GRADE
2

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

2018

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Quick Reference Guide

GRADE 2

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

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

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: **https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards**. The NC Extended Content Standards for English Language Arts and K-8 Mathematics were adopted in 2017 and will be implemented during the 2018-19 school year.

North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do. The NC Standard Course of Study for K-12 English Language Arts and K-8 Mathematics were adopted in 2017 and will be implemented during the 2018-19 school year.

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: **http://www.ncpublicschools.org/curriculum/**.

a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Information and Technology, Mathematics, Science, and Social Studies.

b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A one-page summary and standards for all proficiency levels are included for Guidance and World Languages. A one-page summary and rubrics for proficiency placement are included for English Language Development. A one-page summary in the 6th-8th grade guides, organized by course, is provided for Career and Technical Education.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

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

2.CP.1.1 Use basic elements of movement to generate short dance phrases.

2.CP.1.2 Use teacher-led improvisation in the process of creating dance phrases.

2.CP.1.3 Create dance phrases with simple patterns.

2.CP.1.4 Create dance phrases that express words, ideas, experiences, and feelings.

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

2.CP.2.1 Understand how to be respectful of self and others in a dance setting.

2.CP.2.2 Use concentration and focus during dance explorations.

2.CP.2.3 Use teacher and peer feedback to improve dance.

DANCE MOVEMENT SKILLS

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

2.DM.1.1 Exemplify isolation of body parts and use of body center.

2.DM.1.2 Illustrate a variety of body shapes in space.

2.DM.1.3 Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases.

2.DM.1.4 Recognize examples of simple rhythms and patterns in movement.

2.DM.1.5 Exemplify a variety of directions, levels, and pathways in general space.

RESPONDING

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

2.R.1.1 Distinguish movement skills and elements observed in significant dance works.

2.R.1.2 Use words or images to describe possible meanings observed in dance.

CONNECTING

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

2.C.1.1 Exemplify dance representing the heritage, customs, and traditions of various cultures.

2.C.1.2 Understand connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

2.ML.1.1 Apply problem solving strategies to improve musical technique when singing and playing instruments.

2.ML.1.2 Use accurate pitch to sing three-pitch patterns.

2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice.

2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form.

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

2.ML.2.1 Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes.

2.ML.2.2 Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments.

2.ML.2.3 Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes.

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

2.ML.3.1 Use improvisation to create simple rhythmic and melodic variations on familiar melodies.

2.ML.3.2 Create extended rhythmic patterns over a steady beat.

2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter.

MUSICAL RESPONSE

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

2.MR.1.1 Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music.

2.MR.1.2 Illustrate melodic patterns, dynamics, and forms.

2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.

2.MR.1.4 Differentiate various instruments based on how their sounds are produced.

CONTEXTUAL RELEVANCY

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

2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.

2.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

2.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.

2.C.1.2 Use vocal variety and animation to create distinct voices for characters.

2.C.1.3 Use dialogue to enhance the clarity of stories.

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

2.C.2.1 Use improvisation to communicate problems and resolutions.

2.C.2.2 Interpret stories from previously-read texts by acting them out.

ANALYSIS

2.A.1 Analyze literary texts and performances.

2.A.1.1 Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.

2.A.1.2 Analyze the relationships between events, characters, and settings.

AESTHETICS

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

2.AE.1.1 Explain how space affects performances.

2.AE.1.2 Understand how the use of costumes, props, and masks enhance dramatic play.

CULTURE

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

2.CU.1.1 Exemplify theatrical works representing the heritage, customs, and traditions of various cultures.

2.CU.1.2 Explain the impact of media, such as theatre, film, the Internet, and television, on family life.

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

2.CU.2.1 Illustrate how to share focus with others in a group setting.

2.CU.2.2 Summarize the role of the director or acting coach.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

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

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

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

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

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

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

CONTEXTUAL RELEVANCY

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

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

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

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

CRITICAL RESPONSE

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

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

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Ideas and Analysis

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8 Not applicable to literature.

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Ideas and Analysis

RI.2.7 Explain how specific images contribute to and clarify a text.

RI.2.8 Identify the reasons an author gives to support ideas in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Complexity

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

READING FOUNDATIONAL SKILLS

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

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

Phonics and Word Recognition

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.

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

Fluency

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STRAND

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

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

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

b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.

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

b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

W.2.5 Participate in shared research and writing projects.

W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

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

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STRAND

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

LANGUAGE STANDARDS

Conventions of Standard English

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

Language Standards – Grammar Continuum

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

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

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

Language Standards – Conventions Continuum

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

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

L.2.5 Demonstrate understanding of nuances in word meanings.

a. Distinguish shades of meaning among closely related verbs and closely related adjectives.

L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.2.1 Answer who and what, where, questions to demonstrate understanding of details in a familiar text.

RL.2.2 Recount events from familiar stories from diverse cultures.

RL.2.3 Identify the actions of the characters in a story.

Craft and Structure

RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song.

RL.2.5 Determine the beginning and ending of a familiar story with a logical order.

RL.2.6 Identify the speakers in a dialogue.

Integration of Ideas and Analysis

RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.

RL.2.9 Identify similarities between two versions of the same story.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.2.1 Answer who and what, where questions to demonstrate understanding of details in a familiar text.

RI.2.2 Identify the main topic of text.

RI.2.3 Identify individuals, events, or details in an informational text.

Craft and Structure

RI.2.4 Identify words that relate to the topic of a text.

RI.2.5 Locate key facts or information in a familiar text.

RI.2.6 Identify the purpose of the author and the illustrator.

Integration of Ideas and Analysis

RI.2.7 Identify images, objects, or tactuals that illustrate key ideas in a text.

RI.2.8 Identify points an author makes in a familiar informational text.

RI.2.9 Identify a common element between two texts on the same topic.

Range of Reading and Level of Complexity

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

RF.2.1 Selects or produces letters when asked to write.

RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words.

a. Identify the lower case letters of the alphabet.

b. Identify letter sound correspondence for single consonants.

c. Recognize 10 or more written words.

RF.2.4 Engage in purposeful reading of familiar text.

a. Read familiar text comprised of known words.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.2.1 Select a topic and use drawing, dictating, or writing to state an opinion about it.

W.2.2 Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic.

W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

W.2.4 With guidance and support from adults and peers, use digital tools to produce and publish writing.

Research

W.2.5 Participate in shared research and writing projects.

W.2.6 Identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.2.1 Communicate with others.

a. Engage in multiple-turn exchanges with peers with support from an adult.

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 During shared reading, answer who and what questions.

SL.2.3 Answer who and what questions about the details provided by the speaker.

SL.2.4 Communicate about a personal experience or event.

SL.2.5 Select visual, audio, or tactual representations that support communication about a personal experience.

LANGUAGE

Conventions of Standard English

L.2.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.

L.2.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.

L.2.3 Use symbolic language to achieve desired outcomes when communicating.

L.2.4 Demonstrate knowledge of word meanings drawn from grade 2 content.

L.2.5 Demonstrate understanding of word relationships and use.

a. Demonstrate understanding of the meaning of commonly occurring verbs.

L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

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

2.MEH.1.1 Identify appropriate standards for behavior.

2.MEH.1.2 Summarize behaviors that help to avoid risks.

2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.

2.MEH.1.4 Explain the influence on self-concept on performance and vice versa.

2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

PERSONAL AND CONSUMER HEALTH

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

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

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

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

2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.

2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.

2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.

2.ICR.1.3 Explain why it is wrong to tease others.

2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.

2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

NUTRITION AND PHYSICAL ACTIVITY

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

2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.

2.NPA.1.2 Plan meals that are chosen for energy and health.

2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

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

2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.

2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

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

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

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.

2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.

2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.

PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.

PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.

MOVEMENT CONCEPTS

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

PE.2.MC.2.1 Use equipment to illustrate multiple movement concepts.

PE.2.MC.2.2 Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.

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

PE.2.MC.2.4 Illustrate activities that are associated with three or more of the five components of health-related fitness.

HEALTH-RELATED FITNESS

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

PE.2.HF.3.1 Recognize three or more of the five health-related fitness assessments and the associated exercises.

PE.2.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

PE.2.HF.3.3 Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.2.PR.4.1 Explain the value of working cooperatively in group settings.

PE.2.PR.4.2 Summarize the benefits of positive social interaction as to make activities more enjoyable.

PE.2.PR.4.3 Use safe practices when engaging in physical education activities with little or no prompting.

INFORMATION AND TECHNOLOGY

NORTH CAROLINA STANDARD COURSE OF STUDY

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

SOURCES OF INFORMATION

2.SI.1 Categorize Sources of Information as appropriate or inappropriate.

2.SI.1.1 Classify Sources of Information as relevant for particular topics or purposes.

2.SI.1.2 Classify resources as current or not current.

INFORMATIONAL TEXT

2.IN.1 Understand appropriate procedures when reading for enjoyment and information.

2.IN.1.1 Categorize books by their genre characteristics.

2.IN.1.2 Summarize appropriate reading strategies when reading for information.

TECHNOLOGY AS A TOOL

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

2.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.).

2.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.).

2.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

2.RP.1 Apply the research process by participating in whole-class research.

2.RP.1.1 Execute the steps of a simple research process (three to four steps).

SAFETY AND ETHICAL ISSUES

2.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources.

2.SE.1.1 Use technology hardware and software responsibly.

2.SE.1.2 Explain why safe use of electronic resources is important.

2.SE.1.3 Use simple citation rules for print and electronic resources.

MATHEMATICS

NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems.

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

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

Add and subtract within 20.

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

Work with equal groups.

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

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

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

NUMBER AND OPERATIONS IN BASE TEN

Understand place value.

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

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

- Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.
- Compose and decompose numbers using various groupings of hundreds, tens, and ones.

NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.

NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.

NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations.

NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:

- Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Comparing addition and subtraction strategies, and explaining why they work.
- Selecting an appropriate strategy in order to efficiently compute sums and differences.

NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.

NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:

- Concrete models or drawings
- Strategies based on place value
- Properties of operations
- Relationship between addition and subtraction

NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

MEASUREMENT AND DATA

Measure and estimate lengths.

NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.

NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.

NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.

Build understanding of time and money.

NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

NC.2.MD.8 Solve word problems involving:

- Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately.
- Whole dollar amounts, using the $ symbol appropriately.

Represent and interpret data.

NC.2.MD.10 Organize, represent, and interpret data with up to four categories.

- Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
- Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.

GEOMETRY

Reason with shapes and their attributes.

NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.

NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.

- Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of.
- Describe the whole as two halves, three thirds, four fourths.
- Explain that equal shares of identical wholes need not have the same shape.

MATHEMATICS

EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

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

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

OPERATIONS AND ALGEBRAIC THINKING

Work with equal groups.

NC.2.OA.3 Equally distribute even numbers of objects (up to 20) between two groups.

NC.2.OA.4 Use addition to find the total number of objects arranged within equal groups up to a total of 20.

NUMBER AND OPERATIONS IN BASE TEN

Understand place value.

NC.2.NBT.1 Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays.

NC.2.NBT.2 Use concrete and pictoral representations to count up to 30 items by ones.

NC.2.NBT.3 Count sets (1 to 30) of concrete and pictoral representations, then identify the corresponding numeral.

NC.2.NBT.4 Compare sets of numbers or objects to determine greater than, less than, or equal.

Use place value understanding and properties of operations.

NC.2.NBT.5 Model the meaning of the symbols for addition (+) and subtraction (-) by using manipulatives to compose and decompose numbers up to 20.

NC.2.NBT.6 Identify how many tens and ones are in numbers up to 30.

NC.2.NBT.7 Use objects, representations, and numbers (0–20) to add and subtract.

MEASUREMENT AND DATA

Measure and estimate lengths.

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

NC.2.MD.3 Order by length using non-standard units.

Relate addition and subtraction to length.

NC.2.MD.5 Increase or decrease length by adding or subtracting units.

NC.2.MD.6 Use a number line to add one more unit of length.

Build understanding of time and money.

NC.2.MD.7 Identify on a digital clock the hour that matches a routine activity.

NC.2.MD.8 Recognize that money has value.

Represent and interpret data.

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

GEOMETRY

Reason with shapes and their attributes.

NC.2.G.1 Indicate the names of shapes (circle, square, rectangle, and triangle).

NC.2.G.3 Use manipulatives to partition shapes into equal parts.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

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

2.P.1.1 Illustrate how sound is produced by vibrating objects and columns of air.

2.P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.

MATTER: PROPERTIES AND CHANGE

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

2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.

2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.

2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

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

2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water.

2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe:

- Temperature
- Wind direction
- Wind speed
- Precipitation

2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.

2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

2.L.1 Understand animal life cycles.

2.L.1.1 Summarize the life cycle of animals:

- Birth
- Developing into an adult
- Reproducing
- Aging and death

2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.

EVOLUTION AND GENETICS

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

2.L.2.1 Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.

2.L.2.2 Recognize that there is variation among individuals that are related.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

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

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

MATTER, PROPERTIES AND CHANGE

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

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

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

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

EARTH SYSTEMS, STRUCTURES AND PROCESSES

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

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

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

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.2.L.1 Compare characteristics of animals

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

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

ECOSYSTEM

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

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

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

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

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

HISTORY

2.H.1 Understand how various sources provide information about the past.

2.H.1.1 Use timelines to show sequencing of events.

2.H.1.2 Identify contributions of historical figures (community, state, nation, and world) through various genres.

2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.

GEOGRAPHY AND ENVIRONMENTAL LITERACY

2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.

2.G.1.1 Interpret maps of the school and community that contain symbols, legends, and cardinal directions.

2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

2.G.2 Understand the effects of humans interacting with their environment.

2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

2.G.2.2 Explain how people positively and negatively affect the environment.

ECONOMICS AND FINANCIAL LITERACY

2.E.1 Understand basic economic concepts.

2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.

2.E.1.2 Explain the roles and impact producers and consumers have on the economy.

2.E.1.3 Summarize the concept of supply and demand.

2.E.1.4 Explain why people and countries around the world trade for goods and services.

2.E.1.5 Explain how money is used for saving, spending, borrowing, and giving.

2.E.1.6 Summarize the role of financial institutions relative to savings.

CIVICS AND GOVERNMENT

2.C&G.1 Understand the purpose of governments.

2.C&G 1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).

2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.

2.C&G.2 Understand the roles and responsibilities of citizens.

2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.

2.C&G.2.2 Explain why it is important for citizens to participate in their community.

CULTURE

2.C.1 Understand how various cultures influence communities.

2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.

2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.2.G.1 Use geographic representations and terms to describe surroundings.

EX.2.G.1.1 Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right).

ECONOMICS AND FINANCIAL LITERACY

EX.2.E.1 Understand basic economic concepts.

EX.2.E.1.1 Identify the goods and services provided by businesses in the community.

EX.2.E.1.2 Analyze what services need to be purchased versus those that can be completed by an individual.

EX.2.E.1.3 Understand products cost different amounts (more/less).

CIVICS AND GOVERNANCE

EX.2.C&G.2 Understand expectations of participating in a group.

EX.2.C&G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.

EX.2.C&G.2.2 Understand consequences of choices about following rules.

EX.2.C&G.2.3 Understand roles of authority figures in the home, school and community (teacher, principal, parents, police officer, etc).

EX.2.C&G.2.4 Understand simple community expectations (e.g., communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car).

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

The North Carolina English Language Development Standard Course of Study is the WIDA English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

STANDARD 1	English language learners communicate for Social and Instructional purposes within the school setting.
STANDARD 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
STANDARD 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
STANDARD 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
STANDARD 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The ***Performance Definitions*** for North Carolina's levels of English language proficiency follow WIDA's Performance Definitions. These can be downloaded. http://www.wida.us/standards/RG_Performance Definitions.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

Grade level clusters 6-12 – http://www.wida.us/standards/6-12 Standards web.pdf

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

http://www.ncpublicschools.org/curriculum/esl/scos/

Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12			
	Discourse Level	**Sentence Level**	**Word/Phrase Level**
	Linguistic Complexity	**Language Usage**	**Vocabulary Control**
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	• sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience • clear evidence of consistency in conveying an appropriate perspective and register	• a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics • controlled, skilled use of oral language to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	• sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register	• a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	• connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity • some evidence of conveying an appropriate perspective and register	• a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area • generally controlled and fluid use of oral language to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common idioms across content areas as appropriate • vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	• oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective and register	• developing range of oral phrase and sentence patterns and grammatical structures common to content areas • developing control in use of oral language to convey meaning	• usage of some specific content words and expressions as appropriate • usage of words or expressions used frequently in content areas, as appropriate • vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	• oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident • some amount of language that may be repeated from the prompt	• chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas • variable control in use of oral language to convey meaning	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	• words, oral phrases, or memorized chunks of oral language used to represent ideas • varying amounts of language that may be repeated from the prompt	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • occasional control in use of oral language to convey meaning	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12			
	Discourse Level	**Sentence Level**	**Word/Phrase Level**
	Linguistic Complexity	**Language Usage**	**Vocabulary Control**
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	• extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas • clear evidence of consistency in conveying an appropriate perspective, register, and genre	• a full range of sentence patterns and grammatical structures matched to content area topics • consistent use of appropriate conventions to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	• extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas • clear evidence of conveying an appropriate perspective, register, and genre	• a broad range of sentence patterns and grammatical structures matched to the content area topic • nearly consistent use of appropriate conventions to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	• connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion • some evidence of conveying an appropriate perspective, register, and genre	• a range of sentence patterns and grammatical structures characteristic of the content area • generally consistent use of appropriate conventions to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate • vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	• text that shows developing organization in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective, register, and genre	• a developing range of sentence patterns and grammatical structures common to content areas • developing use of conventions to convey meaning	• usage of some specific content words and expressions as appropriate • usage of common cognates, words, or expressions related to content areas as appropriate • vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	• text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization • some amount of text that may be copied or adapted	• repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas • variable use of conventions	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	• language that represents an idea or ideas • varying amounts of text that may be copied • adapted text that may contain some original language	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • possible use of some conventions	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

SOCIO-EMOTIONAL

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

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

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

COGNITIVE

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

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

CAREER

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

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

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

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

Proficiency Levels

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

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

RED.SE.1.1 Understand the importance of self-control and responsibility.

RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.

RED.SE.1.3 Contrast rights and responsibilities.

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

RED.SE.2.1 Identify ways of making and keeping friends.

RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.

EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

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

EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

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

EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

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

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

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

EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.

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

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

EEE.CR.3.1 Understand the relationship between educational achievement and career success.

EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

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

EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

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

P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.

P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

EI.SE.1.1 Explain the impact of personal responsibility on others.

EI.SE.1.2 Contrast rights, privileges, and responsibilities.

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

EI.SE.2.1 Exemplify respect for individual and cultural differences.

EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

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

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

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

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

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

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

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

EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.

EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.

EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

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

EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.

EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

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

EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.

EI.CR.3.2 Select course work that is related to your career plan.

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

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

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

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.

I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

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

I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.

I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

The following program models are available at Grades 6, 7 and 8:

1. Dual & Heritage Language Programs – Dual Language Immersion
2. Dual & Heritage Language Programs – Heritage Language
3. Middle School Programs
4. High School Courses for Credit taught at the Middle School grades

For more information regarding program models and proficiency outcomes, please see the Instructional Support Tools at: http://www.ncpublicschools.org/curriculum/worldlanguages/scos/

Proficiency Levels

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

CONNECTIONS TO LANGUAGE & LITERACY

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

NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.

NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.

NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

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

NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.

NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.

NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.

NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.

NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

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

NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.

NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

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

NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.

NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.

NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

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

NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.

NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

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

NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.

NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.

NL.COD.2.3 Recognize words in groups from other disciplines.

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

NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.

NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.

NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

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

NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.

NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

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

NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

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

NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.

NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

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

NL.CMT.3.1 Identify arts, sports, games and media from the target culture.

NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

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

NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.

NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.

NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.

NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

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

NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

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

NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.

NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

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

NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.

NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

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

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CLL.4.2 Exemplify instances of cognates and loan words.

NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

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

NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.

NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

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

NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.

NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.

NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

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

NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.

NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.

NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.

NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

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

NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.

NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

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

NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.

NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

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

NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

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

NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.

NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

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

NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.

NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.

NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.

NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

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

NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.

NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.

NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.

NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

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

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

NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.

NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

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

NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.

NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.

NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

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

NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

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

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

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

NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

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

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

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

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

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

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

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

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

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

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

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

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

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

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

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

IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

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

IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.

IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.

IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.

IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.

IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

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

IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.

IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.

IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

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

IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

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

IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.

IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

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

IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.

IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

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

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

IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

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

IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.

IL.CMT.4.2 Create resources in the target language for use in the community.

IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

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

IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.

IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.

IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

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

IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.

IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.

IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

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

IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.

IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.

IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

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

IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.

IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.

IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

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

IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.

IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

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

IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.

IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.

IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

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

IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.

IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.

IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.

IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

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

IH.CLL.4.1 Identify dialectical differences in media from various cultures.

IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

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

IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.

IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

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

IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

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

IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.

IH.COD.3.2 Summarize personal views related to academic content with supporting details.

IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.

IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.

IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

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

IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.

IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

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

IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.

IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

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

IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.

IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.

IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

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

IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.

IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

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

AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.

AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.

AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

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

AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

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

AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.

AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.

AL.CLL.3.3 Use language to modify presentations for some specific audiences.

AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

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

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

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

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

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

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

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

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

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

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

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

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

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

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

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

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

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

AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.

AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

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

AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

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

AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.

AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.

AM.CLL.2.3 Understand how to interpret long, complex texts.

AM.CLL.2.4 Compare literary and technical writing styles.

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

AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.

AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.

AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

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

AM.CLL.4.1 Use dialectical differences to adapt and give presentations.

AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

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

AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

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

AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

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

AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

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

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

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

COMMUNITIES

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

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

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

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

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

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

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

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

NOTES

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