

GRADE
K

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



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INTRODUCTION

The *Quick Reference Guide for The North Carolina Standard Course of Study* is intended to serve as a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple disciplines. 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 grade level teachers teaching multiple disciplines or teams of teachers collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for all of the *Common Core State Standards*, *North Carolina Essential Standards*, and *North Carolina Extended Content Standards*. 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.

The *Reference Guide* is organized into four major sections:

- 1. Common Core State Standards** – On June 2, 2010, North Carolina adopted the K-12 *Common Core State Standards* for *Mathematics* and for *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- 2. North Carolina Essential Standards by Grade Level** – The *North Carolina Essential Standards* were written by teams of North Carolina Educators and are available by grade level for Arts Education (Dance, Music, Theatre Arts, Visual Arts), Healthful Living (Health and Physical Education), Information and Technology, Science, and Social Studies.
- 3. North Carolina Essential Standards by Proficiency Level & Course** – The Essential Standards for English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level rather than by grade 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. You will find a one page summary in the 6th-8th grade guides for Career and Technical Education, organized by Course.
- 4. North Carolina Extended Content Standards** – These alternate achievement standards are designed for students with the most significant cognitive disabilities to 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.

For additional information visit:

NC Public Schools – <http://www.ncpublicschools.org>

NCDPI Wiki Spaces – www.ncdpi.wikispaces.net

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Kindergarten Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.K)

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT (RI.K)

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

READING STANDARDS: FOUNDATIONAL SKILLS (RF.K)

Print Concepts

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.

Phonological Awareness

2. 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

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Kindergarten Grade-Specific Standards For Writing

WRITING STANDARDS (W.K)

Text Types and Purposes

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 (e.g., *My favorite book is . . .*).
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.
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 provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Kindergarten Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.K)

Comprehension and Collaboration

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 (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Kindergarten Grade-Specific Standards For Language

LANGUAGE STANDARDS (L.K)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) 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. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

* Words, syllables, or phonemes written in slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

MATHEMATICS

COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. **Representing, relating and operating on whole numbers, initially with sets of objects** – Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. **Describing shapes and space** – Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

MATHEMATICAL PRACTICES

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 count sequence.

- K.CC.1 Count to 100 by ones and by tens.
- K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 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.

- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. 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.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

OPERATIONS AND ALGEBRAIC THINKING

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem – this applies wherever drawings are mentioned in the Standards.)

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.5 Fluently add and subtract within 5.

NUMBER AND OPERATIONS IN BASE TEN

Work with numbers 11 – 19 to gain foundations for place value.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand 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.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

GEOMETRY

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
- K.G.2 Correctly name shapes regardless of their orientations or overall size.
- K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

- K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).
- K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6 Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

ARTS EDUCATION – DANCE

NORTH CAROLINA ESSENTIAL STANDARDS

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 ESSENTIAL STANDARDS

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 ESSENTIAL STANDARDS

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 ESSENTIAL STANDARDS

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.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

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 ESSENTIAL STANDARDS

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.

INFORMATION AND TECHNOLOGY

NORTH CAROLINA ESSENTIAL STANDARDS

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 integrated Information and Technology Essential Standards, collaborative planning should occur in grade level planning teams which include media specialist and technology facilitators.

SOURCES OF INFORMATION

K.SI.1 Classify useful Sources of Information.

- K.SI.1.1 Identify Sources of Information (e.g., print, non-print, electronic, people).
- K.SI.1.2 Identify the relevant Sources of Information for a given task.

INFORMATIONAL TEXT

K.IN.1 Understand the difference between text read for enjoyment and text read for information.

- K.IN.1.1 Understand the meaning of fiction and nonfiction.
- K.IN.1.2 Identify resources with appropriate factual information.

TECHNOLOGY AS A TOOL

K.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

- K.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
- K.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- K.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

K.RP.1 Understand the importance of good questions in conducting research.

- K.RP.1.1 Identify questions that are relevant for a given topic or purpose.

SAFETY AND ETHICAL ISSUES

K.SE.1 Remember safety and ethical issues related to the responsible use of information and technology resources.

- K.SE.1.1 Identify examples of responsible use and care of technology hardware and software.
- K.SE.1.2 Remember internet safety rules.
- K.SE.1.3 Recognize the importance of respect for the work of others.

SCIENCE

NORTH CAROLINA ESSENTIAL STANDARDS

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

SOCIAL STUDIES

NORTH CAROLINA ESSENTIAL STANDARDS

HISTORY

K.H.1 Understand change over time.

- K.H.1.1 Explain how people change over time (e.g., self and others).
- K.H.1.2 Explain how seasons change over time.
- K.H.1.3 Explain the impact of how life events bring change (e.g., a new sibling, moving to a new house, a new job, a new school, etc.).

GEOGRAPHY AND ENVIRONMENTAL LITERACY

K.G.1 Use geographic representations and terms to describe surroundings.

- K.G.1.1 Use maps to locate places in the classroom, school and home.
- K.G.1.2 Use globes and maps to locate land and water features.
- K.G.1.3 Identify physical features (e.g., mountains, hills, rivers, lakes, roads, etc.).
- K.G.1.4 Identify locations in the classroom using positional words (e.g., near/far, left/right, above/beneath, etc.).

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

- K.G.2.1 Explain how people adapt to weather conditions.
- K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (e.g., shelter, food, clothing, etc.).

ECONOMICS AND FINANCIAL LITERACY

K.E.1 Understand basic economic concepts.

- K.E.1.1 Explain how families have needs and wants.
- K.E.1.2 Explain how jobs help people meet their needs and wants.

CIVICS AND GOVERNMENT

K.C&G.1 Understand the roles of a citizen.

- K.C&G.1.1 Exemplify positive relationships through fair play and friendship.
- K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.

CULTURE

K.C.1 Understand how individuals are similar and different.

- K.C.1.1 Explain similarities in self and others.
- K.C.1.2 Explain the elements of culture (e.g., how people speak, how people dress, foods they eat, etc.).

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA ESSENTIAL STANDARDS

[Standards that are used by all teachers working with English Language Learners]

The North Carolina English Language Development Standard Course of Study is the World-Class Instructional Design and Assessment (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. [http://www.wida.us/standards/RG_Performance Definitions.pdf](http://www.wida.us/standards/RG_Performance%20Definitions.pdf)

The 2007 Edition of the WIDA ELD Standards outlines the progression of English language development 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 the Model Performance Indicators (MPIs) which are grouped in **formative and summative frameworks** are available as two separate documents to reduce the size of the download.

Grade level clusters K-5 – [http://www.wida.us/standards/PreK-5 Standards web.pdf](http://www.wida.us/standards/PreK-5%20Standards%20web.pdf)

Grade level clusters 6-12 – [http://www.wida.us/standards/6-12 Standards web.pdf](http://www.wida.us/standards/6-12%20Standards%20web.pdf)

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Essential Standards and provides CAN DO Descriptors is available at the following link: <http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf>

Speaking Rubric of the WIDA™ Consortium*

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Writing Rubric of the WIDA™ Consortium Grades 1-12

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GUIDANCE

NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for Guidance are 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

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: EARLY EMERGENT/EMERGENT

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.

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

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 ESSENTIAL STANDARDS

The North Carolina Essential Standards 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)

- | | |
|------------|---|
| 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) |

Two program models are available at the Elementary Level:

1. FLES/Early Start Programs
2. Dual Language/Immersion Programs

For more information regarding program models, please see the Unpacking Tools at:
<http://www.ncpublicschools.org/acre/standards/support-tools/#unworld>

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

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.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (K.RL)

Key Ideas and Details

1. With prompting and support, answer questions about key details in a familiar story.
2. With prompting and support, identify key details in a familiar story.
3. With prompting and support, identify characters in a familiar story.

Craft and Structure

4. With prompting and support, ask a reader about unknown words in a text.
5. Recognize familiar texts (e.g., storybooks, poems).
6. With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

Integration of Knowledge and Ideas

7. With prompting and support, match illustrations with parts of familiar stories.
8. (Not applicable to literature)
9. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities for a clearly stated purpose (e.g., Listen while I read so you can tell me your favorite part).

READING STANDARDS FOR INFORMATIONAL TEXT (K.RI)

Key Ideas and Details

1. With prompting and support, answer questions about key details in a familiar text.
2. With prompting and support, identify key details in familiar text.
3. With prompting and support, identify individuals, events or ideas in a familiar text.

Craft and Structure

4. With prompting and support, ask a reader about unknown words in a text.
5. Identify the front cover of the book.
6. With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

Integration of Knowledge and Ideas

7. With prompting and support, match illustrations with parts of familiar text.
8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).
9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities for a clearly stated purpose (e.g., Listen to the story so you can tell me who the main characters are).

READING STANDARDS: FOUNDATIONAL SKILLS (K.RF)

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Understand that books are read one page at a time from beginning to end.
 - b. Understand that print is written left to right.
 - c. Understand that print is written top to bottom.
 - d. Recognize and name 14 or more uppercase letters of the alphabet in context.
 - e. Recognize and name 4 or more lowercase letters of the alphabet in context.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize spoken rhyming words.
 - b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).
 - c. Recognize single syllable spoken words with the same onset (beginning sound).

Phonics and Word Recognition

3. Apply letter name and letter-sound knowledge when decoding words.
 - a. Recognize own name in print.
 - b. Recognize other written words that begin with the same letter as own name.
 - c. Identify written words that start with the same letter in own name.
 - d. Recognize sound of first letter in own name.
 - e. Recognize other words that begin with the same sound as own name.

Fluency

4. Engage in independent study of books (e.g., studies book pages one page at a time).

WRITING STANDARDS (K.W)

Text Types and Purposes

1. Select a book and use drawing, dictating, or writing* to state an opinion about it.
2. Select a topic and use drawing, dictating, or writing* to compose a message about the topic.
3. Select an event and use drawing, dictating, or writing* to compose a message about the event.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, add more information to own written message to strengthen it.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared writing about:
 - a. familiar topics
 - b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences).
8. With guidance and support from adults, identify information, objects, or events that relate to own experiences.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

SPEAKING AND LISTENING STANDARDS (K.SL)

Comprehension and Collaboration

1. Participate in communicative exchanges:
 - a. Participate in multiple exchanges with adult communication partners.
 - b. Communicate directly with peers.
2. Answer questions about key details from books read aloud by others or presented through other media.
3. Ask for help when needed.

Presentation of Knowledge and Ideas

4. Identify familiar people, places, things, and events.
5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events.
6. Communicate thoughts, feelings, and ideas.

LANGUAGE STANDARDS (K.L)

Conventions of Standard English

1. Demonstrate understandings of standard English grammar usage when communicating.
 - a. Use frequently occurring nouns and verbs.
 - b. Understand question words (interrogatives) (e.g., who, what, where, when, why, how).
 - c. Link two or more words together in own communication.
2. NA

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.
5. With guidance and support from adults, explore word relationships.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).
6. Use words appropriately across context.

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

MATHEMATICS

EXTENDED CONTENT STANDARDS

COUNTING & CARDINALITY (K.CC)

1. Understand number words as representing a quantity.
2. Understand the concept of “one” and “more”.
3. Count forward using the 1-10 sequence.
4. Write or use an alternative pencil to write numbers 0-10.
5. Understand the relationship between numbers and quantities (0-10); connect counting to cardinality.
 - a. When counting objects, indicate 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.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
6. Count to answer “how many?” questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects or indicate the number of objects.
7. Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

MEASUREMENT & DATA (K.MD)

1. Compare the length of two objects using direct comparison.
2. Use appropriate vocabulary to describe differences in length (e.g., longer/ shorter).
3. Use the words, before/after, now/later, soon/never to refer to personal activities and events (time concepts).
4. Understand first-then schedule (time concepts).
5. Identify objects as “same” or “different.”
6. Recognize similarities and differences between objects (attribute).
7. Sort objects according to attribute and count “how many” in sets (1-5 objects per set).

GEOMETRY (K.G)

1. Describe objects in the environment using names of shapes.
2. Describe the relative position of objects using terms such as in, on, out, under, off to locate objects.
3. Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).

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

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).

