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Fadi Deeb, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date April 29, 2022

I, _____, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Background checks will be completed prior to execution of the Charter Contract.

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

MANAGEMENT AGREEMENT

This Management Agreement (hereinafter “Agreement”) is made and entered into as of the ____ day of ____ 202_ by and between Education Management & Networks, Inc. (hereinafter “EMO”), a Michigan corporation, located at 27704 Franklin Road, Southfield, Michigan 48034 and Saber STEM Academy of Charlotte (the “Academy”), a North Carolina public school academy, by and through its Board of Directors (the “Board”).

The following is a recital of facts underlying this Agreement:

The Academy is organized as a public school academy. The Academy has received a contract (the “Contract”) from the North Carolina Department of Public Instruction “Authorizer”) to organize and operate a public school academy.

EMO specializes in providing educational institutions and other organizations with a variety of educational services and products, including management, curriculums, educational programs, teacher training, and technology. The products and services of EMO are designed to serve the needs of a diverse student population.

The Academy and EMO desire to enter into this Agreement, whereby the Academy and EMO will work together to bring educational excellence and innovation to the Greater Charlotte Metropolitan Area, based upon a mutually agreed upon school design, comprehensive educational program, institutional principles and management methodologies.

THEREFORE, it is mutually agreed as follows:

ARTICLE I – TERMS

A. **Term.** This Agreement shall become effective **July 1, 2023**, and shall cover 10 Academic years, with the entire term to end on **June 30, 2033** (the “Term”), except that, no Charter Management (“EMO”) Agreement or Amendment may become effective until and unless the Director of the Authorizer (“CSO”) notifies the Academy in writing that it has reviewed and does not disapprove of the EMO Agreement or Amendment thereto. The term shall not exceed the length of the Contract.

ARTICLE II – CONTRACTUAL RELATIONSHIP

A. **Authority.** The Academy represents that is authorized by law to contract with a non-profit entity to provide educational and management services. The Academy further represents that it has received its charter through North Carolina Department of Public Instruction to organize and operate a public school academy. The Academy is therefore authorized by North Carolina Department of Public Instruction to supervise and control such an academy, and is vested with all powers within applicable law for developing and implementing the Educational Program contemplated in this Agreement.

B. **Contract.** Acting under and in the exercise of such authority, the Academy hereby contracts

with EMO, to provide functions relating to the provision of educational services and management and operation of the Academy in accordance with the terms of this Agreement and the Contract. EMO and the Academy acknowledge that each has reviewed this Agreement and all related documents and that they each shall comply with the terms and conditions set forth in the Contract. Further, EMO and the Academy each represent and warrant that they shall comply with any and all of the terms and conditions set forth in the Contract. The provisions on the Contract shall supersede any competing or conflicting provisions contained in this Agreement.

C. **Status of the Parties.** EMO is a non-profit corporation, and it is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the NCDPI, and is not a division or part of EMO. The relationship between EMO and the Academy is based solely on the terms of this Agreement. The parties intend that the relationship between them created by this Agreement is that of an independent contractor, and that no employee of EMO shall be deemed to be an agent or employee of the Academy except the Academy designates the employees of EMO as agents of the Academy having a legitimate educational interest such that they are entitled to access educational records of Academy students under 20 U.S.C., Section 1232g, the Family Educational Rights and Privacy Act (“FERPA”). EMO will be solely responsible for its acts and the acts of its agents, employees and subcontractors.

ARTICLE III – FUNCTIONS OF EMO

A. **Responsibility.** Under the direction of the Board, EMO shall be responsible for all of the management, operation, administration, and education at the Academy. Such functions include, but are not limited to;

1. Implementation and administration of the educational program previously developed and approved;
2. Recruiting, hiring and employing the principal, teachers, other professional staff and support staff at the Academy;
3. Providing professional development assistance and other training and supervision for the staff at the Academy;
4. Management of all personnel and human resources functions for the staff at the Academy and other support staff who provide services for the Academy;
5. Continued development, review, and implementation of the curriculum at the Academy;
6. Selection and acquisition of instructional materials, equipment and supplies with Academy Board approval;
7. Pupil accounting, as required on official count days and generally during the course of the school year;
8. Accounting and financial services as further specified in this Agreement;

9. Installation of technology integral to the school design, including hardware, software, programming, upgrading, service, networking and maintenance;
10. Advertising for and recruitment of students, and performing all functions associated with enrollment in accordance with Board policies;
11. Cooperation with the Board's legal counsel and independent auditor;
12. Implementation and enforcement of policies established by the Board;
13. Implementation of policies and procedures for the health, safety and welfare of students and other persons at the Academy;
14. Assisting and consulting in the design of strategic plans for the continuing educational and financial benefit of the Academy;
15. Design of an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community, for implementation by the staff at the Academy;
16. All other tasks and responsibilities necessary for the implementation and administration of the Educational Program;
17. Provision of parent education, including seminars on parent skills, communication skills and workshops to improve partnership with parents as directed by the Board.

B. **Subcontracts.** It is anticipated that EMO will utilize subcontracts to provide some of the services it is required to provide to the Academy, EMO shall not subcontract the management, oversight or operation of the teaching and instructional program without the prior approval of the Board. Board approval of other subcontracts is not required unless the cost for these subcontracted services exceeds the funds appropriated for that purpose. EMO will receive no additional fee as a result of subcontracting of any services.

C. **Place of Performance.** EMO reserves the right to perform functions off-site, other than instruction, unless prohibited by state or local law. Functions which may be performed off-site may include but are not limited to purchasing, professional development, and administrative functions. Student records shall be maintained on-site and remain the property of the Academy.

D. **Acquisitions.** All acquisitions made by EMO for the Academy including, but not limited to, instructional and educational materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy. EMO and its subcontractors will comply with the Board's procurement policy as if the Academy were making these purchases directly from a third party supplier and EMO will not include any fees or charges to the cost of the equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions. All supplies, materials, and equipment procured for the Academy by EMO shall be inventoried by an acceptable method of inventory and an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

E. **Student Recruitment.** EMO shall be responsible for the recruitment of students subject to the provisions of the Contract, the Code, and the policies adopted by the Board. Students shall be selected and enrolled in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law. EMO shall follow all applicable procedures regarding student recruitment, enrollment and lottery management, and shall be responsible for publication of appropriate public notices and scheduling open houses.

F. **Student Due Process Hearings.** EMO shall provide students with procedural and substantive due process in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations and the jurisdictional prerogatives of the juvenile justice system. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.

G. **Legal Requirements.** EMO shall provide educational programs that meet the requirements imposed under the Contract and applicable law ("Educational Program"). All services provided by EMO shall comply with applicable law requirements as well as comply with the terms of the Contract.

H. **Rules and Procedures.** The Board shall adopt rules, regulations and procedures applicable to the Academy and EMO is directed to enforce these rules, regulations and procedures. EMO shall assist the Board in its policy making function by recommending to the Board the adoption of reasonable rules, regulations and procedures applicable to the Academy.

1. **School Year and School Day:** The school year and the school day shall be as provided in the Contract and as defined annually by the Board.
2. **Authority:** EMO shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law or is not approved by the Board.
3. **Contract with NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION:** EMO will not act in a manner that will cause the Academy to be in breach of the Contract.
4. **Additional Programs:** The services provided by EMO to the Academy under this Agreement consist of the Educational Program as set forth in the Contract, as the same may change from time to time. The Board may decide to provide additional programs, including but not limited to after school and evening programs, or programs at additional locations pursuant to subsequent amendments to this Agreement and the Contract.
5. **Annual Budget Preparation:** EMO will annually prepare and submit a proposed budget to the Board for the upcoming school year. The budget shall conform to the State of North Carolina's accounting manual and be prepared and maintained in a form satisfactory to the Board and to the Authorizer. The budget shall contain function level detail and comply with public accounting standards applicable to public schools and public school academies in North Carolina and required by applicable law.

The budget shall include anticipated revenues and projected expenses and costs reasonably associated with operating the Academy and the Educational Program including, but not limited to, the projected cost of all services and educational programs provided to the Academy, rent and lease payments, debt service, maintenance and repairs to Academy facilities, supplies and furnishings necessary to operate the Academy, taxes, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the Academy. The proposed budget shall be submitted to the Board no later than the regular Board meeting in MAY of each year, and approved by the Board no later than June 30. The Board has the ultimate authority to approve, reject or amend the proposed budget submitted by EMO, as well as the budget adopted by the Board. EMO may not make deviations from the approved budget without the prior approval of the Board.

ARTICLE IV – OBLIGATIONS OF THE BOARD

- A. **Board Policy Authority.** The Board is responsible for determining the fiscal, governance, and academic policies that apply to the operation of the Academy, including but not limited to policies relative to the conduct of students while in attendance at the Academy or in route to and from the Academy, policies relative to conduct of teachers and other EMO employees while on the premises of the Academy, and policies governing the procurement of supplies, materials and equipment.
- B. **Building Facility.** The Board is responsible for securing the availability of a building facility that complies with all of the requirements of the Contract and applicable law. The Building should be fully functional and furnished to achieve school goals at least six weeks prior to start of school year.
- C. **Legal Counsel.** The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Contract, this Agreement, and applicable law.
- D. **Chief Administrative Officer.** The Board shall select the Chief Administrative officer for the Academy. The Chief Administrative Office shall be a member of the Board. No EMO employee shall be designated as the Chief Administrative Officer of the Academy, although such employee may be a designee of the Chief Administrative Officer for certain purposes enumerated by Board action.
- E. **Audit.** The Board shall select and retain the independent auditor to perform the annual financial audit in accordance with the Contract and applicable state law. EMO shall make all of the Academy's financial and other records available to the Academy's independent auditor.
- F. **Budget.** The Board is responsible for adopting a budget. The Board is responsible for ensuring that it has adequate resources to fulfill its obligations under the Contract, including but not limited to the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel, consultants and employees. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in

attaining the stated budget reserve amount and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time by the Board.

G. **Academy Funds.** The Board shall determine the depository institution of all funds received by the Academy. All funds received by the Academy shall be deposited in the Academy's depository account. Signatories on the depository account shall be Board members properly designated annually by Board resolution.

H. All interest or investment earnings on Academy deposits shall accrue to the Academy.

I. **Governmental Immunity:** The Board shall determine when to assert, waive or not waive its governmental immunity.

J. **Contract with NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION:** The Board will not act in a manner which will cause the Academy to be in breach of the Contract.

ARTICLE V – FINANCIAL ARRANGEMENTS

A. **School Source of Funding.** As a North Carolina public school academy, the source of funding for the Academy is state school aid payments based upon the number of eligible students enrolled in the Academy combined with such other payments as may be available from state and federal sources for specific programs and services.

B. **Other Revenue Sources.** In order to supplement and enhance the state school aid payments and improve the quality of education at the Academy, the Board and EMO, with prior Board approval, shall endeavor to obtain revenue from other sources. In this regard:

1. The Academy and/or EMO shall solicit and receive donations consistent with the mission of the Academy.
2. The Academy and/or EMO may apply for and receive grant money, in the name of the Academy with the prior approval of the Board.
3. To the extent permitted under the Code and with prior Board approval, EMO may charge fees to students for extra services such as summer programs, after school programs and athletics and charge non- Academy students who participate in such programs.

All funds received by EMO or the Academy from such other revenue sources shall inure to and be deemed the property of the Academy, except as otherwise agreed by the parties in writing.

C. **Compensation for Services.** The Academy shall pay EMO an annual management fee for each school year during the term of this Agreement. The amount of this annual fee shall be twelve percent (12%) of the sum of (a) all funds the Academy receives directly (State Aid, 31A, Title I, II, III, etc.) or indirectly (Lunch/Breakfast, Special ED, IDEA, Grants, etc.) attributable to a school year of the Academy during which EMO provides services under this Agreement except

for donations that are made to Academy.. Payments shall be made within five (5) business days of receipt of the Academy of state school aid payments. If necessary, EMO will cooperate with the Academy to modify the exact date of any monthly installment to coordinate with the timing of the receipt of funds by the Academy. Management fee payments will be modified throughout the year, as necessary, based upon changes in estimated revenues of the Academy. Any amendment to the fee shall be documented by an amendment to this Agreement and submission of the proposed amendment to Authorizer for review consistent with the Contract. Should the system of funding the Academy change significantly, the parties reserve the right to renegotiate the Agreement.

All state school aid funds and grants received by the Board shall be made available to EMO within five days of receipt thereof, with the exception of funds needed to pay EMO's management fee and funds required for payment of other Board obligations including payment for the, Board attorney, independent auditor. One-eleventh of the amount budgeted for such Board obligations shall be withheld from each of the eleven state school aid payments, and adjusted through the year based upon changes in budget estimates.

D. **Reasonable Compensation.** EMO's compensation under this Agreement is reasonable compensation for services rendered. EMO's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy.

E. **Payment of Educational Program Costs.** In addition to the fee in Article V(C), the Academy shall reimburse EMO for all costs reasonably incurred and paid by EMO in providing the Educational Program at the Academy, consistent with the Board approved budget. Such costs shall include, but shall not be limited to, salaries and fringe benefits for all personnel, curriculum materials, professional development, Central Office Services (which would include, but are not limited to payment of Academy executive administration salaries, compliance, human resources and payroll services) solely for the benefit of the Academy, textbooks, library books, computer and other equipment, software, supplies utilized at the Academy for educational purposes, services provided pursuant to subcontract, maintenance, utilities, and marketing and development costs. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy's program and shall not include any costs for the marketing and development of EMO. In paying costs on behalf of the Academy, EMO shall not charge any added fee. The Academy shall not reimburse EMO for any costs incurred or paid by EMO as a result of services provided or actions taken pursuant to this Agreement unless otherwise specifically indicated herein. EMO shall present proper documentation to the Board on a monthly basis of all expenses incurred pursuant to this Agreement for approval by the Board. At its option, the Board may advance funds to EMO for fees and expenses associated with the Academy's operation, provided that documentation for the fees and expenses is provided to the Board within thirty (30) days after expenses are incurred. Any costs reimbursed to EMO that are determined by an independent audit not to be incurred on behalf of the Educational Program of the Academy shall be promptly returned to the Academy by EMO.

F. **EMO Costs.** EMO shall not be reimbursed for any corporate expenses of EMO or expenses not related to providing the Education Program at the Academy.

G. **Other Public School Academies.** The Academy acknowledges that EMO may enter

into management agreements with other public school academies. EMO shall separately account for reimbursable expenses incurred on behalf of the Academy and other public school academies and only charge the Academy for expenses incurred on behalf of the Academy.

H. **Financial Reporting.** EMO shall be responsible for performing the functions and duties described in this section. On a monthly basis, EMO shall provide the Board with financial statements that (at a minimum) include: balance sheet, and an object level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances; along with the prior month check register. This report shall be prepared in advance of the Board meeting to be available for Board packets sent to Board members, and its designees, in preparation for Board meetings. EMO shall provide special reports as necessary to keep the Board informed of changing conditions. In addition, the monthly bank reconciliation shall be provided to the Board upon request.

I. **Audit Report Information.** EMO will make all of its records related to the Academy available to the independent auditor selected by the Board. EMO corporate records, office records, tax records and profit and loss statements are excluded.

J. **Access to Records.** EMO shall keep accurate information pertaining to its operation and management of the Academy and retain all of information records in accordance with applicable law. Such information including without limitation information specified in the Contract, shall be available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract and applicable law. All financial, education and student records pertaining to the Academy, as well as copies of minutes of both regular and closed sessions of the Board and all required compliance materials, are Academy property, and subject to disclosure at the Academy's request and such records shall be kept reasonably retrievable to satisfy statutory or contractual requests, and subject to applicable provisions of the North Carolina Freedom of Information Act. EMO may retain copies of records necessary to document the services provided to the Academy and its actions under the Agreement in accordance with applicable law. EMO and the Academy shall maintain the proper confidentiality of personnel, student and other records as required by law. All Academy records shall be stored, in physical form, on-site at the Academy's physical facilities or be directly accessible at the Academy's physical facilities. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook shall be maintained physically on-site or be directly accessible at the Academy's physical facilities. The financial, educational, operational and student records pertaining to the Academy are public documents subject to disclosure in accordance with the provisions of applicable law. This Agreement shall not be construed to restrict the Academy's independent auditor's, the Authorizer's, or the Authorizer's independent auditor's, or the public's access to these records as required by law or the Contract.

Additionally, on an annual basis, EMO shall provide to the Board with the same information that a school district is required to disclose and any other information as deemed necessary by the Academy Board to fully satisfy its obligations under the Contract. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Department of Education..

ARTICLE VI – PERSONNEL AND TRAINING

A. **Personnel Responsibility.** EMO shall have the sole responsibility and authority to determine staffing levels, subject to the Board approved budget and Board approval of the number of classrooms and students per classroom, and to select, evaluate, assign, discipline and transfer personnel, consistent with state and federal law. All personnel must meet legally required certification and qualification requirements for their positions including criminal background and unprofessional conduct checks. With the exception of Board employees, if any, EMO shall be the employer of all individuals working at or for the Academy and will be responsible for the payment of all costs attributable to these employees, including wages, salaries, fringe benefits, unemployment costs, workers compensation costs, and liability insurance costs, subject to reimbursement pursuant to Article V, Paragraph E. EMO is prohibited from executing contracts with its staff assigned to the Academy (including by way of example and not limitation, teachers, administrators, counselors and the like) that contain noncompete and/or non-solicitation agreements of any nature.

B. **School Administrator.** Because the accountability of EMO to the Academy is an essential foundation of this partnership, and because the responsibility of the School Administrator is critical to its success, EMO will have the authority, consistent with state law, to select and supervise the School Administrator and to hold him or her accountable for the success of the Academy. The employment contract with the School Administrator, and the duties and compensation of the School Administrator shall be determined by EMO. EMO with the assistance of the School Administrator will, in turn, have the authority to select and hold accountable the teachers in the Academy.

C. **Teachers.** Subject to the Contract and limitations contained in Article VI, Paragraph A, prior to the commencement of each school year, and from time to time thereafter, EMO shall determine the number of teachers required for the operation of the Academy. The curriculum taught by such teachers shall be the curriculum approved by the Board and set forth in the Contract. Such teachers may, in the discretion of EMO work at the Academy on a full or part-time basis. If assigned to work for the Academy on a part-time basis, such teachers may also work at other schools managed by EMO. Each teacher assigned to or retained to work at the Academy shall hold a valid teaching certificate or permit issued by the State Board of Education under the Code, to the extent required under the Code, and shall meet all other requirements of state law and federal law.

D. **Support Staff.** Subject to the Board approved budget, prior to the commencement of each school year, and from time to time thereafter, EMO shall determine the number and functions of support staff required for the operation of the Academy. EMO shall hire and provide the Academy with such support staff, qualified in the areas required, as are required by the Academy. Such support staff may, at the discretion of EMO work at the Academy on a full-time or part-time basis. If assigned to the Academy on a part-time basis, such support staff may also work at other schools operated by EMO

E. **Training.** EMO shall provide training in its methods, program, curriculum and technology adopted by the Board, to all teaching personnel, on a regular and continuous basis. Non-instructional personnel shall receive such training as EMO determines as reasonable and necessary under the circumstances.

F. **Leased Employees.** If at any time during the Term of this Agreement EMO leases employees to the Academy, EMO shall ensure that its contract with the employee leasing company states that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations. EMO shall provide legal confirmation to the Academy Board that the employment structure qualifies as employee leasing.

G. **Evaluation.** EMO shall adopt, implement and maintain a performance evaluation system for all required personnel as required by applicable law.

ARTICLE VII – ADDITIONAL PROGRAMS

A. **Additional Programs.** The services provided by EMO to the Academy under this Agreement consist of the Educational Program during the school year and school day as set forth in the Contract. EMO, in cooperation with the Academy, may provide additional programs including, but not limited to, adult and community education, pre-kindergarten, summer school, and latch-key programs, on such terms and conditions as EMO and the Academy deem mutually agreeable. The Academy shall be responsible for obtaining the written consent of the Authorizer whenever required under the Contract when any change requires such consent.

B. **Food Services and Transportation.** EMO may, at its discretion, may provide food service and transportation services to students at the Academy, provided, however, such cost must be able to be passed on to the students or fully reimbursed by appropriate funding.

ARTICLE VIII – TERMINATION OF AGREEMENT

A. **Termination by EMO.** EMO may terminate this Agreement with cause prior to the end of the term specified in Article I in the event that the Academy fails to remedy a material breach within sixty (60) days after notice from EMO. A material breach may include, but is not limited to, failure to make payment to EMO as required by this Agreement, or failure to give reasonable consideration to the personnel, curriculum, program, or similar material recommendations of EMO regarding the operation of the Academy, a violation of the Agreement or applicable law. Upon such termination, EMO shall have the option to reclaim any usable property or equipment (e.g., copy machines, personal computers) installed by EMO and not paid for by the Academy, or to reclaim the depreciated cost of such equipment. Provided, however, all textbooks and instructional materials and any office operating assets, to the extent paid for by the Academy shall remain the property of the Academy.

B. **Termination by the Board.** The Board may terminate this Agreement after sixty (60) days prior written notice to EMO upon the occurrence of any of the following:

1. If EMO shall cease to be approved by the Authorizer to render services under this Agreement;
2. In the event that EMO or any of its Shareholders, and/or Board of Directors shall be guilty of felony or fraud, gross dishonesty, or other act of gross misconduct in the

rendering of services under the Agreement;

3. In the event that EMO fails to remedy a material breach of its duties or obligations under this Agreement within sixty (60) days after written notice of the breach is provided to EMO by Academy;

Upon such termination, EMO shall have the option to reclaim any usable property or equipment (e.g. copy machines, personal computers) installed by EMO and not paid for by the Academy or to reclaim the depreciated cost of such equipment. Provided, however, all textbooks and instructional materials and any office operating assets, to the extent paid for by the Academy shall remain the property of the Academy. Costs related to the operation of the Academy up to the date of termination shall be reimbursed to EMO.

Notwithstanding the foregoing, this Agreement may be terminated by either party immediately in the event that the Contract is revoked or terminated by the Authorizer for any reason. In addition, this Agreement may also be terminated by either party immediately in the event the other party is declared bankrupt or insolvent, or makes an assignment for the benefit of its creditors, or if a receiver is appointed or any proceedings are commenced, voluntary or involuntary, by or against such party under bankruptcy or similar law and such status is not cured within sixty (60) days from its occurrence. The EMO shall notify the Board if any principal or officer of the EMO, or the EMO (including any related organizations or organizations in which a principal or officer of the EMO served as a principal or officer) as a corporate entity, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

C. **Change in Law.** If any federal, state, or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of this Agreement, and if the parties are unable or unwilling to renegotiate the terms within ninety (90) days after the notice, the party requiring the renegotiation may terminate this Agreement on thirty (30) days further written notice.

D. **Termination or Expiration.** Upon termination or expiration of this Agreement, all equipment whether purchased by the Academy or by EMO with state school aid funds or other funds secured by the Academy, shall remain the exclusive property of the Academy. EMO shall be entitled (a) to reclaim any usable property or equipment (e.g., desks, computers, copying machines, fax machines, telephones), installed by EMO that were purchased by EMO with EMO funds, or (b) to accept payment for any such property, at the sole option of the Academy. If the Academy chooses to purchase such property, the purchase price shall be either the fair market value of such property determined as of the effective date of the termination or expiration of this Agreement or the depreciated cost of such equipment, whichever is less. Fixtures and building alterations shall become the property of the building owner.

E. **Effective Date of Termination.** In the event this Agreement is terminated by either party prior to the end of the Term specified in Article I, absent unusual and compelling circumstances, the termination will not become effective until the end of that school year. EMO shall upon termination, without charge (i) close the books on the then-current fiscal quarter; (ii) organize and prepare the Academy's records for transition to the new EMO; (iii) organize and prepare student records for transition to the new EMO; and (iv) provide for the orderly transition of employee

compensation and benefits to the new EMO without disruption to staffing.

F. **Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, EMO shall provide the Academy reasonable assistance for up to 90 days to assist in the transition. The Academy shall pay EMO a reasonable fee of \$1,500/Day for such transition services, to be reasonably agreed upon by the parties prior to any transition period.

ARTICLE IX – INDEMNIFICATION

A. **Indemnification of EMO.** To the extent permitted by law, the Academy shall indemnify and hold EMO (which term for purposes of this Paragraph A, includes EMO's officers, directors, and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse EMO for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to EMO.

B. **Limitations of Liabilities.** The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

C. **Indemnification of the Academy.** EMO shall indemnify and hold the Academy (which term for purposes of this Paragraph C, includes the Academy's officers, directors, agents and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by EMO with any agreements, covenants, warranties, or undertakings of EMO contained in or made pursuant to this Agreement, including any and all employment related claims, demands or suits by EMO employees, former employees or applicants; and any misrepresentation or breach of the representations and warranties of EMO contained in or made pursuant to this Agreement. In addition, EMO shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the Academy.

D. **Indemnification for Negligence.** To the extent permitted by law, the Academy shall indemnify and hold harmless EMO, Board of Directors, owners, partners, officers, employees, agents and representatives, from any and all claims and liabilities which EMO may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. EMO shall indemnify and hold harmless the Academy, and the Academy's Board of Directors, officers, employees, agents or representatives, from any and all claims and liabilities which the Academy may incur, and which arise out of the negligence of EMO's directors, officers, employees, agents or representatives.

E. **Indemnification of North Carolina Department of Public Instruction.** The parties acknowledge and agree that the North Carolina Department of Public Instruction and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for

purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless North Carolina Department of Public Instruction and its members, officers, employees, agents or representatives from all claims, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Saginaw Valley State University, which arise out of or are in any manner connected with North Carolina Department of Public Instruction' approval of the Academy's application, the North Carolina Department of Public Instruction' consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by North Carolina Department of Public Instruction members, officers, employees, agents or representatives, upon information supplied by the Academy or the Educational Management Organization, or which arise out of the failure of the Academy to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that North Carolina Department of Public Instruction members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement.

ARTICLE X – INSURANCE

EMO shall maintain such policies of insurance as required by the Contract. In the event NCDPI requests any change in coverage by educational management companies, EMO agrees to comply with any change in the type of or amount of coverage, as requested, within thirty (30) days after notice of the insurance coverage change. In addition, in the event that the Authorizer modifies the level, type, scope or other aspects of such insurance coverage, then EMO shall undertake like and similar modifications within 30 days of being notified of such change. EMO shall comply with the information and for reporting requirements under the terms and conditions of each of the aforesaid policies of insurance. EMO's insurance is separate from and in addition to the insurance the Academy Board is required to obtain under the Contract. EMO shall comply with the information and for reporting requirements under the terms and conditions of each of the policies of insurance required hereunder. EMO shall ensure that the Academy and Saginaw Valley State University are both named as additional insureds on the policies required herein. Such policies shall not be changed, revoked, or modified absent thirty (30) days' notice to the Authorizer. EMO shall purchase additional coverage on policies if reasonably requested by the Academy, the Authorizer, or required by law.

The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the insurance coverages and amounts set forth in the Contract.

ARTICLE XI – WARRANTIES AND REPRESENTATIONS

The Academy and EMO each represent that it has the authority under law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement.

ARTICLE XII – DISPUTE RESOLUTION PROCEDURE-ARBITRATION

All disputes between the parties, concerning any alleged breach of this Agreement, or arising out of or relating to the interpretation of this Agreement or the party's performance of their respective obligations under this Agreement, shall be submitted to arbitration. Unless the parties agree upon a single arbitrator, the arbitration panel shall consist of three persons, including one person who is selected or recommended by the Academy, and one selected by EMO. The arbitration shall be conducted in accordance with the commercial Arbitration Rules of the American Arbitration Association, with such variations as the parties and arbitrators unanimously accept. The parties shall be responsible for their own respective costs and attorney fees.

ARTICLE XIII – MISCELLANEOUS

A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and EMO.

B. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered, or otherwise made impracticable, or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

C. **Notices.** All notices, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses as set forth below, or at such other address as may be furnished by a party to the other party:

If to EMO:

Ahmed Saber, Executive Director
Education Management & Networks, Inc.
27704 Franklin Road
Southfield, North Carolina 48034

If to Saber STEM Academy of Charlotte:

Board President
Saber STEM Academy of Charlotte
1700 Progress Lane
Charlotte NC 28205

D. **Severability.** The invalidity of any of the covenants, phrases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement. Such invalid covenant, phrase or clause shall be replaced, or the remaining provisions construed so as to represent the parties' original intent as nearly as possible.

E. **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit

of the parties and their respective successors and assigns.

F. **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services. The Board and EMO may not substantially amend this Agreement without notifying the University President. No amendment shall be contrary to this section and shall be accompanied by a Legal Opinion. Whether or not substantial, the Academy shall submit to the University President Designee all amendments to the management contract within 10 days after such amendment.

G. **Non-Waiver.** No failure of a party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

H. **Assignment.** This Agreement may not be assigned or assignable to any third party.

I. **Survival of Termination.** All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

J. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the laws of the State of North Carolina.

K. **Confidential Information and Proprietary Rights.** The parties hereby agree and acknowledge that, in the course of performing this Agreement, certain confidential information or trade secrets, including, but not limited to, know-how, curriculum design and implementation, operational techniques, technical information, computer software, training materials, training methods and practices, all of which are considered to be confidential in nature (the "Confidential Information") may be disclosed to one another. The parties therefore agree, subject to the requirements and/or limitations of the Contract, the Freedom of Information Act or any other applicable law, that any Confidential Information communicated to or received or observed by a party hereto shall be in confidence and not disclosed to others or used for such party's benefit without the prior written consent of the other party. In addition, all Confidential Information disclosed to or observed or received by a party shall at all times remain the property of such party, and all documents, together with any copy or excerpt thereof, shall be promptly returned to such party upon request. The parties acknowledge and agree that this provision shall survive the termination or expiration of this Agreement. The parties acknowledge and agree that the Academy owns all proprietary rights to curriculum or educational materials that (i) are directly developed and/or paid for by the Academy; or (ii) developed by EMO at the direction of the Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials, and that EMO owns (i) all curriculum or educational materials previously developed or copyrighted by EMO; or (ii) curriculum or educational materials that are developed by EMO using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials. Notwithstanding the foregoing, EMO's educational materials and teaching techniques used by or at the Academy may be subject to disclosure under the Code, the Contract or the North Carolina Freedom of Information Act to the extent required thereby.

L. **Board Authority.** No provision of this Agreement shall interfere with the Board’s duty to exercise its constitutional, statutory, contractual and fiduciary responsibilities governing the operation of the Academy. No provision of this Agreement shall prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

M. **Other Financial Relationships.** Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and EMO shall be contained in a document separate from this Agreement. EMO does not enter this Agreement with an interest in entering into promissory notes or other financing agreements and is not expected by the Academy to serve as guarantor for promissory notes or other financing agreements through other lenders.

The parties have executed this Agreement as of the day and year first above written.

Education Management & Networks, Inc.

ACADEMY BOARD OF DIRECTORS

By: _____

By: _____

Ahmed Saber, President
Education Management & Networks, Inc.

Board President
Saber STEM Academy of Charlotte

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Abdulla Darwish, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Abdulla Darwish Date April 29, 2022

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Background checks will be completed prior to execution of the Charter Contract.

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Saber STEM Academy of Charlotte

2. Full name: Fadi Deeb

Home Address: 2172 Galloway Ln SW, Charlotte, NC 28025

Business Name and Address: Wells Fargo

Telephone No.: 704-650-5283

E-mail address: Fadideeb@hotmail.com

3. Brief educational and employment history.

AAS in Computer Science, Currently with Wells Fargo as a Data Analyst, previous VP for Bank of America

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Through a collaboration between the Al Nour Community Center, Education Management & Networks, Inc. and the proposed Saber STEM Academy of Charlotte, local community

members were asked for their willingness to serve a member of the Board of Directors for a K-8 school designed to serve an immigrant community that continues to grow in the Charlotte community.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are volunteers who serve to govern the academy – setting policy and providing oversight and fiduciary responsibility.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served in various capacities with other non-profit and community based organizations the provides me with relevant experience.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of the community needs, teaching experience, and prior community organization experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse.

2. What is your understanding of the school's proposed educational program?

The **vision** at Saber STEM Academy of Charlotte is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate

success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA.

3. What do you believe to be the characteristics of a successful school?

A good school must...

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

4. How will you know that the school is succeeding (or not) in its mission?

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment (TNReady) data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s) .

Standard 3: Using a recognized value-added assessment, SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and

- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Governance

1. Describe the role that the board will play in the school's operation.

The Board will make sure that all students learn and that nothing illegal, unethical or imprudent is allowed.

2. How will you know if the school is successful at the end of the first year of operation?

The school will comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

3. How will you know at the end of five years of the schools is successful?

The school will continue to comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Exercise the duty of oversight, the duty of loyalty and the duty of obedience. Govern the school and let the EMO manage the day-to-day operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak up at a board meeting and discuss the situation.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Not applicable.

Certification

I, Fadi Deeb, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Saber STEM Academy of Charlotte Charter School is true and correct in every respect.

Signature: 

Date: April 29, 2022

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Saber STEM Academy of Charlotte

2. Full name: Eyad Ibrahim Shakhtour

Home Address: 13700 Portpatrick Lane, Charlotte, MI 28105

Business Name and Address: Wells Fargo

Telephone No.:

E-mail address: franklinautoex@gmail.com

3. Brief educational and employment history.

Owner of an Automotive Dealership – Frankin Auto

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Through a collaboration between the Al Nour Community Center, Education Management & Networks, Inc. and the proposed Saber STEM Academy of Charlotte, local community members were asked for their willingness to serve a member of the Board of Directors for a

K-8 school designed to serve an immigrant community that continues to grow in the Charlotte community.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are volunteers who serve to govern the academy – setting policy and providing oversight and fiduciary responsibility.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served in various capacities with other non-profit and community based organizations the provides me with relevant experience.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of the community needs, teaching experience, and prior community organization experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse.

2. What is your understanding of the school's proposed educational program?

The **vision** at Saber STEM Academy of Charlotte is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA.

3. What do you believe to be the characteristics of a successful school?

A good school must...

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

4. How will you know that the school is succeeding (or not) in its mission?

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment (TNReady) data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s) .

Standard 3: Using a recognized value-added assessment, SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and
- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Governance

1. Describe the role that the board will play in the school's operation.

The Board will make sure that all students learn and that nothing illegal, unethical or imprudent is allowed.

2. How will you know if the school is successful at the end of the first year of operation?

The school will comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

3. How will you know at the end of five years of the schools is successful?

The school will continue to comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Exercise the duty of oversight, the duty of loyalty and the duty of obedience. Govern the school and let the EMO manage the day-to-day operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak up at a board meeting and discuss the situation.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Not applicable.

Certification

I, Eyad Shakhtour, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Saber STEM Academy of Charlotte Charter School is true and correct in every respect.

Signature: *Eyad Shakhtour*

Date: April 29, 2022

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney:

Gregory M. Meihn

- Date of Review:

April 29, 2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- Dr. Bassem Obeid
- Dr. Mohamed Sanjak
- Abdullah Darwish
- Fadi Deeb
- _____
- _____
- _____
- _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: To be determined at a later date

- Date of Review: To be completed at a later date

- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- Dr. Bassem Obeid
- Dr. Mohamed Sanjak
- Abdullah Darwish
- Fadi Deeb
- _____
- _____

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
 - Name of the Contact for Selected EMO/CMO: Ahmed Saber, CEO
 - Date of Review: April 29, 2022
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Dr. Bassem Obeid
 - Dr. Mohamed Sanjak
 - Abdullah Darwish
 - Fadi Deeb
 - _____
 - _____

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
 - Name of the Contact: Not applicable
 - Name of the Selected Financial Service Provider: Not applicable
 - Date of Review: Not applicable
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Dr. Bassem Obeid
 - Dr. Mohamed Sanjak
 - Abdullah Darwish
 - Fadi Deeb
 - _____
 - _____

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
 - Name of the Contact: Not applicable
 - Name of the Selected PowerSchool Service Provider: Not applicable
 - Date of Review: Not applicable
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - Dr. Bassem Obeid
 - Dr. Mohamed Sanjak
 - Abdullah Darwish
 - Fadi Deeb
 - _____

Certification

I, Bassem Obeid, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Saber STEM Academy of Charlotte Charter School is true and correct in every respect.

Signature Bassem Obeid

Date: April 29, 2022

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Saber STEM Academy of Charlotte

2. Full name: Dr. Mohamed Sanjak

Home Address: 2126 Providence Road, Charlotte NC 28211

Business Name and Address: Neurosciences Institute Neurology, 1010 Edgehill Road N, Charlotte NC 28207

Telephone No.: 704-468-0101

E-mail address: mssanjak@yahoo.com

3. Brief educational and employment history.

Licensed physician working at Neurosciences Institute - Neurology

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Through a collaboration between the Al Nour Community Center, Education Management & Networks, Inc. and the proposed Saber STEM Academy of Charlotte, local community

members were asked for their willingness to serve a member of the Board of Directors for a K-8 school designed to serve an immigrant community that continues to grow in the Charlotte community.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are volunteers who serve to govern the academy – setting policy and providing oversight and fiduciary responsibility.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served in various capacities with other non-profit and community based organizations the provides me with relevant experience.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of the community needs, teaching experience, and prior community organization experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse.

2. What is your understanding of the school's proposed educational program?

The **vision** at Saber STEM Academy of Charlotte is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate

success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA.

3. What do you believe to be the characteristics of a successful school?

A good school must...

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

4. How will you know that the school is succeeding (or not) in its mission?

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment (TNReady) data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s) .

Standard 3: Using a recognized value-added assessment, SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and

- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Governance

1. Describe the role that the board will play in the school's operation.

The Board will make sure that all students learn and that nothing illegal, unethical or imprudent is allowed.

2. How will you know if the school is successful at the end of the first year of operation?

The school will comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

3. How will you know at the end of five years of the schools is successful?

The school will continue to comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Exercise the duty of oversight, the duty of loyalty and the duty of obedience. Govern the school and let the EMO manage the day-to-day operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak up at a board meeting and discuss the situation.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Not applicable.

Certification

I, Mohamed Sanjak, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Saber STEM Academy of Charlotte Charter School is true and correct in every respect.

Signature: *Mohamed Sanjak*

Date: April 29, 2022

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Saber STEM Academy of Charlotte

2. Full name: Bassam Obeid

Home Address: 7609 Glencannon Drive

Business Name and Address: Charlotte Islamic Academy, 8310 Harrisburg Road, Charlotte NC 28215

Telephone No.: 704-293-2512

E-mail address: Obeidbassam@yahoo.com

3. Brief educational and employment history.

Ph.D and currently works as a teacher at the Charlotte Islamic Academy

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Through a collaboration between the Al Nour Community Center, Education Management & Networks, Inc. and the proposed Saber STEM Academy of Charlotte, local community members were asked for their willingness to serve a member of the Board of Directors for a

K-8 school designed to serve an immigrant community that continues to grow in the Charlotte community.

6. What is your understanding of the appropriate role of a public charter school board member? Board members are volunteers who serve to govern the academy – setting policy and providing oversight and fiduciary responsibility.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served in various capacities with other non-profit and community based organizations the provides me with relevant experience.
8. Describe the specific knowledge and experience that you would bring to the board. Knowledge of the community needs, teaching experience, and prior community organization experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse.

2. What is your understanding of the school's proposed educational program?

The **vision** at Saber STEM Academy of Charlotte is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art

facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA.

3. What do you believe to be the characteristics of a successful school?

A good school must...

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

4. How will you know that the school is succeeding (or not) in its mission?

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four standards:

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- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Governance

1. Describe the role that the board will play in the school's operation.

The Board will make sure that all students learn and that nothing illegal, unethical or imprudent is allowed.

2. How will you know if the school is successful at the end of the first year of operation?

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Exercise the duty of oversight, the duty of loyalty and the duty of obedience. Govern the school and let the EMO manage the day-to-day operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak up at a board meeting and discuss the situation.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Not applicable.

Certification

I, Bassam Obeid, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Saber STEM Academy of Charlotte Charter School is true and correct in every respect.

Signature: *Bassam Obeid*

Date: April 29, 2022

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Saber STEM Academy of Charlotte

2. Full name: Abdullah Darwish

Home Address:

Business Name and Address: Abdulla Darwish CPA , 4801 E. Independence Blvd, Suite 508, Charlotte NC 28212

Telephone No.: 704-451-4739

E-mail address: adcpapc@yahoo.com

3. Brief educational and employment history.
Certified Public Accountant

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Through a collaboration between the Al Nour Community Center, Education Management & Networks, Inc. and the proposed Saber STEM Academy of Charlotte, local community

members were asked for their willingness to serve a member of the Board of Directors for a K-8 school designed to serve an immigrant community that continues to grow in the Charlotte community.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are volunteers who serve to govern the academy – setting policy and providing oversight and fiduciary responsibility.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served in various capacities with other non-profit and community based organizations the provides me with relevant experience.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of the community needs, teaching experience, and prior community organization experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Saber STEM Academy of Charlotte will provide high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive, nurturing environment advancing student achievement through collaboration, innovation, passion, and thoughtful discourse.

2. What is your understanding of the school's proposed educational program?

The **vision** at Saber STEM Academy of Charlotte is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors. Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate

success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA.

3. What do you believe to be the characteristics of a successful school?

A good school must...

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

4. How will you know that the school is succeeding (or not) in its mission?

Saber STEM Academy of Charlotte will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment (TNReady) data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s) .

Standard 3: Using a recognized value-added assessment, SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and

- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

Governance

1. Describe the role that the board will play in the school's operation.

The Board will make sure that all students learn and that nothing illegal, unethical or imprudent is allowed.

2. How will you know if the school is successful at the end of the first year of operation?

The school will comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

3. How will you know at the end of five years of the schools is successful?

The school will continue to comply with its charter contract, state laws and federal regulations. Students will demonstrate achievement in accordance with Charter Contract goals and there will be proper spending and accounting of funds.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Exercise the duty of oversight, the duty of loyalty and the duty of obedience. Govern the school and let the EMO manage the day-to-day operations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Speak up at a board meeting and discuss the situation.

*Please include the following with your Information Form

- a ***one page*** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Not applicable.

Certification

I, Abdullah Darwish, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Saber STEM Academy of Charlotte Charter School is true and correct in every respect.

Signature: *Abdullah Darwish*

Date: April 29, 2022

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Eyad Ibrahim Shakhtour, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____ Date April 29, 2022

I, _____, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature Eyad I Shakhtour Date April 29, 2022

Background checks will be completed prior to execution of the Charter Contract.

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Mohamed Sanjak, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____ Date April 29, 2022

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature Mohamed Sanjak Date April 29, 2022

Background checks will be completed prior to execution of the Charter Contract.

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

BYLAWS

OF

Saber STEM Academy of Charlotte

ARTICLE I

NAME

This organization shall be called Saber STEM Academy of Charlotte (the “Academy” or the “Corporation”), which shall be a North Carolina public school academy authorized by North Carolina Department of Instruction.

ARTICLE II

FORM OF CORPORATION

The Academy is organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in Charlotte, County of Mecklenburg, State of North Carolina.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the state of North Carolina, and be the business office of the registered agent.

ARTICLE IV

BOARD OF DIRECTORS; MEETINGS; FISCAL YEAR

Section 1. General Powers. The business, property, and affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors may delegate such powers to the officers of the Board of Directors as it deems necessary and to the extent permitted by applicable law.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by North Carolina Department of Instruction. Subsequently, the Board of Directors of the Corporation shall nominate a list of potential members of the Board of Directors equaling at least twice the number of vacancies on the Board of Directors. Provided the Board of Directors submits the list of nominees at least forty-

five (45) days before the planning sessions for the Authorizer Board meetings, the Authorizer shall select members from the list of nominees at any of its meetings. In the event that a vacancy causes the Board of Directors to be unable to have a quorum, the Authorizer may accept the list of nominees and make an appointment at its next regularly scheduled meeting. When the nominations are forwarded to the Authorizer, they shall be accompanied by the nominees' resume, and each nominee shall be available for interview by the Authorizer or its designee. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three (3) years, 1/3 shall be appointed for a term of two (2) years, and the remainder shall be appointed for a term of one (1) year. At the first meeting, the Board of Directors shall designate which members of the initial Board of Directors shall serve one (1), two (2), and three (3) year terms. The length of term of the members of the Board of Directors shall commence with the first meeting of the Board of Directors. The initial terms shall commence on the day of appointment and shall continue until June 30 of the respective term year. Subsequent terms shall be from July 1 through June 30 of the appropriate year.

Section 4. Number of Directors. The number of members of the initial Board of Directors shall be five (5). The number of members of the Board of Directors shall never be fewer than five (3) nor more than nine (9), as determined from time to time by the Authorizer.

Section 5. Qualifications. All members of the Board of Directors must be United States citizens. Members of the Board of Directors shall not include: (i) employees of the Academy; (ii) directors, officers, or employees of a management company that contracts with the Academy; (iii) members appointed or controlled by a profit or another non-profit corporation; or (iv) North Carolina Department of Instruction officials, as representatives of North Carolina Department of Instruction ("University").

Section 6. Oath. All members of the Board of Directors of the Corporation must file an acceptance of office with the University. All members of the Board of Directors of the Corporation shall take the oath of office.

Section 7. Tenure. Each member of the Board of Directors ("Director") shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed with cause by a two-thirds (2/3) vote of the Board of Directors of the Corporation or as directed by the Authorizer.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the Corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor shall be appointed as provided in Section 2 of this Article.

Section 10. Annual and Regular Meetings. The Board of Directors shall hold an annual meeting in July of each year. The Board of Directors may provide, by resolution, the time and place, within the state of Michigan, for the holding of regular meetings. The Corporation shall provide notice of the annual and all regular meetings as required by the Open Meetings Act.

Section 11. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of North Carolina for holding any special meeting of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the state of North Carolina. The Corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 12. Notice; Waiver. In addition to the notice provisions of the Open Meetings Act, notice of any special meeting shall be given at least twenty four (24) hours prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Directors business address. If mailed, such notice shall be deemed to be delivered forty eight (48) hours after it is deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 13. Quorum. A majority of the Directors of the Board of Directors constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Meeting Act.

Section 14. Manner of Acting. The act of the majority of the Directors of the Board of Directors shall be the act of the Board of Directors.

Section 15. Open Meetings. All meetings of the Board of Directors, including committee meetings, shall at all times be in compliance with the Open Meetings Act, to the extent the Open Meetings Act is applicable.

Section 16. Board Vacancies. A vacancy on the Board of Directors shall occur as specified in the Code. Any vacancy shall be filled as provided in Section 2 of this Article.

Section 17. Compensation. A Director of the Corporation shall serve as a volunteer director. By resolution of the Board of Directors, the Directors may be paid their expenses, if any, of attendance at meetings of the Board of Directors, subject to any applicable statutes.

Section 18. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be

presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 19. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which shall have the functions provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Meetings Act and other applicable law, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 20. Fiscal Year, Budget, and Accounting. The fiscal year of the Corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the Authorizer, shall have exclusive control of the budget. The Board of Directors shall prepare and publish an annual budget in accordance with Authorizer policy.

ARTICLE V OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office. The Board of Directors shall elect the initial officers at a duly noticed meeting prior to July 1, 2023. Thereafter, the officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President shall be a member of the Board of Directors. The President of the Corporation shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Directors attending the meeting, shall preside. The President shall be an ex officio member of all standing committees and

may be designated Chair of certain committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of the President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice-President. The Vice-President shall be a member of the Board of Directors. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 7. Secretary. The Secretary shall be a member of the Board of Directors. The Secretary shall: (a) keep the minutes of the Board of Directors meeting in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Board.

Section 8. Treasurer. The Treasurer of the school shall be a member of the Board of Directors of the school. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the school; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the school in such banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the school are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary, Treasurer, or President or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Section 10. Salaries. Officers of the Board of Directors may not be compensated for their services. They may, however, be reimbursed for traveling and other expenses.

Section 11. Filling More Than One Office. Any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI
CONTRACTS, LOANS, CHECKS AND DEPOSITS;
SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by a officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus funds.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Board of Directors, shares or other securities issued by any other corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this Corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons. Any contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any firm of which one or more of this Corporation's Directors are members or employees, or in which one or more of this Corporation's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

Any director, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract, shall comply with the public disclosure requirements. Public disclosure of the contract means as follows:

- (i) Prompt disclosure of any pecuniary interest in a contract with the Corporation. The disclosure shall be made a matter of corporate record at a regular or special meeting.
- (ii) The contract is approved by a vote of not less than 2/3 of the directors of the Corporation at a regular or special meeting. If applicable, the vote shall be without the vote of the director making the disclosure.
- (iii) The Corporation discloses the following summary information in its board minutes:
 - (a) The name of each party involved in the contract;
 - (b) The terms of the contract, including duration, financial consideration between parties, facilities or services of the Corporation degree of fulfillment of included in the contract, and the nature and assignment of Corporation employees for the contract; and
 - (c) The nature of any pecuniary interest.

ARTICLE VII INDEMNIFICATION

Each person who is or was a trustee, Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of North Carolina as they may be in effect from time to time. The

Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the Corporation to the extent provided under the laws of the State of North Carolina as they may be in effect from time to time.

**ARTICLE VIII
SEAL**

The Board of Directors may provide a corporate seal which shall be circular in form and have inscribed thereon the name of the Corporation, the State of North Carolina and the words “Corporate Seal” and “Public School Academy.”

**ARTICLE IX
AMENDMENTS**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Board of Directors at any regular or special meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and (b) the written approval of the changes or amendments by the University President. In the event that a proposed change is not accepted by the University President, the Authorizer shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the Authorizer by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation Board of Directors and by the University President or the Authorizer.

These Bylaws were adopted as and for the Bylaws of the Saber STEM Academy of Charlotte in an open and public meeting, by unanimous consent of the Board of Directors on the ____ day of _____, _____.

Secretary

ADMISSION OF STUDENTS

The Board of Directors will allow students who reside in North Carolina, regardless of their citizenship or immigration status to enroll in the Academy in accordance with limits established by the Board of Directors. The Board shall meaningfully communicate material information about enrollment requirements and procedures with parents, including parents who have limited proficiency in English. Access to information regarding enrollment requirements and procedures shall be available on the Academy's web site. Because space is limited, each student must enroll each year. Preferences will be in writing and given to:

- A. pupils who were enrolled in the Academy in the immediately preceding school year;
- B. siblings of enrolled students.

When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system.

The Educational Service Provider shall develop Administrative Guidelines for the proper implementation of this policy. Any such denial shall be reported to the Board at its next regular meeting.



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, Superintendent of Public Instruction

WWW.DPI.NC.GOV

2022 Charter Application Fee Payment Form

***Form must accompany payment certified check or money order for processing.

(Please Type or Print Legibly)

Name:	Lorilyn Coggins	Phone:	248-327-7673
Name of Charter School:	Saber STEM Academy of Charlotte		
E-mail:	lorilyn@emarine.com		

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 29, 2022.

Payment Information

- Mail in Application Fee Payment Form with Certified Check or Money Order
- Facsimiles will NOT be accepted
- One registration form and fee per charter school

Payable To:
NC DPI
Office of Charter Schools
 6307 Mail Service Center
 Raleigh, NC 27699-6307

NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.

FOR DPI USE ONLY

Budget Code: : 0801 435100047 160049095000

OFFICE OF CHARTER SCHOOLS

Dave Machado, Executive Director | dave.machado@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2700
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



CASHIER'S CHECK

001583563

99
720

VERIFY THE AUTHENTICITY OF THIS MULTI-TONE SECURITY DOCUMENT.

CHECK BACKGROUND CHANGES COLOR GRADUALLY FROM TOP TO BOTTOM.

NOTICE TO CUSTOMERS: The purchase of an indemnity bond will be required before any cashier's check issued by this bank will be replaced or refunded in the event it is lost, stolen, or destroyed.

DATE 04/26/2022

*****1,000 AND 00/100THS

Dollars

*****\$1,000.00



Details on back.

PAY TO THE ORDER OF

NC DPI OFFICE OF CHARTER SCHOOLS

304

mht001 001583563

REMITTER AHMED SABER

Drawer: Comerica Bank

Authorized Signature

Ahmed Saber

Security Features Included

⑈001583563⑈ ⑆072000096⑆ 1852538444⑈



CASHIER'S CHECK

001583563

99
720

NOTICE TO CUSTOMERS: The purchase of an indemnity bond will be required before any cashier's check issued by this bank will be replaced or refunded in the event it is lost, stolen, or destroyed.

04/26/2022

*****1,000 AND 00/100THS

Dollars

*****\$1,000.00

PAY TO THE ORDER OF

NC DPI OFFICE OF CHARTER SCHOOLS

304

mht001 001583563

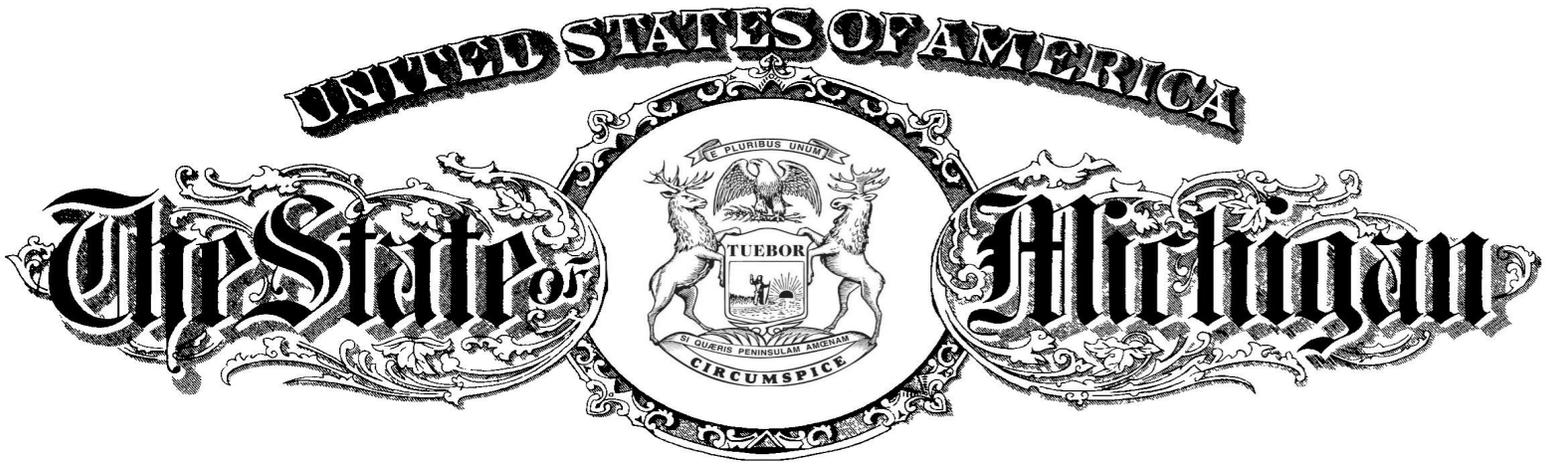
REMITTER AHMED SABER

Drawer: Comerica Bank

NON NEGOTIABLE

MP

<u>Board Member Name</u>	<u>Board Title</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Dr. Bassem Obeid	To Be Determined	Mecklenburg	Sheik	Not Applicable	None
Dr. Mohamed Sanjak	To Be Determined	Mecklenburg	Physician	Licensed Physician	None
Abdullah Darweesh	To Be Determined	Mecklenburg	Certified Public Accountant	CPA	None
Fadi Deeb	To Be Determined	Mecklenburg	Vice President	Not Applicable	None
Eyad Ibrahim Shakhtour	To Be Determined	Mecklenburg	Owner - Auto Dealer	Not Applicable	None



Lansing, Michigan

This is to Certify That

EDUCATION MANAGEMENT AND NETWORKS INCORPORATED

*was validly incorporated on February 4 , 2003 as a Michigan DOMESTIC PROFIT CORPORATION,
and said corporation is validly in existence under the laws of this state.*

*This certificate is issued pursuant to the provisions of 1972 PA 284 to attest to the fact that the corporation
is in good standing in Michigan as of this date and is duly authorized to transact business and for no other
purpose.*

*This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit
given it in every court and office within the United States.*



Sent by electronic transmission

Certificate Number: 21070409605

*In testimony whereof, I have hereunto set my hand,
in the City of Lansing, this 22nd day of July , 2021.*

A handwritten signature in black ink, reading "Linda Clegg".

Linda Clegg, Director

Corporations, Securities & Commercial Licensing Bureau

Certified Teachers salary scale

YEAR		2021
Degree		
4 year college degree (BS)		\$ 45,000.00
Masters degree M Ed, MS		\$ 47,000.00
** Academic Bonus		\$ 5,000.00

Raise across the board \$1600 min. or new structure raise whichever is greater

Deferred 2400 cancelled

Bonus \$5000 (pay out in Nov 1 following the Completion of all testing scores announcements)

Building with high needs OIA ELE		\$ 1,500.00
Shortage certification HS Math/Science, ESL, spec ed		\$ 3,000.00
1yr		\$ 2,400.00
2yr		\$ 5,000.00
3 yrs		\$ 7,000.00
4 yrs		\$ 8,000.00
5 yrs		\$ 9,000.00
6 yrs		\$ 10,000.00
7yrs		\$ 10,000.00
8yrs		\$ 10,000.00
9 yrs		\$ 10,000.00
10 yrs		\$ 10,000.00
Total		

partial years will not be counted. Only a full year in which the teacher was working in the capacity of his/her certification will be counted.

Para professional and school Admin assist		
Name		proposed 2017-18
Degree	Starting Salary	
High School diploma (workeys)		\$ 20,000.00
college 90+ credits (assoc)		\$ 24,000.00
4 year college degree (BS)		\$ 28,000.00
long term sub position 30 + days	add to base salary	\$250/mo
School admin assistant	starting	\$ 26,000.00
1 year experience		\$ -
2 year experience		\$ 1,000.00
3 year experience		\$ 1,600.00
4 year experience		\$ 2,200.00
5 year experience		\$ 3,000.00
above 5 years		TBD
Specialty position and other		As determined by the CEO

Adminstrators (Dean, & Principal)

Degree	Starting Salary
Bachelors	\$ 50,000.00
Masters	\$ 60,000.00
Specialist	\$ 65,000.00
PHD, ED D	\$ 75,000.00

Added

Experience in Adminstration field	
1 -2 yr experience	\$ 3,000.00
2-3 yr	\$ 5,000.00
3yrs-5yrs	\$ 10,000.00
5 + yrs	\$ 15,000.00
10 + yrs	

Years of experience from outside EMAN will be capped at 5 years for calculating compensation.

BONUS

Achieve Business goals	\$	5,000.00
Achieve academic goals	\$	5,000.00
Achieve other goals	\$	2,000.00