

---

**NORTH CAROLINA  
STANDARD COURSE  
OF STUDY**

---

INSTRUCTIONAL SERVICES  
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION



## FOREWORD

North Carolina has had a *Standard Course of Study* since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occurred in 1985. The 1985 *Standard Course of Study* reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the *Standard Course of Study*. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.



Howard N. Lee  
Chairman, State Board of Education



# ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the *North Carolina Standard Course of Study* would not have been possible.

We wish to express a special thanks to:

- the Division of Instructional Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task,
- office support staff in instructional services who, in addition to their on-going responsibilities, word processed the revised documents,
- the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum,
- the Communications and Information Division for technical assistance in the publication of the documents,
- Association for Supervision and Curriculum Development (ASCD) for allowing its *Dimensions of Thinking* to serve as a framework for this revision process,

The curriculum will continue to be revised and improved to meet the needs of the children of North Carolina.



# INTRODUCTION

Standard Course of Study and  
Grade Level Competencies

**K-12**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction



# INTRODUCTION

## Background and Overview

---

### History

North Carolina has maintained a Standard Course of Study since the 1890's. That document was a brief, simple guide which outlined the curriculum for the public schools. Every five to seven years since that time, the *Standard Course of Study* has been revised to reflect the needs of North Carolina students.

Following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina Department of Public Instruction began a revision of the *Standard Course of Study*. These efforts to define a basic education program for the State resulted in two publications:

- *The Basic Education Program for North Carolina's Public Schools* (Adopted by State Board of Education in response to a legislative mandate) - outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the state.
- *The North Carolina Standard Course of Study* (Adopted as policy by the State Board of Education) - sets content standards and describes the curriculum which should be made available to every child in North Carolina's public schools. It includes the subject or skills areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and workforce development education. Also included are the philosophy and rationale underlying the curriculum frameworks and considerations for developing a thinking framework, aligning curriculum and assessment, and providing for the needs of exceptional children.

---

### Standard Course of Study

The revised *Standard Course of Study* has moved from a detailed, prescriptive curriculum guide to a more flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately

exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information.

The revised *Standard Course of Study* is based on recent research on how students learn. It is a curriculum that promotes integration through the identification of common skills and processes.

The *Standard Course of Study* includes the curriculum that should be made available to every child in North Carolina's public schools. Many public schools in the state presently offer an even more comprehensive curriculum. Therefore, in some curriculum areas, electives were also included. The *Standard Course of Study* is part of the Department of Public Education's continual improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

---

## **Philosophy and Rationale**

Education has long served as the key to equal opportunity for American citizens. We should be proud of our schools. Historically, American schools have prepared students to join an industrialized economy and become contributing citizens in their communities.

Today, however, the challenge of education is to prepare students for a rapidly changing world. Students in modern society must be prepared to:

- compete in a global economy,
- understand and operate complex communication and information systems, and
- apply higher level thinking skills to make decisions and solve problems. American businesses seek students with the knowledge and skills to succeed in the international marketplace of today's information-based society. Whether at work or in post-secondary study, students must be able to apply what they've learned from their years of public schooling.

The purpose of the North Carolina *Standard Course of Study* is to guarantee that all students have equal access to the same basic curriculum. If public education is an avenue to equal opportunity, high standards must be set for all students. *The Standard Course of Study* does not seek to prescribe how schools should organize themselves or how teachers should instruct. Rather, the curriculum sets standards against which schools and teachers may judge their success.

---

## **Curriculum Integration**

The Department of Public Instruction views integration as a curriculum implementation strategy which links the content and skills from various disciplines. There are various models of integration which seek to achieve an acceptable degree of interdisciplinary learning. Generally, these models use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences. These models help the learner make connections among the individual disciplines and are based upon the following beliefs.

Integration:

- Mirrors the real world in which we live.
- Motivates students by making learning relevant to their personal lives.
- Adds coherence to vast amounts of information by making connections among disciplines.
- Addresses the overcrowded curriculum by viewing content as a “means” not an “end.”
- Acknowledges reading, writing, speaking, listening, viewing, and the use of numbers as enabling skills within thinking processes.
- Fosters collaboration among students and teachers.

Although the North Carolina Department of Public Instruction strongly endorses the concept of integration among various disciplines, local school districts, schools, and classroom teachers are best able to develop curricular units which will be meaningful to the teachers and students at the classroom level. It is the responsibility of the State to set quality curriculum and performance standards and to develop models of integration which link curriculum, instruction, and assessment.

---

## **Thinking and Reasoning Skills**

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students to simply memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgments, apply information, and reflect on learning.

Research during the 1960's in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina's public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of thinking processes and skills.
- Thinking is improved when the learner takes control of his/her thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.
- Schools must model thoughtful behavior-decision making, problem solving and other thinking processes.
- Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
- There is no single best program for the teaching of thinking.

## Dimensions of Thinking

The Department of Public Instruction has adopted *Dimensions of Thinking*\* (1988) as the framework for the revised curriculum. The more recent work, *Dimensions of Learning* (1994), builds on the theory and research from *Dimensions of Thinking* and provides direction from a practitioner's perspective.

- **Thinking Skills:** These are specific cognitive operations--the building blocks of thinking. Examples are observing, recalling, comparing, and ordering.
- **Thinking Processes:** These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- **Creative Thinking:** This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- **Critical Thinking:** This is reasonable, reflective thinking--deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- **Metacognition:** This is the awareness of one's own self as a thinker.

\* Marzano, R.J. et.al. (1988). *Dimensions of Thinking*, Alexandria, Va.: Association for Supervision and Curriculum.

**Alignment of Curriculum and Assessment**

The North Carolina *Standard Course of Study* sets content standards for what students should know and be able to do. The North Carolina ABCs Accountability Plan establishes performance standards which specify the level of proficiency a student must reach in order to have met specific content standards in specified subject areas. These performance standards are indicators of proficiency for those content areas that are tested.

---

**Balanced Assessment Program**

A balanced assessment program for North Carolina schools, teachers, and students serves multiple purposes. Classroom assessment informs instruction and monitors students' progress, while statewide testing focuses on accountability for student achievement and quality programs. Accountability measures are the means of checking broadly to determine what has been learned within the school. These assessments allow for corrections in instructional focus at a program level and are important indicators of the degree to which all students are learning the *Standard Course of Study*. These data also help teachers determine students' progress from year to year. Results from accountability measures provide one source of information for parents and the public in a timely and accurate manner.

Ongoing classroom assessments are multifaceted and document students' progress over time. They are planned and administered by the classroom teacher and are focused on improving learning, readjusting instruction, and promoting quality, in-depth student work. These assessments make use of various strategies such as observations and open-ended questions and resources such as instructional management systems (test item banks) and portfolios. They encourage the observation of processes and the collection of student products. These assessments inform instructional planning and student, teacher, and parent conferences where individual student progress and future goals are discussed.

The North Carolina Department of Public Instruction believes that a balanced assessment program supports implementation of the *Standard Course of Study*. Balanced assessment includes testing for accountability purposes and the continual development of quality classroom assessment as vehicles to prepare students to master high content and performance standards. The strategies most likely to result in long-term growth and learning of high quality will result from effective use of classroom assessments as an integral part of instruction. Additionally, strong classroom assessment engages students in self-assessment and greater ownership for their own learning. Quality classroom assessment is essential to the goals of high student achievement and the continuous improvement of schools.

---

## **Learning Targets**

A strong model for teaching and learning includes classroom assessment as an integral part of a balanced assessment program. In an instruction-assessment cycle *assessment methods* are tied to *learning targets* and then to *decisions* about instruction. (See Figure 1 on page xiv.) In the initial part of the cycle, learning targets (goals) are clarified and students know in advance what they are expected to learn. Teachers use their in-depth understanding of the curriculum to identify the most important learning goals and establish priorities for instruction in order to build on students' prior understandings. They consider multiple targets – factual information, concepts, processes, reasoning, applications, and attitudes. They establish high expectations for all students for all important learning targets. Most importantly, they are able to clarify for themselves and their students what those targets are and what mastery of them will look like.

---

## **Assessment Methods**

Since the primary users of classroom assessment are teachers and students, the most important purpose is to direct and inform student learning. Teachers and students need multiple evidences about each student's understandings and performances to diagnose, monitor progress, evaluate achievement, and plan for future instruction. Teachers use a variety of assessment methods, both formal and informal, to gather evidence of student learning. They match the type of assessment method to the learning target they want to measure and use strategies that ask students to demonstrate their thinking and reasoning.

Through an ongoing process teachers may use classroom activities both to instruct and assess at the same time. What is important is that evidence of student learning is gathered with a variety of assessment methods, in multiple contexts, and over an extended period of time.

---

## **Decisions & Actions**

As they gather the evidence about students' learning through classroom assessment, teachers make sense of assessment information. They ask themselves reflective questions. For example, they may ask:

- What do these errors actually tell me about the students' thinking and understanding?
- Do I have sufficient evidence to know how well the students really understand?
- How well can I generalize about how much students know and can do?
- What other evidence may I need?

Reflection helps teachers decide what information and feedback can be extracted from student assessment data and what inferences and interpretations can be made about student learning.

## Assessment Cycle: A Model for Teaching and Learning

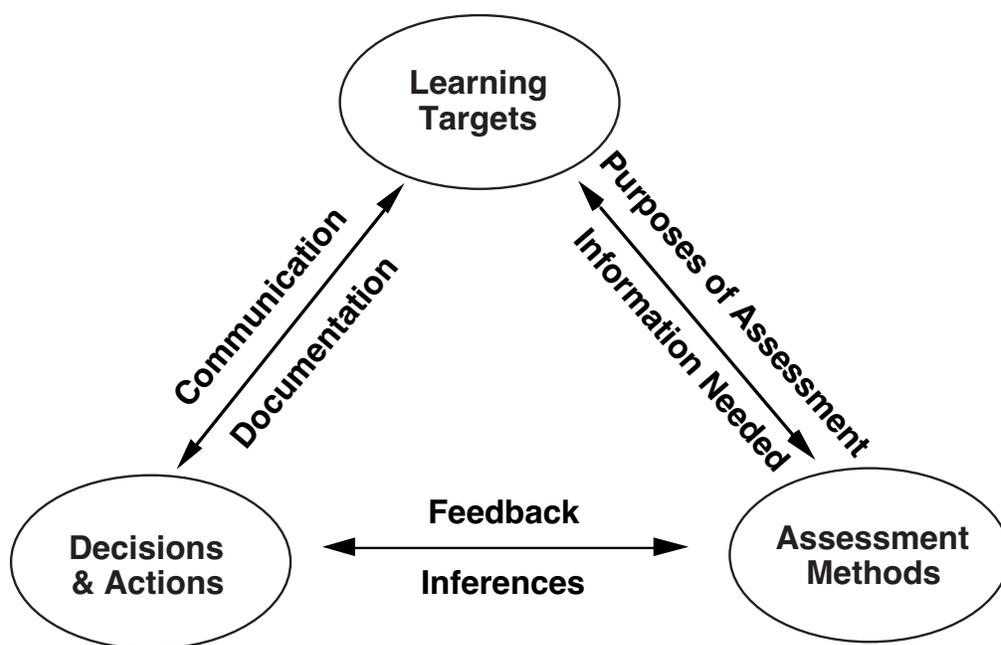


Figure 1

**Communication** In the last part of the model, teachers document, act on, and communicate information from the assessments. By taking action based upon what the students understand and can do, teachers are likely to be more effective in their decisions. They may decide to reteach key concepts, to move to the next unit of instruction, to regroup students for further instruction, or to allow more practice and application time. Documentation of student learning occurs throughout the teaching and learning model and will include diverse formats: checklists, anecdotal records, observations, grades, portfolios. Communication can provide clear, precise, useable feedback to students, parents, administrators, or other interested adults. This communication can be formal (a report card or scheduled conference) or informal (a telephone conversation, note, or conversation). The cycle of teaching and learning will repeat again and again throughout the year, with the teacher's identifying and clarifying the next learning targets.

Both classroom assessment and statewide testing focus on the learning targets that are described in the *Standard Course of Study*, albeit for different purposes. Future changes in the scope and form of statewide assessments will therefore be based on the *Standard Course of Study*.

# Programs for Children With Special Needs

---

## **The Purpose of Programs for Exceptional Children**

The main purpose of exceptional children's programs is to ensure that students with disabilities develop mentally, physically and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Children with special needs are students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services. Children with special needs include those who are autistic, hearing impaired (deaf and hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 or Procedures Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

## **Content Sequence**

Curricula for most children with special needs follow the curricula for students in general education. Emphasis must be given to instruction in English language arts, arts education, social studies, healthful living, mathematics, science, career and vocational education, depending on the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities is based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

## **Learning Outcomes**

Learning outcomes - knowledge, skills, concepts, understandings, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

---

**Curriculum  
Adaptation**

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must earn the State mandated units of credit based on successful completion of course work, and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma, but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of achievement.

Although course requirements are the same for exceptional students and non-exceptional students, the instruction must be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

---

## State of North Carolina Graduation Requirements

North Carolina high school students are expected to meet specific state requirements in order to receive a high school diploma. These requirements apply to all students across the state and help ensure that all graduates have met certain standards. These standards for achievement and courses are designed to prepare students for higher education and for work as adults.

In addition to state standards, local school boards may set other standards to graduate.

Ninth graders entering high school for the first time in 2000-01 also are required to select and complete one of four courses of study before they graduate. This marks the first time that North Carolina has required students to meet this standard. Educators hope that this will spur students to consider more carefully their future opportunities and to plan accordingly.

### Graduation Requirements – plan ahead!

There are three types of requirements that students must meet: credits, Course of Study and tests.

Students, with their parents' input, need to decide if they are planning for a career immediately after high school graduation, if the student plans to pursue a two-year or community college degree, or if the student will pursue a four-year college or university degree. If undecided, students should take the most rigorous course of study in which they can be successful, particularly in mathematics. Students need to ensure that they understand the education and other preparation required for the career they choose to pursue as adults.

Students and their parents should review this plan annually to determine any changes needed.

### Credits and Courses of Study

Students must select a Course of Study to guide the courses they take during high school. Three of the four Courses of Study require that students complete 20 course credits as well as the NC High School Exit Exam. These Courses of Study – Career Prep, College Tech Prep, and College/University Prep – are designed for students to go directly to work or to a community or technical college or to a four-year college or university. A fourth Course of Study, the Occupational Course of Study, is designed for certain students with disabilities who have an Individualized Education Plan. Most students, regardless of Course of Study, take credits in the same core curricular areas. In fact, the Courses of Study provide enough flexibility for students to modify their Course if they choose to do so.

The Career Prep, College Tech Prep, and College/University Prep Courses of Study require a minimum of

4 credits in English	3 credits in science
*3 credits in mathematics	1 credit in Health/Physical Education electives
3 credits in social studies	

Please see chart on Page xix for additional information about credit requirements.

\* The College/University Prep Courses of Study requires 4 credits in Mathematics for first time ninth graders beginning in 2002-03.

## NC COURSE OF STUDY GRADUATION REQUIREMENTS\*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL*** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits – Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I	3 Credits ** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, III	4 Credits (4 <sup>th</sup> credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III and a credit beyond Integrated Mathematics III	3 Credits Occupational mathematics I, II, III
Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	3 Credits A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements-US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving)
Second Language	Not required	Not required **	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduation class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduation class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course  Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other require- ments*****	2 Elective Credits and other credits designated by LEA  Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	2 Elective Credits and other credits designated by LEA  Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	3 Elective Credits and other credits designated by LEA  Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	Occupational Preparation: 6 Credits: Occupational Preparation I,II,III,IV*****  Elective credits/completion of IEP objectives/Career Portfolio- required/No Exit Exam
TOTAL	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

\*Effective for ninth graders entering for the first time in 2000-01. The additional mathematics credit in college/university prep is for entering ninth graders of 2002-03.

\*\*A student pursuing a college tech prep course of study may meet the requirements of a college/university course of study by completing 2 credits in the same second language and one additional unit in mathematics.

\*\*\*This course of study shall be made available for certain students with disabilities who have an IEP, beginning in 2000-01.

\*\*\*\*Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

\*\*\*\*\*Examples of electives include JROTC and other courses that are of interest to the student.

# **NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM**

## **History**

In March, 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. In March, 1990, the State Board of Education revised the program and re-designated it the North Carolina Academic Scholars Program. Again, the State Board of Education revised program requirements in August 2002 to make it more consistent with graduation requirements and promote rigorous academic study. The current plan will remain in effect for students who entered ninth grade for the first time in or before 2002-2003. The revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

## **Recognition**

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

## NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM (Revised 8/8/02)

This plan is in effect for students who entered the ninth grade for the first time in or before 2002-2003.		The following revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004.		CHANGES
Students must: <ul style="list-style-type: none"> <li>begin planning for the program <u>before</u> entering grade 9 to ensure they obtain the most flexibility in their courses.</li> <li>complete all the requirements of this North Carolina Academic Scholars Program.</li> <li>have an overall four-year grade average of B or its equivalent as determined by the local board of education.</li> </ul>		Students must: <ul style="list-style-type: none"> <li>begin planning for the program <u>before</u> entering grade 9 to ensure they obtain the most flexibility in their courses.</li> <li>complete all the requirements of this North Carolina Academic Scholars Program.</li> <li>have an overall four-year unweighted grade point average of 3.5.</li> <li>complete all requirements for a North Carolina high school diploma.</li> </ul>		Unweighted grade point average of 3.5 rather than a B  Completion of all requirements for a high school diploma
Credits	The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.	Credits	The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.	
4	English I,II,III,IV	4	English Language Arts I,II,III,IV	none
3	Mathematics (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite)	4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	One additional credit required, optional Integrated Math sequence
3	Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)	3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	Physics OR Chemistry, an Earth/Environmental Science course specified
3	Social Studies (Government/Economics, U.S. History, and one world studies course)	3	Social Studies (World History, Civics/Economics, and U.S. History)	World History specified
2	Foreign Languages (two levels of the same language)	2	Languages other than English ( two credits of the same language)	none
1	Health/Physical Education	1	Healthful Living	none
2	Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language courses	1	Career and Technical Education	A new credit required in Career/Technical Education and in Arts Education
		1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)	
4	Electives	5	Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)	Two second-level or advanced level courses required
22	Note: Adopted by the State Board of Education on March 8, 1990. The above is the single plan applicable to graduates effective with the class of 1994.	24	Note: Adopted by the State Board of Education in August 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003-2004.	Two additional credits required

# ARTS EDUCATION



Standard Course of Study and  
Grade Level Competencies

**K-12**





# TABLE OF CONTENTS

Acknowledgments .....	1
Preface .....	4
Philosophy .....	7
Purpose .....	9
Program Description .....	15
Organization of the Curriculum .....	22
Dance Introduction .....	24
Dance K-2 .....	27
Kindergarten .....	29
Grade 1 .....	31
Grade 2 .....	34
Dance 3-5 .....	37
Grade 3 .....	39
Grade 4 .....	42
Grade 5 .....	45
Dance 6-8 .....	48
Grade 6 .....	50
Grade 7 .....	53
Grade 8 .....	56
Dance 9-12 .....	59
Dance I .....	61
Dance II .....	64
Dance III .....	67
Dance IV .....	70
Special Topics Dance I .....	73
Special Topics Dance II .....	76
Glossary .....	79

Music Introduction .....	84
Music K-2 .....	87
Kindergarten .....	89
Grade 1 .....	92
Grade 2 .....	95
Music 3-5 .....	98
Grade 3 .....	100
Grade 4 .....	103
Grade 5 .....	107
Music 6-8 .....	111
Grade 6 .....	113
Grade 7 .....	116
Grade 8 .....	120
Music 9-12 .....	124
Vocal Music I .....	126
Vocal Music II .....	129
Vocal Music III .....	133
Vocal Music IV .....	137
Instrumental Music I .....	141
Instrumental Music II .....	144
Instrumental Music III .....	147
Instrumental Music IV .....	151
General Music/All Other High School Electives .....	155
Glossary .....	158
Theatre Arts Introduction .....	164
Theatre Arts K-2 .....	167
Kindergarten .....	168
Grade 1 .....	171
Grade 2 .....	174
Theatre Arts 3-5 .....	177
Grade 3 .....	178
Grade 4 .....	181
Grade 5 .....	184

Theatre Arts 6-8 .....	187
Grade 6 .....	188
Grade 7 .....	191
Grade 8 .....	194
Theatre Arts 9-12 .....	197
Theatre Arts I .....	199
Theatre Arts II .....	202
Theatre Arts III .....	205
Theatre Arts IV .....	208
Theatre Arts - All Other High School Electives .....	211
Glossary .....	214
Visual Arts Introduction .....	217
Visual Arts K-2 .....	220
Kindergarten .....	222
Grade 1 .....	225
Grade 2 .....	227
Visual Arts 3-5 .....	230
Grade 3 .....	231
Grade 4 .....	234
Grade 5 .....	236
Visual Arts 6-8 .....	238
Grade 6 .....	239
Grade 7 .....	242
Grade 8 .....	245
Visual Arts 9-12 .....	248
Visual Arts I .....	250
Visual Arts II .....	253
Visual Arts III .....	256
Visual Arts IV .....	259
Visual Arts - All Other High School Electives .....	262
Glossary .....	265

# ACKNOWLEDGMENTS

The Arts Education and Healthful Living Section from the Instructional Services Division of the Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions of the North Carolina Arts Education Standard Course of Study would not have been possible.

We wish to express special thanks to:

- The Office of Instructional and Accountability Services for providing the leadership and vision that guided the development of this document,
- The many educators, parents, and business and community members who participated in the current revision process by serving on curriculum committees, focus groups, and/or by reacting to draft documents,
- The faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum,
- The Department of Public Instruction staff who carried the primary responsibility for revising and editing the curriculum, and
- The developers of the *National Standards for Arts Education* upon which the preface and other sections in this document are, to a considerable extent, based.

The current revision process involved on some level the entire arts education community, and the end product is a curriculum of which we can be proud. We will regularly revise and improve the curriculum to meet the needs of the students of North Carolina.

In addition, we would like to express special gratitude and appreciation to the members of the Revision Committees who devoted their time, energy, and expertise to the development and writing of the *Arts Education Standard Course of Study*. The members of the four committees are as follows:

## **Dance Revision Committee**

Gerrie Bowen, Dance Teacher, Wake County

Kacy Crabtree, Associate Professor, Performing Arts Department, Lees-McRae College

Dee Ellis, Dance and Physical Education Specialist, Charlotte/Mecklenburg Schools

Susan Hartley, Dance Teacher, Wake County Schools

Rebecca Hill, Dance Teacher, Charlotte/Mecklenburg Schools

Tamela Mosteller, Dance Teacher, Catawba County Schools  
Sherri France Newhouse, Dance Teacher, Wake County Schools  
Laura Potter, Dance Teacher, Cumberland County Schools  
Molloy Rogers, Dance Teacher, Durham County Schools  
Lydia Stewart, Arts Education Supervisor, Cumberland County Schools  
Katie Sutton, Dance Teacher, Robeson County Schools  
Christie Lynch Howell, Dance/Music Consultant, NC Department of Public Instruction

**Music Revision Committee**

Susan Bradley, Music Teacher, Beaufort County Schools  
Robert Chilton, Music Teacher, Surry County Schools  
Amy Daw, Music Teacher, Durham County Schools  
Chris Ham, Music Teacher, Vance County Schools  
Hayette Lovin, Music Teacher, Robeson County Schools  
Anne Moorman-Smith, Music Teacher, Wake County Schools  
Donald Morris, Music Teacher, Charlotte/Mecklenburg Schools  
Valerie Morris, Music Teacher, Durham County Schools  
Mark Propst, Performing Arts Specialist, Charlotte/Mecklenburg Schools  
Lisa Ireland Rice, Music Teacher, Pamlico County Schools  
Rhonda Stair, Music Teacher, Charlotte/Mecklenburg Schools  
Maribeth Yoder-White, Assistant Professor, School of Music, UNC at Greensboro  
Christie Lynch Howell, Dance/Music Consultant, NC Department of Public Instruction

**Theatre Arts Revision Committee**

Patricia Clark, Assistant Professor, Theatre Arts Department, East Carolina University  
Jerry Cribbs, Arts Education Director, New Hanover County Schools  
Elizabeth Hayes, Theatre Arts Teacher, Wake County Schools  
Andrea Leonard, Theatre Arts Teacher, Catawba County Schools  
Sue Scarborough, Theatre Arts Teacher, Wake County Schools  
Nan Stephenson, Theatre Arts Teacher, The Achievement School, Raleigh  
Cynthia Thompson, Theatre Arts Teacher, Catawba County Schools  
Koko Thornton, Theatre Arts Teacher, Charlotte/Mecklenburg Schools  
Devan Ward, Theatre Arts Teacher, Rockingham County Schools  
Mershon West, Theatre Arts Teacher, Charlotte/Mecklenburg Schools  
Rebecca Whitaker, Theatre Arts Teacher, Carteret County Schools  
Bryar Cogle, Theatre Arts and Visual Arts Consultant, NC Dept. of Public Instruction

**Visual Arts Revision Committee**

Rebecca Bailey, Head, Department of Art, Meredith College, Raleigh

Richard Beatty, Visual Arts Teacher, Wake County Schools

Kathleen Cooper, Visual Arts Teacher, Richmond County Schools

Jan Davis, Visual Arts Teacher, Alamance/Burlington Schools

Dean Johns, Visual Arts Specialist, Charlotte/Mecklenburg Schools

Rebekah King, Visual Arts Teacher, Pender County Schools

Patricia Meek, Visual Arts Teacher, Wake County Schools

Sharon Rayburn, Visual Arts teacher, McDowell County Schools

Suzanne Sload, Visual Arts Teacher, New Hanover County Schools

Robert Sox, Visual Arts Teacher, Wake County Schools

Margaret Stevens, Visual Arts Teacher, Beaufort County Schools

Irene Talton, Visual Arts Teacher, Wake County Schools

Bryar Cogle, Theatre Arts and Visual Arts Consultant, NC Dept. of Public Instruction

# PREFACE

**Development** Arts Education is a collective term that denotes learning and instruction in **four separately distinctive subject areas: dance, music, theatre arts and visual arts**. Therefore, *The North Carolina Arts Education Standard Course of Study* (SCS) was developed by four committees representing each of these areas. Once all the documents were in draft form, input was requested from selected representative teachers across the state, school and central office administrators, arts departments in higher education institutions, professional artists, other area consultants and administrators in the Department of Public Instruction, other state agencies, state arts education organizations, and other public individuals interested in providing input into the finished product. The resulting feedback was carefully considered by the committees and modifications were made where they were deemed beneficial. Every effort was made to address current education and curriculum issues.

---

**Use** This SCS is to be used to suggest what is comprised in the study of the four K-12 arts education programs. It has been generated to provide a foundation for teachers and curriculum specialists in each school system to develop classes or courses and instructional strategies.

---

**Features** This SCS features the following:

- There is a strong emphasis on communicating, reading, writing and math throughout each arts curriculum.
- Integration of learning both among the four arts areas and among other subject areas is stressed.
- Since the ability to do critical and creative thinking as well as complex problem solving and to use intuition are inherent parts of the arts process, importance has been placed upon the development of these abilities throughout the entire study in each arts area.
- There is a greater focus on knowing about, understanding and appreciating a variety of world cultures and historic periods.
- The ability to use knowledge, skills and processes learned in the arts and apply them to other disciplines and to life beyond school is reinforced.

- Where appropriate, concepts such as conflict resolution, teamwork, sensitivity to and tolerance of others and their views, heightened perceptual awareness, synthesis of ideas to arrive at a logical deduction, and work force preparedness are dealt with as integral aspects of the study.
- 

**Basis**

This SCS is based on the current *National Standards for Arts Education* developed by the Consortium of National Arts Education Associations. These national standards describe what every young American should know and be able to do in the arts. The standards are the basis upon which a national assessment has been developed as part of the National Assessment of Educational Progress. In this document, the goal statements for each arts area are directly correlated with the national standards. Where applicable, the standards are noted by number in parenthesis under each goal statement. This will enable users to see the relationship between the goals and the national standards document. The *National Standards for Arts Education* may be purchased from MENC Publications Sales, 1806 Robert Fulton Drive, Reston, Virginia, 22091 ([www.menc.org](http://www.menc.org)).

---

**Intent**

The intent of the *National Standards for Arts Education* along with the standard courses of study in dance, music, theatre arts and visual arts is that a comprehensive understanding of one or more of the arts be accomplished by each student throughout the K-12 program. The four area sections describe a thirteen-year program in each area that would result from effective instruction during each year from kindergarten to twelfth grade. The fact is that few students are able to have such a consistent and comprehensive experience in any area. It is more likely that individuals may be at different points along this continuum. The section for each arts discipline provides the means to determine students instructional levels and what studies they may need to pursue to achieve an appropriate and quality arts education experience at any given time throughout their tenure in public school.

---

# PHILOSOPHY

## Part of Life

**The arts have been part of life from the very beginning.** They have described, defined, and deepened human experience. All people have an abiding need for meaning--to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the otherwise inexpressible. A society without the arts is unimaginable.

---

## Connections

**The arts connect each new generation to those who have gone before,** equipping the newcomers in their own pursuit of the abiding questions: Who am I? What must I do? Where am I going? Simultaneously, the arts initiate change, challenging old perspectives from fresh angles of vision, or offering original interpretations of familiar ideas. The arts disciplines each provide their own unique ways of thinking. At another level, the arts are society's gift to itself, linking hope to memory, inspiring courage, enriching our celebrations, and making our tragedies bearable. The arts are a source of enjoyment and delight, providing the "Aha!" of discovery when we see ourselves in a new way, grasp a deeper insight, or find our imaginations refreshed. Every generation has been preoccupied with the arts because they bring us face to face with ourselves, and with what we sense lies beyond.

---

## Embedded

**The arts are deeply embedded in our daily life,** often so deeply or subtly that we are unaware of their presence. The office manager who has never studied painting may nevertheless select a living-room picture with great care. A couple who would never think of taking in a ballet are nonetheless avid square dancers. The arts are everywhere in our lives, adding depth and dimension to the environment we live in, shaping our experience daily. The arts are a powerful economic force as well, from fashion, to the creativity and design that go into every manufactured product, to architecture, to the performance and

entertainment arts that have grown into multibillion-dollar industries. We cannot escape the arts--nor would we want to.

---

## Inseparable

For all these reasons and many more, **the arts have been an inseparable part of the human journey;** indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing

them is fundamental to the healthy development of children's minds and spirits. That is why, in any civilization--ours included--the arts are inseparable from the very meaning of the term "education." We know from long experience that *no one can claim to be truly educated who lacks basic knowledge and skills in the arts.*

If our civilization is to be both dynamic and nurturing, its success will ultimately depend on how well we develop the capacities of our children, not only to earn a living in our complex world, but to live a life rich in meaning. To achieve this quality of life requires a vital connection to one or more of the arts disciplines, which like any subject, demand discipline and study.

This document identifies what children must *know* and be able to *do* as a result of a comprehensive arts education. A mere nodding acquaintance with the arts is not enough to sustain children's interest or involvement in them. The arts will help them discover who they are, and what is even more important, who they can become.

---

# PURPOSE

## Benefits

Arts education benefits both student and society. Involving the “whole child” in the arts gradually teaches many types of literacy while developing intuition, sensitivity, reasoning, imagination, and dexterity. This process requires not merely an active mind but a trained one. Arts education helps students perceive and think in new ways. The arts also help provide and extend meaning. Because so much of a child's education in the early years is devoted to acquiring the skills of language and mathematics, children gradually learn, unconsciously, that the "normal" way to think is linear and sequential, that the pathway to understanding moves from beginning to end, from cause to effect. In this early mode, students trust those symbol systems (words, numbers, and abstract concepts) that separate the person from their experiences.

But **the arts teach a different lesson by often starting in a different place.** The arts cultivate the senses that trust the unmediated flash of insight as a legitimate source of knowledge. The arts connect person and experience directly, building bridges between verbal and nonverbal, logic and emotion--the better to gain an understanding of the whole. Both approaches are powerful; both are necessary. To deny students either is to disable them.

An education in the arts benefits society because students of the arts disciplines gain powerful tools for:

- **understanding human experiences**, both past and present;
- **teamwork and collaboration**;
- **making decisions** creatively when no prescribed answers exist;
- **learning to adapt to and respect** others' (diverse) ways of thinking, working, and expressing themselves;
- **learning problem recognition and problem solving**, involving expressive, analytical, and developmental tools to every human situation (this is why we speak, for example, of the "art" of teaching or the "art" of politics);
- **understanding the influence of the arts and their power** to create and reflect cultures, the impact of design on our daily life, and in the interdependence of work in the arts with the broader worlds of ideas

and action;

- **developing the essential senses** of sight, hearing, smell, taste, touch, and kinesthetics as intellectual, emotional, physical, creative, and expressive acts;

- **analyzing nonverbal communication and making informed judgments** about cultural products and issues; and

- **communicating effectively.**

In a world inundated with contradictory messages and meanings, arts education in one or more of the arts disciplines helps young people explore, understand, accept, and use ambiguity and subjectivity. In art as in life, there is often no clear or "right" answer to questions that are nonetheless worth pursuing ("Should the trees in this painting be a little darker shade of green?"). At the same time, study in any of the four art disciplines in the classroom bring excitement and exhilaration to the learning process. Study and competence reinforce each other; students become increasingly interested in learning, add new dimensions to what they already know, and want to learn even more. The joy of learning becomes real, tangible, powerful!

---

### **Value of the Arts**

Perhaps most important, the arts have *intrinsic* value. They are worth learning for their own sake, providing benefits not available through any other means. To read Schiller's poem "Ode to Joy," for example, is to know one kind of beauty, yet to hear it sung by a great chorus as the majestic conclusion to Beethoven's Ninth Symphony is to experience beauty of an entirely different kind, an experience that for many is sublime. Because these deeply felt experiences transcend our daily reality, there is no substitute for the arts, which provide bridges to things we can scarcely describe, but respond to deeply. In the simplest terms, no education is complete without them.

The arts also contribute to education beyond their intrinsic value. Because each arts discipline appeals to different senses and expresses itself through different media, each adds a special richness to the learning environment. An education in the arts helps students learn to identify, appreciate, and participate in the traditional art forms of their own communities. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for school progress. At the same time, the intellectual demands of the arts help students develop problem-solving abilities and such critical thinking skills as analyzing, synthesizing, and evaluating information. Numerous studies point toward a consistent and positive correlation

between a substantive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

---

**Connections  
Between  
the Arts,  
Students  
and the  
World**

If education in the arts is to serve its proper function, each student must develop an understanding of such questions as these: What are the arts? How do artists work and what tools do they use? How do traditional, popular, and classical art forms influence one another? Why are the arts important to me and my society? As students seek the answers to these questions, they develop an understanding of the essence of each arts discipline, and of the knowledge and skills that enliven it. This does not imply that every student will acquire a common set of artistic values. Ultimately, students are responsible for their own values.

The affirmations below draw significant connections among the arts, the lives of students, and the world at large:

- The arts have both intrinsic and instrumental value; that is, they have worth in and of themselves and can be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify).
- The arts play a valued role in creating cultures and building civilizations. Although each arts discipline makes its unique contributions to culture, society, and the lives of individuals, their connections to each other enable the arts disciplines to produce more than any of them could produce alone.
- The arts are a way of knowing. Students grow in their ability to comprehend their world when they learn the arts. As they create dances, music, theatrical productions, and visual artworks, they learn how to express themselves and how to communicate with others.
- The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.
- Lifelong participation in the arts is a valuable part of a life fully lived and should be cultivated.
- Appreciating the arts means understanding the interactions among the various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts, and in

appreciating their interdependent nature.

- Awakening to folk arts and their influence on other arts deepens respect for one's own and for others' communities.
- Openness, respect for work, and contemplation when participating in the arts as an observer or audience member are personal attitudes that enhance enjoyment and ought to be developed.
- The arts enhance and sharpen one's abilities to inquire and express.
- Because the arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "value."
- The modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.
- Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.
- The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.
- Each person has a responsibility to advance civilization. The arts encourage taking this responsibility and provide skills and perspectives for doing so.

As students work at meeting artistic challenges, they are preparing to make their own contributions to the nation's culture. The more students live up to these high expectations, the more empowered our citizenry will become. Helping students grow in the arts is one of the best possible investments in the future of our country and civilization.

---

## **Access**

*All* students deserve access to the rich education and understanding that the four arts disciplines provide, regardless of their background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. Thus, the arts should be an integral part of the general education for all students. In particular, students with disabilities, who are often excluded from arts programs, can derive great benefit from them--and for the same

reasons that studying the arts benefits students who are not disabled. As many teachers can testify, the arts can be a powerful vehicle--sometimes the best vehicle--for reaching, motivating, and teaching a given student. At the same time, there is a continuing need to make sure that all students have access to the learning resources and opportunities they need to succeed. Thus, as in any area of the curriculum, providing a sound education in the arts will depend in great measure on creating access to opportunities and resources.

In this context, the idea that all education in the arts is just for "the talented," and not for "regular students" or those with disabilities, can be a stumbling block. The argument that relegates the arts to the realm of passive experience for the majority, or that says a lack of "real talent" disqualifies most people from learning to draw, play an instrument, dance, or act, is quite simply *wrong*. Clearly, students have different aptitudes and abilities in the arts, but differences are not disqualifications. An analogy may be helpful. We expect mathematical competence of all students because knowledge of mathematics is essential to shaping and advancing our society, economy, and civilization. Yet no one ever advances the proposition that only those who are mathematically "talented" enough to earn a living as mathematicians should study long division or algebra. Neither, then, should talent be a factor in determining the place or value of the arts in an individual's basic education.

---

## PROGRAM DESCRIPTION

### Critical Elements

Comprehensive programs in each of the four arts disciplines can make a difference because they speak powerfully to two fundamental issues that pervade all of education--quality and accountability. They help ensure that the study of the arts is disciplined and well-focused, and that arts instruction has a point of reference for assessing its results.

The following concepts are critical to consider when implementing an arts education program.

- Arts education is not a hit-or-miss effort but a **sequenced, comprehensive learning across four arts disciplines**, each including its own skills, knowledge, and techniques. This offers the student a means of communication and modes of thought and action. Each discipline also provides rich and complex points of view on the world and human experience. It offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as innumerable connections to all human activity.

All basic subjects, including the arts, require more than mere "exposure." It needs **focused time for sequential study, practice, and reflection**. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts courses for the specially motivated do not qualify as basic or adequate instruction. They certainly cannot prepare all students in a comprehensive way. When children move beyond the "exposure" level toward proficiency in an arts discipline, the basic processes of creating, performing, producing, thinking, perceiving, and responding in one context are utilized in other curriculum areas. The child who learns reading through one or more areas of the arts will also improve in reading in other subject areas. Just so, the child who learns to see with an artist's eye, hear with the musician's ear, dramatize the playwright's vision, or tell a story with the body's movement has acquired a tool that can enrich and enliven all learning, whether in an arts discipline, other subject areas or beyond.

- Instruction in the arts **must occur through a hands-on orientation** (i.e., students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.) The arts encompass an expressive, therapeutic approach to learning whereby psychological/physiological needs of the whole

child are met. Content and process are emphasized for each child since he or she is viewed as a unique individual.

- Students should learn about the diverse cultural and historical heritages of the arts. Our culture is a rich mix of people and perspectives, drawn from many cultures, traditions, and backgrounds. That diversity provides students with a distinctive learning advantage: they can juxtapose unique elements of their individual cultural traditions with elements that have been embraced, incorporated, and transformed into a shared culture. In the process, they **learn that diverse heritages are accessible to all**. Our cultural diversity is a vast resource for any arts discipline, and should be used to help students understand themselves and others. The different art forms provide a variety of lenses for examining the cultures and artistic contributions of our nation and others around the world.

---

**Significance  
to  
Education**

Students should learn that **each art form has its own characteristics and makes its own distinctive contributions**; that it has its own history and heroes. Students need to learn the profound connections that bind the arts to one another and to other curriculum areas, as well as the connections between particular artistic styles and the historical development of the worlds' cultures. Students also need to understand that art is a powerful force in the everyday life of people around the world, who design and make many of the objects they use and enjoy.

It is therefore essential that those who construct any of the **arts curricula attend to issues of ethnicity, national custom, tradition, and gender, as well as to the artistic elements and aesthetic responses that transcend and universalize such particulars**. The polyrhythmic choreography of Native American dancing, the incomparable vocal artistry of a Jessye Norman, and the intricate calligraphy of Japanese and Arabic artists are, after all, more than simply cultural artifacts; they are part of the world's treasure house of expression and understanding. As such, they belong to every human being and should be used to develop basic knowledge and skills in the various arts disciplines.

**Content  
Integration**

**Arts education should promote interdisciplinary study; and integration among and across the arts and other disciplines.** Those connections are of two kinds and should not be confused.

**Correlations**, the first kind, show specific similarities or differences. A simple example is the correlation between music and mathematics. Clearly evident in the structure of both are such elements as counting, intervals, and consistent numerical values. More complex examples

could involve studies based on such areas as aesthetics, sociology, or historic periods, in which texts, interpretations, and analyses of two or more art forms are compared and contrasted.

The other kind, **Integration**, is different from correlation. Instead of placing different subjects side by side to compare or contrast them, integration uses the resources of two or more disciplines in ways that are mutually reinforcing, often demonstrating an underlying unity. A simple example of integration within the arts is using combinations of visual effects and words to create a dramatic mood. At a more complex level involving the study of history, other examples of integration might be how American theatre in the period 1900-1975 reflected shifts in the American social consciousness, or how the sacred and secular music of African-Americans contributed to the civil rights movement.

Because forging these kinds of connections is one of the things the arts do best, they can and should be **taught in ways that connect them to each other and to other subjects**. Significantly, building connections in this way gives students the chance to understand wholes, parts, and their relationships. The high school student of world history who has learned something about the visual arts of Japan will understand the politics of the Tokugawa shoguns far better than a classmate who knows nothing of how the art of Japan reflects that country's core values. But one point is basic. Correlation, integration, and similar approaches to learning are first of all a matter of knowledge and

competence within each of the arts disciplines, which must be maintained in their full integrity.

### **Technology**

Technology is a force not only in the economy but in the arts as well. The use of **technology in arts instruction is meaningful only to the degree that it contributes to competence**, and that contribution comes through instruction and study. New technologies make it possible to try out a host of possibilities and solutions, and obtain information. Success should be measured by how well students achieve artistic and intellectual objectives, not alone by how adept they are in using a given arts technology. The use of technology should increase their ability to synthesize, integrate, and construct new meanings from a wealth of new resources and information so that they understand the relationships among technical means, artistic technique, and artistic goals.

### **Cognitive Skills**

The development of **problem-recognition/problem-solving, and creative and higher-order thinking skills** should be taken seriously in arts education as necessary skills to be taught and learned for success in life and work.

## Assessment

A comprehensive arts education **program should provide a foundation for educational assessment on a student-by-student basis**. One of the substantial advantages offered by this program is that it combats the uninformed idea that the arts are an "academically soft" area of study. People unfamiliar with the arts often mistakenly believe that excellence and quality are merely matters of opinion ("I know what I like"), and that one opinion is as good as another.

**The arts are cognitive, they have "academic" standing.** They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same thing as education. They affirm that discipline and rigor are the road to achievement. And they state emphatically that all these things can in some way be measured--if not always on a numerical scale, then by informed critical judgment. Although certain aspects of learning in the arts can be measured adequately by traditional paper-and-pencil techniques or demonstrations, many skills and abilities can be properly assessed only by using subtle, complex, and nuanced methods and criteria that require a sophisticated understanding. Assessment measures should incorporate these subtleties, while at the same time making use of a broad range of performance tasks.

---

## What Students Should Know and Be Able to Do in the Arts at the Completion of Secondary School

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. Their abilities may develop at different rates. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence demands capabilities with these elements and understanding of their interdependence; implied also is the ability to combine the content, perspectives, and techniques associated with the various elements to achieve specific artistic and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As a result, the experience of the arts matures through learning and the pride of accomplishment.

Students should know and be able to do the following by the time they have completed secondary school:

- They should **be able to communicate at a basic level in the four arts disciplines** -- dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

- They should **be able to communicate proficiently in at least one art form** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- They should **be able to develop and present basic analyses of works of art** from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- **They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods**, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- **They should be able to relate various types of arts knowledge and skills within and across the arts disciplines.** This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

From developing these capabilities, students arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity. The following diagram suggests a course of study for arts education.

---

## SUGGESTED COURSES OF STUDY IN ARTS EDUCATION

K-2	3-5	6-8	9-12
Creative Dance	Creative Dance	Creative/Modern Dance	Dance I, II, III, IV
General Music	General Music	General Music	General Music  Instrumental Music I, II, III, IV  Vocal Music I, II, III, IV
Creative Drama	Creative Drama	Creative Drama	Theatre Arts I, II, III, IV
Visual Arts	Visual Arts	Visual Arts	Visual Arts I, II, III, IV

# ORGANIZATION OF THE CURRICULUM

In the North Carolina Arts Education Standard Course of Study, the curriculum for each arts area is organized by an overall introductory section, grade span transition sections, grade level focus boxes, strands, competency goals with grade level objectives, and a glossary for each arts area.

<b>Headings</b>	The headings consist of the area of study with the grade level or course title. This information will be capitalized in bold type at the top center of each page and read for example, ARTS - Grade 3.
<b>Transition Sections</b>	These sections address major emphases, important concepts or other information specific to each grade span: K-2, 3-5, 6-8, and 9-12.
<b>Focus Boxes</b>	Rectangular boxes at the beginning of each grade section or course in each of the arts areas, will contain focus information. The information for kindergarten through eighth grade will appear as bullets that list, as concisely as possible, major features of the curriculum at each specific grade. For grades 9-12, the information describes each course at the high school level in narrative form.
<b>Strands</b>	Strands define the major elements of the subject that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives. These elements change for each arts discipline and may differ for various grade spans. This section begins with the word “Strands:” in bold type at the left side of the page.
<b>Competency Goals</b>	Competency goals are broad statements of general direction or purpose for each arts education program. These are in bold type and numbered “COMPETENCY GOAL 1, 2, etc.” and start with the words, “The learner will ....” The goals are the same for all grade levels and courses in each area of arts education.
<b>Objectives</b>	Objectives are specific statements of what the student will know or be able to do in each arts discipline which are observable and measurable learning targets contributing to the attainment of the broader goal.

These sections come under the goals and begin with a heading in bold print at the left of the page and entitled “Objectives” with the objectives following underneath and numbered “1.01, 1.08, 1.13, etc.” The objectives are stated as phrases which start with a capitalized verb such as Apply, Describe, Perform, Demonstrate, etc. as if completing the sentence “The learner will know or be able to ....”

Because the objectives are developed for each grade level and high school course, some of them are repeated as appropriate at ensuing grade or course levels to suggest continuation of study or ongoing advancement of knowledge and/or skills. However, when this occurs, the intent is that the content, instruction, student outcomes and methods of evaluation should increase in sophistication at each succeeding grade or course level.

---

## **Glossary**

The glossary for each arts area is a list of definitions for all words used in this document that are relevant to the arts discipline but not necessarily in common use or that warrant a definition specific to this particular body of knowledge.

---

# DANCE

## **Basis for Dance**

Dance has existed since the beginning of humankind. Before verbal or written communication existed, humans used movement to communicate and to help them comprehend, shape, and make meaning of their world. Moving rhythmically is innate. Because movement as a form of self-expression is intrinsic to our existence as human beings, dance is included as part of a comprehensive education. Young children revel in their own ability to move. Dance is a natural vehicle that children use to help them understand themselves and the world in which they live.

---

## **Dance Program**

Dance education helps students use movement to creatively express meaning. It provides students with a way of kinesthetically learning and communicating. The dance program is designed to teach students fundamentals in dance and choreography, and to help students develop self-discipline and focus.

Through dance, students come to appreciate rich and diverse cultures, beliefs, and societies. As students examine the role of dance throughout history and in different cultures, they learn to respect diversity. Dance helps people connect with one another and exists in all cultures and places.

## **Learning Needs**

A quality K-12 dance program addresses the learning needs of the whole child. Studies in dance address the physical, emotional, social, intellectual, and aesthetic development of children. Movement engages students by providing a hands-on approach to the learning experience. Dance study allows for all learners to be successful as it addresses various learning styles and intelligences.

Performances are a by-product, but are not the primary goal of dance education. Performances are the outcome of the creative process. This process helps students develop the ability to think critically. Through the process of creating, students are able to be imaginative, and approach things in new or different ways. Students develop their own aesthetic criteria, and evaluate and validate their work and the choices they make. Students also look outside of themselves, discovering and developing respect for the efforts and work of others.

---

**Content  
Integration**

Content integration is a natural component of the dance program. Students apply and synthesize knowledge of dance in relation to other content areas. The dance program allows students to use movement as a means for exploring ideas and concepts, which is especially important for bodily/kinesthetic learners.

---

**Technology**

Students use technology in a variety of ways as a tool to explore dance. Compact disc and cassette players are used to provide music for accompaniment to dance. Video recordings help bring the world of dance into the classroom, allowing students to see the wide scope of dance choreography that exists, and introducing students to people and events that have shaped dance history. Videotaping and photography enable students to chart their own development and self-evaluate. The internet and computer software provide students with the opportunity to study dance in many ways including the creation and recording of original choreography.

---

**Assessment**

Assessment is an integral part of instruction. A combination of teacher, peer, and self-assessment should be employed. The method of assessment used will depend on the purpose of the assessment. Appropriate assessment must be authentic and linked to learning targets that are identified in the North Carolina *Standard Course of Study*. Student assessment will take place in many forms including observation, questioning, discussion, rubrics, checklists, written products, and movement/performance assessments. Students may keep written and/or video portfolios as part of their study in dance. The assessment process is ongoing, as part of the teaching and learning cycle, and should be used to diagnose, monitor, and summarize student learning.

---

**Course of  
Study**

The North Carolina *Standard Course of Study* (SCS) provides a comprehensive framework for dance in the public schools. The SCS communicates what students should know and be able to do as a result of instruction at each grade level or from a course. Content and skills that are not limited to particular materials or methodology, but that can be delivered through multiple approaches and materials are described. Specific teaching strategies, materials, and other information will be addressed in optional support documents rather than in the SCS.

The competency goals for the SCS incorporate the standards from the *National Standards for Arts Education*, which was developed by the Consortium of National Arts Education Associations. The curriculum for each grade level and course includes a heading, foci, strands, competency goals, and objectives.

This SCS is organized in a grade-by-grade (K-8) and course-by-course (9-12) format. Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding dance, experiences and learning must occur in a sequential manner. The SCS is organized as a sequential program of study, with each grade span building on what students have learned before. Due to the reality that students may enter studies in dance at various grade levels, teachers will need to adapt objectives accordingly for students who have received no prior education in dance. Students at the high school level will have the option of studying dance as an area of interest, or specializing in studies to prepare them for a career in dance.

---

## Strands

The strands define the major elements of dance that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the SCS.

Creating, Performing, Responding, and Understanding are the strands in which all aspects of dance can be defined:

- **Creating:** Refers to expressing ideas and feelings through improvising, composing, or choreographing dance.
  - **Performing:** Refers to presenting or demonstrating, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.
  - **Responding:** Refers to observing, describing, analyzing, critiquing, and evaluating dance.
  - **Understanding:** Refers to synthesizing knowledge of dance in relation to history, culture, heritage, other content areas, ideas, and life-long learning.
-

## DANCE K-2

### **Characteristics of the Young Elementary School Student**

The primary school years are a period of tremendous adjustment and growth. Students are transitioning from the home or pre-school setting to a more structured school setting. Although the school setting is fairly new to most, children in grades K-2 are filled with wonder about themselves and the world around them. They are usually eager to try new things, and have the ability to create with few inhibitions. Thus, the K-2 dance program provides an experiential environment.

---

### **The Learning Experience**

The K-2 dance program is designed to encourage children's natural enthusiasm for movement. For many children, this is their first experience with any type of structured dance class. Initially, young children must discover their own movement potential.

Although children this age have an immense capacity for creativity, they have not developed movement skills in dance. Therefore, technique is not emphasized at this level, although groundwork is laid through the development of kinesthetic awareness and self-management. Primarily, students learn to recognize and demonstrate the basic dance elements of time, space, and energy/dynamics. Through the process of exploration, students discover how to utilize these elements to arrive at multiple solutions to creative movement problems.

---

### **Content Integration**

Content integration is a natural way for young children to make meaning of their world. The ideal elementary program provides rich integration in the areas of English Language Arts, Mathematics, Science, Social Studies, and other content areas both within and outside of the arts. Dance can be a vehicle for understanding major concepts that occur across content areas such as patterns, cycles, and processes. Dance movement reinforces and helps teach counting and grouping skills, emerging literacy skills such as letter recognition and formation, writing skills, and character education.

---

**Presentations**

Many young children are creatively uninhibited, and tend to be more eager to perform their accomplishments in front of a willing audience. The desire to present their learnings is a normal progression. It is the creative process that encourages students to share, analyze, and evaluate their own work, and the work of others.

An informal sharing is a developmentally appropriate performance experience for young children. An informative performance, or "informance" may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. These settings provide unique opportunities to define the roles of the performers and audience members. Children learn how to respond to dance appropriately. In addition, the experience helps them to build confidence and pride in their work.

---

**Program  
Continuity**

Throughout the curriculum key objectives progress from one grade level to the next using a similar succession: exploration, identification, utilization, and evaluation. Some objectives, which do not appear to follow the same progression, recur at different grade levels for the purpose of reinforcement and extension. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student. The K-2 dance program prepares students to continue dance studies at the upper elementary level.

---

## DANCE - Kindergarten

Kindergarten is the entry level for study in dance. Learning is primarily experiential. The focus areas at this level include:

- Beginning to develop kinesthetic awareness.
- Beginning to explore the elements of dance and basic components of choreography.
- Recognizing dance as a form of human expression that can be enjoyed by all.
- Beginning to make connections between dance and other content areas.
- Developing the ability to participate appropriately in movement activities and as audience members.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### Objectives

- 1.01 Identify body parts and range of motion.
- 1.02 Demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
- 1.03 Demonstrate the element of time in dance through exploration: tempo and rhythm.
- 1.04 Demonstrate the element of energy/dynamics in dance through exploration.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### Objectives

- 2.01 Demonstrate the difference between spontaneous and planned movement.
- 2.02 Demonstrate patterns in dance.
- 2.03 Demonstrate that dance has a beginning, middle, and end.
- 2.04 Improvise movement based on own ideas and ideas from other sources.
- 2.05 Move alone and with others.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

### Objectives

- 3.01 Express ideas, feelings, and stories through dance movement.
- 3.02 Respond to dance movement experiences in a variety of ways.
- 3.03 Identify similarities and differences between dance and other forms of human movement.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Demonstrate at least one solution to a given creative movement problem in dance.
- 4.02 Identify similarities and differences in dance movement sequences.
- 4.03 Evaluate dance movement sequences.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Identify the existence of dance in communities and cultures.
- 5.02 Identify and explore dances from various cultures.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate self-awareness through dance movement activities.
- 6.02 Identify that dance requires concentration.
- 6.03 Identify how warming-up enhances the ability to dance.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify connections between dance and one other content area.
- 7.02 Identify various applications of technology in dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Show respect and appreciation for the dance movement efforts of others.
- 8.02 Demonstrate ways that one can be involved through dance as a performer and as an audience member.

## DANCE - Grade 1

The study of dance is cumulative and sequential to include learning from the previous grade level. Learning at this grade level is primarily experiential. The focus areas at this level include:

- Developing increasing kinesthetic awareness
- Experimenting with the elements of dance
- Beginning to create dance using basic components of choreography
- Participating in dance as a form of human expression
- Continuing to make connections between dance and other content areas
- Participating appropriately in movement activities and as audience members

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate kinesthetic awareness through identification of body parts and range of motion.
- 1.02 Demonstrate and explore the element of space in dance: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
- 1.03 Demonstrate and explore the element of time in dance: tempo and rhythm.
- 1.04 Demonstrate and explore the element of energy/dynamics in dance.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Demonstrate and identify the differences between spontaneous and planned movement.
- 2.02 Demonstrate patterns in dance.
- 2.03 Demonstrate and identify beginning, middle, and end in dance.
- 2.04 Improvise and create movement based on own ideas and concepts from other sources.
- 2.05 Demonstrate working alone and with others in movement exploration.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Show ideas, feelings, and stories through dance movement.
- 3.02 Discuss various dance movement experiences.
- 3.03 Identify and demonstrate similarities and differences between dance and other forms of human movement.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Demonstrate at least two different solutions to a given creative movement problem.
- 4.02 Identify similarities and differences in movement sequences.
- 4.03 Evaluate dance movement sequences.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Discuss the role of dance in celebrations and events.
- 5.02 Identify and explore dances from various cultures.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate self-awareness through dance movement activities.
- 6.02 Demonstrate concentration and focus during dance movement activities.
- 6.03 Identify and describe healthy practices including the importance of warm-ups to enhance the ability to dance.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify connections between dance and at least two other content areas.
- 7.02 Identify and explore various applications of technology in dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Describe and show respectful behaviors toward others in dance movement experiences.
- 8.02 Identify the role of an audience member when creating or performing dance movement.
- 8.03 Identify and demonstrate appropriate behavior when creating, performing, or viewing dance movement.

## DANCE - Grade 2

The study of dance is cumulative and sequential to include learning from previous grade levels. Learning at this grade level is primarily experiential. The focus areas at this level include:

- Developing increasing kinesthetic awareness
- Demonstrating the elements of dance
- Creating dance, alone and with others, using basic components of choreography
- Participating in dance as a form of human expression
- Continuing to make connections between dance and other content areas
- Participating appropriately in movement activities
- Recognizing that audience members critique dance using various methods

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate kinesthetic awareness.
- 1.02 Demonstrate and identify the element of space in dance: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.
- 1.03 Demonstrate and identify the element of time in dance: tempo and rhythm.
- 1.04 Demonstrate and identify the element of energy/dynamics in dance.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Demonstrate the differences between spontaneous and planned movement.
- 2.02 Create and perform patterns in dance.
- 2.03 Create simple movement sequences using beginning, middle, and end; identify each of these parts of the sequence.
- 2.04 Improvise, create, and perform dance sequences using ideas and concepts from other sources.
- 2.05 Demonstrate the ability to work effectively alone and with a partner.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Identify and demonstrate ideas, feelings, and stories through movement or gestures.
- 3.02 Identify and explain reactions to movement experiences.
- 3.03 Demonstrate and explain similarities and differences between dance and other forms of human movement.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Demonstrate three or more different solutions to a given dance movement problem.
- 4.02 Identify and describe similarities and differences in dance movement sequences.
- 4.03 Evaluate dance movement sequences.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Describe the various roles of dance in communities and cultures.
- 5.02 Identify and demonstrate dances from various cultures and historical periods.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Identify and demonstrate safe practices during dance movement activities.
- 6.02 Demonstrate ability to self-monitor concentration and focus during dance movement activities.
- 6.03 Explain healthy practices which enhance the ability to dance including the importance of warm-ups and nutrition.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Explain connections between dance and at least three other content areas.
- 7.02 Use technology as a tool for creating and exploring dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Show respect and appreciation for the dance movement efforts of others.
- 8.02 Identify the roles of audience members and performers when viewing dance.
- 8.03 Identify and demonstrate appropriate behavior when creating, performing, or viewing dance.

## DANCE 3-5

### **Characteristics of the Upper Elementary School Student**

The upper elementary student is more comfortable in the structure of the school environment. At this age, students appear confident and eager to take on new tasks and challenges. One of the greatest challenges involves group dynamics. Charged with the task of defining their roles, students begin to recognize how groups interact. The 3-5 dance program provides opportunities for students to explore dancing alone and as part of a group.

---

### **The Learning Experience**

The 3-5 dance program is designed to reinforce the experiential learning of the primary grades, as well as to create a foundation for further dance study as children progress to middle school. Students refine the use of space, time, and energy in grades 3-5. Greater emphasis is placed upon problem solving and working cooperatively with others in the dance process. Lessons may have a thematic focus based on content from other subject areas and/or related to the children's individual interests or developmental levels. Students continue to create, perform, analyze, and evaluate their work, and begin to understand dance as an art form.

---

### **Content Integration**

Content integration is a natural way for children to organize and understand their world. The elementary dance program provides rich opportunities for students to study dance in relation to other content areas. Dance can also be a vehicle for helping children understand major concepts such as patterns, cycles, and processes. Dance can help students understand cultural diversity, the writing process, mathematical reasoning and concepts, the scientific process, character traits, and the impact of technological advances on dance.

---

### **Presentations**

Presentation of work is a natural progression in the study of dance. Students will have opportunities to demonstrate their work in many venues in the elementary school. Presentations may take place in the form of informal sharing within the classroom for partners, small groups, the whole class, or in the form of formal stage presentations for a larger audience. The learning experience is the focus of these presentations even though a final product may be produced.

Informances may demonstrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, teach

students to respond to and critique dance appropriately, and help children to build confidence and pride in their work.

---

**Program  
Continuity**

Throughout the curriculum key objectives progress from one grade level to the next using a similar succession: exploration, identification, utilization, and evaluation. Some objectives, which do not appear to follow the same progression, recur at different grade levels for the purpose of reinforcement and extension. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student. The 3-5 dance program prepares students to continue dance studies at the middle school level.

---

## DANCE - Grade 3

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating increased kinesthetic awareness
- Utilizing the elements of dance
- Developing partner skills
- Utilizing the basic components of choreography to create and perform dance sequences
- Expressing ideas, feelings, or stories through movement
- Continuing to make connections between dance and other content areas
- Participating appropriately during cooperative and movement activities
- Critiquing and evaluating the work of self and others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate increasing kinesthetic awareness.
- 1.02 Utilize and elaborate on the element of space in dance.
- 1.03 Utilize and elaborate on the element of time in dance.
- 1.04 Utilize and elaborate on the element of energy/dynamics in dance.
- 1.05 Observe and describe the inter-relatedness of dance elements in a brief movement study.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Compare and contrast the differences between spontaneous and planned movement.
- 2.02 Create a sequence with a beginning, middle, and end both with and without accompaniment.
- 2.03 Demonstrate and develop the following partner skills: copying, leading and following, mirroring.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Create a dance phrase and accurately repeat it.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Create movements to express ideas, feelings, or stories.
- 3.02 Discuss interpretations of and reactions to a dance.
- 3.03 Create dance movements from pedestrian movements.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Create and explore multiple solutions to a given movement problem.
- 4.02 Discuss and explore movement similarities and differences in dance sequences.
- 4.03 Evaluate dance in multiple ways.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Compare and contrast dances from various cultures and historical periods.
- 5.02 Perform dances from various cultures and historical periods.
- 5.03 Identify various ways in which people respond to their environments through dance.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate safe and respectful practices during movement activities.
- 6.02 Identify at least one personal goal to improve oneself as a dancer.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Investigate connections between dance and other content areas.
- 7.02 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Define and demonstrate appropriate behaviors while watching, creating, or performing dance.
- 8.03 Identify and explore various opportunities for involvement with dance.

## DANCE - Grade 4

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Exhibiting increased kinesthetic awareness
- Utilizing the elements of dance to choreograph dance sequences
- Discovering how people in various cultures and historical periods have communicated through dance movement
- Using dance to illustrate concepts or ideas from other content areas
- Working effectively within a group in the creation and performance of dance compositions
- Critiquing and evaluating the work of self and others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Exhibit kinesthetic awareness: control, concentration, focus, and clarity of movement.
- 1.02 Combine more than one element of dance to create dance sequences.
- 1.03 Observe and describe the dance elements in various dance movement studies.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Use improvisation to discover and invent dance.
- 2.02 Create and perform a sequence with a beginning, middle, and end both with and without accompaniment. Identify each of these parts in the sequence.
- 2.03 Demonstrate the ability to work independently and cooperatively.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Create a dance phrase, accurately repeat it, then vary it by making changes in the elements of dance.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Create and present simple dance sequences that convey meaning.
- 3.02 Explain interpretations of and reactions to a dance.
- 3.03 Demonstrate ways to create dance movements from pedestrian movements.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Create and explore multiple solutions to a given movement problem.
- 4.02 Choose one solution to a movement assignment and justify the reasons for that choice.
- 4.03 Devise and employ various ways to evaluate dance.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Investigate the impact of historical events and significant contributors on the development of dance.
- 5.02 Investigate aspects of dance in various cultures and historical periods.
- 5.03 Reproduce a dance using available resources; describe the cultural and/or historical context.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Explain how health and safety practices enhance a dancer's ability to dance.
- 6.02 Identify at least three personal goals to improve oneself as a dancer.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify concepts which occur between dance and other content areas including English Language Arts, Mathematics, Science, Social Studies, Music, Theatre Arts, and Visual Arts.
- 7.02 Create a dance sequence that demonstrates understanding of a concept or idea from another content area.
- 7.03 Respond to a dance using another art form; explain the relationship between the dance and the response.
- 7.04 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

8.01 Define the role of an audience and performer in dance.

8.02 Identify and explore various opportunities for involvement with dance.

## DANCE - Grade 5

The study of dance is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Applying and utilizing kinesthetic awareness
- Combining the elements of dance in composition
- Creating and performing movement sequences that convey meaning
- Recognizing the inter-relatedness of dance, cultures, and historical periods
- Producing choreography that illustrates concepts or ideas from other content areas
- Understanding dance as an art form
- Selecting and utilizing evaluation tools for dance

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Apply and utilize kinesthetic awareness in development of movement skills and dance techniques.
- 1.02 Combine the elements of space, time, and energy/dynamics to create dance sequences with a variety of themes and concepts.
- 1.03 Observe and describe the dance elements in various dance movement studies using appropriate movement/dance vocabulary.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Use improvisation to create dance sequences.
- 2.02 Identify and utilize transitions in dance sequences.
- 2.03 Demonstrate the ability to work alone and cooperatively in a small group during the choreographic process.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Identify and explore various compositional structures and/or forms of dance.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Create and perform movement sequences that convey meaning.
- 3.02 Identify and examine factors which can affect the interpretation of a dance.
- 3.03 Identify and demonstrate differences between gesture/pantomime/acting, and dance.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.
- 4.02 Examine multiple solutions to a dance movement problem and choose one solution based on given criteria.
- 4.03 Analyze a dance composition in terms of more than one element of dance.
- 4.04 Select and utilize ways to evaluate dance.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Explain the impact of historical events and significant contributors on the development of dance.
- 5.02 Explain aspects of dance in various cultures and historical periods.
- 5.03 Create a dance reflecting characteristics of a particular culture or historical period.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Summarize multiple examples of healthy practices in dance.
- 6.02 Select and monitor a personal goal to improve oneself as a dancer.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Summarize two or more concepts which occur across dance and more than one other content area.
- 7.02 Create a dance project that integrates understanding of a concept or idea from another content area.

- 7.03 Respond to dance using another art form; justify the relationship between the dance and the response.
- 7.04 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Define and explain the role of an audience and performer in dance.
- 8.02 Identify and explore various opportunities for involvement with dance.

## DANCE 6-8

### **Characteristics of the Young Adolescent**

The period of adolescence is one marked by incredible change. Students in grades 6-8 are changing physically, socially, emotionally, and intellectually. During this time in their lives, adolescents are struggling to define themselves as individuals and in relation to others. They begin to question the role of adults in their lives, and their peers take on an ever-increasing importance. The challenges they face as they struggle to find themselves in this place between childhood and adulthood create a unique opportunity for both student and teacher.

---

### **The Learning Experience**

The middle grades program is designed to act as a bridge between the elementary dance experience and the high school dance program. Yet, it can also stand alone as the first or only program that students might complete in dance.

Teachers guide students through experiences in dance which are developmentally appropriate to the changes occurring at this age and which help to build skills students need to be successful in both the dance class and in other facets of their lives. Students are more capable and confident in their own ability to create and approach problems as they experience more success in the creative process. They are able to approach a task from many angles and determine multiple solutions to that task.

Students work more frequently within a group of their peers, demonstrating skills of cooperation and getting along with others. They learn the art of compromise and the importance of being a team player.

Through exploration of dance forms and the study of their roles in societies from a global perspective, students will learn about diversity, similarities, and differences in people around the world. Students also explore diversity while working in groups with their peers.

---

### **Content Integration**

Movement is a natural vehicle for making connections with other content areas. Students approach other subject matters through movement, thereby seeing how various subjects and concepts are interrelated. Students will also apply their knowledge of other content areas in creating dance. Writing and technological applications will occur as students explore the world of dance.

---

**Presentations**

Presentation of work is a natural progression in the study of dance. Students will have opportunities to demonstrate their work in many venues at the middle school level. However, the final product is never the emphasis in the dance class. Performances are simply a culmination of the process of creating dance. The use of informances to demonstrate the process for how students arrive at a performance as a result of instruction is also appropriate at this level. The dance program is process-oriented rather than product-oriented. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of dance as an art form and as a form of non-verbal communication.

---

**Program  
Continuity**

Ideally, students have completed a K-5 program in dance before entering the middle school dance program. Because this does not always occur, teachers in varying situations will need to modify objectives depending on the amount of previous instruction students have received in dance. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student. The middle school dance program prepares students to continue their studies at the high school level.

---

## DANCE - Grade 6

Students continue to develop skills that have been introduced in previous grade levels. Students also expand their understanding and are able to approach dance in a more mature and complex manner. Emphasis in sixth grade is placed on personal expression. Focus areas at this level include:

- Developing increasing kinesthetic awareness
- Combining the elements of dance in composition
- Exploring many ways to create dance
- Effectively using dance to communicate
- Developing aesthetic awareness and the ability to evaluate and analyze dance
- Becoming aware of the role of dance in various cultures, societies and historical periods
- Identifying healthy practices that allow safe dance
- Understanding the interrelationships among dance and other content areas
- Developing an appreciation of dance as an art form

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### Objectives

- 1.01 Exhibit kinesthetic awareness in development of movement skills and dance techniques: alignment, balance, articulation of isolated body parts, and elevation and landing.
- 1.02 Utilize the element of space in dance: explore ways to transfer a spatial pattern from the visual to the kinesthetic.
- 1.03 Utilize the element of time in dance: explore ways to transfer a rhythmic pattern from the aural to the kinesthetic.
- 1.04 Describe the movement elements observed in a dance, using movement/dance vocabulary.
- 1.05 Demonstrate the reproduction of dance sequences from verbal, visual and/or auditory cues.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### Objectives

- 2.01 Use improvisation to discover and invent movements for creating dance sequences.
- 2.02 Identify ways to manipulate dance sequences through exploration.

- 2.03 Demonstrate the ability to work alone, with a partner, and cooperatively in a small group during the choreographic process.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Identify and utilize various compositional structures and/or forms of dance including: AB, ABA, Accumulation, and Call and Response.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Identify and select topics of personal significance and explore them through dance movement.
- 3.02 Identify and discuss specific elements that affect the interpretation of a dance including sound/silence, music, spoken text, lighting, set, props, and costumes.
- 3.03 Utilize the various processes for abstracting gestures to create dance movements.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.02 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.
- 4.03 Examine the various solutions to a dance movement problem and choose the best one based on given criteria.
- 4.04 Analyze a dance composition in terms of more than one element of dance.
- 4.05 Describe the basic ways to evaluate dance from an aesthetic perspective including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and respect) and intent.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Demonstrate dance styles and concepts from various cultures.
- 5.02 Create a dance composition based on dance from various cultures.
- 5.03 Describe similarities and differences in dance movements from various cultures and forms.
- 5.04 Investigate dance genres using many resources including people in the community, videos, computer technology, and print sources.
- 5.05 Identify and explore various dance genres and innovators throughout historical time periods.
- 5.06 Describe the role of dance in at least two different cultures or time periods.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Participate in dance movement activities that explore capabilities and limitations of the body.
- 6.02 Discuss strategies to prevent dance injuries.
- 6.03 Summarize examples of healthy and unhealthy practices in dance.
- 6.04 Explain and demonstrate how warm-ups prepare the dancer mentally and physically for movement.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Create dance movement sequences using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
- 7.02 Create a dance movement sequence inspired by another arts area (music, theatre arts, or visual arts).
- 7.03 Identify concepts used in dance and other content areas.
- 7.04 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
- 8.03 Identify and explore various dance-related professions including those of dancer and choreographer.

## DANCE - Grade 7

Students continue to develop skills that have been introduced in previous grade levels. Students will expand their understanding and approach dance in a more mature and complex manner. Emphasis in seventh grade is placed on students' personal expression in relationship to the world around them. Focus areas at this level include:

- Developing increasing kinesthetic awareness
- Manipulating the elements of dance in composition
- Exploring and utilizing a variety of methods for creating dance
- Effectively using dance to communicate
- Refining aesthetic awareness and the ability to critically evaluate and analyze dance
- Developing an understanding of the role of dance in various cultures, societies, and historical periods
- Identifying healthy practices that allow safe dance
- Applying the interrelationships among dance and other content areas to choreography
- Developing an appreciation of dance as an art form

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### Objectives

- 1.01 Exhibit and describe kinesthetic awareness in development of movement skills and dance techniques: initiation of movement and weight shift, fall and recovery.
- 1.02 Manipulate the element of space in dance: transfer a spatial pattern from the visual to the kinesthetic.
- 1.03 Manipulate the element of time in dance: transfer a rhythmic pattern from the aural to the kinesthetic.
- 1.04 Manipulate the element of energy in dance: identify and demonstrate a range of dynamics/movement qualities.
- 1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.
- 1.06 Demonstrate memorization and reproduction of movement sequences from verbal, visual, and/or auditory cues.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

**Objectives**

- 2.01 Use improvisation to invent and combine movements for creating dance compositions.
- 2.02 Demonstrate and manipulate dance sequences.
- 2.03 Utilize partnering skills in movements and sequences.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Identify and utilize various structures and/or forms of dance including: canon, retrograde, and narrative.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Create a dance sequence that communicates a topic of personal significance.
- 3.02 Incorporate and utilize various elements to communicate meaning in a dance.
- 3.03 Create dance sequences using abstracted gestural movements.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.
- 4.02 Create a movement problem based on given criteria.
- 4.03 Analyze a dance composition in terms of space, time, and energy.
- 4.04 Identify possible aesthetic criteria for evaluating dance.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Demonstrate dance styles and concepts from various cultures.
- 5.02 Create a dance composition based on dance from various cultures and forms.
- 5.03 Compare and contrast dances from various cultures and forms.
- 5.04 Investigate and explain dance styles using many resources including people in the community, videos, computer technology, and print sources.
- 5.05 Explore and identify various dance styles and innovators throughout historical time periods.
- 5.06 Compare and contrast the role of dance in at least two different cultures or time periods.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Identify and explore the capabilities and limitations of the body.
- 6.02 Identify and explore strategies to prevent dance injuries.
- 6.03 Identify the effects of healthy and unhealthy practices in dance.
- 6.04 Create an original warm-up that prepares the dancer mentally and physically for movement.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Create dance compositions using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
- 7.02 Create a dance composition that utilizes various arts areas (dance, music, theatre arts, visual arts).
- 7.03 Investigate and identify examples of concepts used in dance and another content area.
- 7.04 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
- 8.03 Identify and explore various dance-related professions including those of costumer, lighting designer, and composer.

## DANCE - Grade Eight

Students continue to develop skills that have been introduced in previous grade levels. Students will expand their understanding and be able to approach dance in a more mature and complex manner. Emphasis in eighth grade is placed on personal expression in relation to the world and one's place in it. Focus areas at this level include:

- Refining kinesthetic awareness
- Synthesizing the elements of dance in composition
- Exploring and effectively utilizing a variety of methods for creating dance
- Effectively using dance to communicate
- Refining aesthetic awareness and the ability to critically evaluate and analyze dance.
- Developing an increasing understanding of the role of dance in various cultures, societies, and historical periods
- Identifying and utilizing healthy practices that allow safe dance
- Applying the interrelationships among dance and other content areas to choreography
- Developing an appreciation and understanding of dance as an art form
- Exploring career possibilities in the world of dance

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### Objectives

- 1.01 Exhibit and explain kinesthetic awareness in development of movement skills and dance techniques.
- 1.02 Synthesize the element of space in dance: accurately transfer a spatial pattern from the visual to the kinesthetic.
- 1.03 Synthesize the element of time in dance: accurately transfer a rhythmic pattern from the aural to the kinesthetic.
- 1.04 Synthesize the element of energy: identify and clearly demonstrate a range of dynamics/movement qualities.
- 1.05 Describe the movement elements observed in a dance using movement/dance vocabulary.
- 1.06 Demonstrate accurate memorization and reproduction of dance sequences from verbal, visual and/or auditory cues.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

**Objectives**

- 2.01 Use improvisation to invent and combine movements for creating dance compositions.
- 2.02 Manipulate sequence in dance compositions.
- 2.03 Utilize partnering skills in dance compositions.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Utilize and manipulate various compositional structures and/or forms of dance in dance compositions.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Create, present, and explain a dance that communicates a topic of personal significance.
- 3.02 Incorporate and justify the use of various elements to communicate meaning in a dance.
- 3.03 Create and present dance compositions based on the use of abstracted gesture.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Compare and contrast multiple solutions and validate one solution to a given movement problem.
- 4.02 Create a movement problem based on given criteria; demonstrate and evaluate multiple solutions to that problem.
- 4.03 Compare and contrast two dance compositions in terms of space, time, and energy.
- 4.04 Identify possible aesthetic criteria for evaluating dance.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Demonstrate dance styles and concepts from various cultures.
- 5.02 Create dance compositions based on dance from various cultures.
- 5.03 Compare, contrast, and evaluate dances from various cultures and historical periods.
- 5.04 Investigate, explain, and evaluate dance forms using many resources including people in the community, videos, computer technology, and print sources.

- 5.05 Create projects that incorporate knowledge of various dance forms and innovators throughout historical time periods.
- 5.06 Analyze the role of dance in at least two different cultures or time periods.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Identify, explore, and explain the capabilities and limitations of the body.
- 6.02 Summarize strategies to prevent dance injuries.
- 6.03 Analyze the effects of healthy and unhealthy practices in dance.
- 6.04 Create an original warm-up and explain how warm-ups prepare the dancer mentally and physically for movement.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Create dance compositions integrating ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
- 7.02 Create a dance project that integrates various arts areas (dance, music, theatre arts, visual arts).
- 7.03 Formulate examples of concepts used in dance and other content areas.
- 7.04 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Define the role of an audience and performer in dance.
- 8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
- 8.03 Identify and explore various dance related professions including those of dance critic, dance educator, and dance notator.

## DANCE 9-12

### **Characteristics of the Adolescent/Young Adult**

The period of adolescence/young adulthood is a time of increasing maturity, responsibility, independence, and self-expression. Students at this level can tackle greater challenges as they move from concrete experiences to formulating and understanding abstract ideas and concepts. During the high school years, students focus on learning skills and concepts for work and life. They select pathways, set personal goals, and make career choices for the future.

---

### **The Learning Experience**

Dance at the high school level builds on the K-8 dance experience or may stand alone as a sequential, discipline-based program. It places emphasis on aesthetic understandings and training the body as an instrument of communication and expression. By dancing, creating dances, and learning about dance as an art form, students use movement to develop their ability to communicate in a way that is different from the written or spoken word or other visual or auditory symbol systems.

Through a movement-based approach to learning, students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance, as well as skills in problem-recognition and problem solving. Students are encouraged to explore the creative processes of choreography as a means to express personal ideas, thoughts, and perceptions. Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

Students continue to broaden their appreciation and understanding of dance as an art form through the study of dance history, theory, and philosophy. Students examine the relationship of dance to other content areas and the role and meaning of dance in various social, cultural, and historical contexts.

---

### **Presentations**

Presentation of work is a natural progression in the study of dance. Students will have opportunities to demonstrate their work in many venues at the high school level. Performances are a culmination of the process of creating dance. The use of informances to demonstrate the process for how students arrive at a performance as a result of instruction is also appropriate at this level. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students to build confidence and

pride in their work. Performances also help foster an appreciation of dance as an art form and as a form of non-verbal communication.

---

**Course of Study** At the high school level, students participate in a sequential course of study consisting of four courses with a modern-based approach: Dance I-IV. Additionally, two courses of Special Topics in Dance are available for development by the Local Education Agency (LEA). Special Topics may include Dance History, Ballet, or other dance courses. Students will create and maintain dance portfolios, which may be a combination of written and visual examples of their work. The high school dance curriculum is designed both for students who intend to pursue dance as a profession and students who have a general interest in dance.

Ideally, students have completed a K-8 program in dance before entering the high school dance program. Because this does not always occur, teachers in varying situations will need to modify objectives depending on the amount of previous instruction students have received in dance. In addition, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each course level, or whenever differentiation is necessary. Teachers should modify objectives appropriately to meet the instructional and development needs of each student.

## DANCE I

Using a modern dance-based approach, Dance I explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. Students will create a portfolio which contains written and/or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Recognize and demonstrate kinesthetic awareness through proper body alignment.
- 1.02 Recognize and demonstrate that different dance forms have various techniques and vocabularies.
- 1.03 Demonstrate and define basic modern dance vocabulary.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Employ the use of improvisation (free and structured) to discover and generate movement.
- 2.02 Explore movement with a partner or group and exhibit spontaneous decision-making to select movement for dance.
- 2.03 Identify and explore a range of stimuli (visual, auditory, tactile, kinesthetic) to create dance movement.
- 2.04 Recognize and explain how the creative process in dance is influenced by personal movement styles.
- 2.05 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.
- 2.06 Identify formulas and other abstract expressions to map and predict sequences and patterns that are used in creating dance.

- 2.07 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.
- 2.08 Recognize and explain the use of lighting, setting, props, costumes, and other technical/theatrical elements in dance works.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Recognize and demonstrate the use of the human body as an instrument of expression.
- 3.02 Observe and discuss significant contemporary dance works with respect to historical, cultural, philosophical, and artistic perspectives.
- 3.03 Recognize and demonstrate understanding of how technical/theatrical elements used in a dance can influence its interpretation and meaning.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Identify a variety of artistic decisions that are required to create and perform dance.
- 4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Identify ways that dance reflects, records, and influences history.
- 5.02 Identify patterns, relationships, and trends dance plays in at least two different cultures and discuss how aesthetic judgments vary between them.
- 5.03 Research the origins of and the universal themes of dance.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate capabilities and limitations of the body through movement exploration.
- 6.02 Identify and discuss functions of muscle groups and bone structure (flexion, extension, circumduction, rotation, abduction, adduction, and hypertension).

- 6.03 Identify and explain personal responsibilities necessary to perform dance.
- 6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument to make informed decisions.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.
- 7.02 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
- 8.02 Demonstrate understanding of concentration and focus as part of the role of a performer of dance.
- 8.03 Identify career related to dance in contemporary society.
- 8.04 Determine the economic challenges facing professional dance companies in America and other countries.
- 8.05 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.

## DANCE II

Dance II uses a modern dance-based approach and follows Dance I. Dance II emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods, the exploration of dance through a variety of cultural contexts, and dance as a career choice. Students will maintain a portfolio which contains written and/or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate kinesthetic awareness through the consistent use of proper body alignment.
- 1.02 Explore and demonstrate the use of a variety of dance techniques and vocabularies.
- 1.03 Demonstrate the use of intermediate modern dance technique focusing on articulation, strength, flexibility, agility, and coordination.
- 1.04 Demonstrate the ability to plan, organize, memorize, and accurately perform extended movement sequences.
- 1.05 Demonstrate understanding through applying the use of the dance element of space (locomotor, non-locomotor/axial, pathways, direction, levels, shape, personal space, general space).
- 1.06 Demonstrate understanding through applying the use of the dance element of time (tempo, beat, rhythm, accent, organic rhythm).
- 1.07 Demonstrate understanding through applying the use of the dance element of movement energy/dynamics (flow, space, time, weight).

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Employ the use of improvisation to discover and generate movement for choreography.

- 2.02 Recognize and demonstrate that improvisation with others can release intuitive movement possibilities.
- 2.03 Choreograph a simple dance focusing on a selected stimulus (visual, auditory, tactile, kinesthetic).
- 2.04 Combine the creative process with personal movement style to produce a movement sequence.
- 2.05 Classify and discuss the relationships of dance elements in compositions.
- 2.06 Apply the use of formulas and other abstract expressions to map and predict the use of structures in movement sequences.
- 2.07 Employ the choreographic principles of unity, variety, contrast, repetition, and transition in a movement study.
- 2.08 Illustrate and compute through charts, formulas, or diagrams how the use of technical/theatrical elements can affect the choreographic structure and intent.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Refine and articulate the use of the human body as a tool for communication.
- 3.02 Explain how personal experience influences the interpretation of a dance.
- 3.03 Analyze and examine the influence of technical/theatrical elements on interpretation and meaning in dance.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.
- 4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.
- 4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Identify the purpose and function of dance in a selected ethnic cultures.
- 5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, and creator of artistic values.

- 5.03 Identify and demonstrate an understanding of the development of dance from Ancient through Medieval periods, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Execute movements of various body parts and the body as a whole.  
6.02 Demonstrate understanding of basic principles of anatomy and kinesiology while performing movement.  
6.03 Formulate a plan for meeting personal goals as a dancer by outlining logical steps and organizing resources.  
6.04 Research challenges (fact, propaganda, and opinion) facing professional dancers in maintaining healthy lifestyles.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.  
7.02 Demonstrate the use of a variety of technology to enhance or alter the movement experience.  
7.03 Make predictions by using data analysis and probability to solve problems related to dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Identify and demonstrate understanding of the role of an audience in dance.  
8.02 Demonstrate the use of concentration and focus as part of the role of a performer of dance.  
8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.  
8.04 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.

## DANCE III

Dance III uses a modern dance-based approach and follows Dance II. Dance III emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods. Students will maintain a portfolio which contains written and/or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate kinesthetic awareness with consistency through the use of proper body alignment with various dance techniques.
- 1.02 Analyze and use different dance techniques and vocabularies by comparing, contrasting, and summarizing to make informed decisions.
- 1.03 Demonstrate consistency and reliability in performing intermediate to advanced modern dance technique.
- 1.04 Scrutinize for accuracy the performance of a selected dance and summarize findings in a written format using rules of standard English.
- 1.05 Choreograph a dance clearly illustrating at least two dance elements (space, time, energy/dynamics).

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Assess the use of improvisation to solve movement problems individually and with a group.
- 2.02 Demonstrate partner skills including: copying, leading and following, mirroring, flocking, and weight-sharing.
- 2.03 Analyze the use of differing stimuli in personal choreography.

- 2.04 Relate one's creative process to personal movement style.
- 2.05 Analyze the use of dance elements and their relationships in compositions.
- 2.06 Create dance compositions using various choreographic structures to vary the form (canon, AB, ABA, theme and variation, rondo).
- 2.07 Create dance compositions using the choreographic principles of unity, variety, contrast, repetition, and transition.
- 2.08 Plan and create dance compositions featuring various technical/theatrical elements within a given time frame.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Communicate personal feelings and ideas through movement with individual style and clarity.
- 3.02 Create a dance that effectively communicates a social theme.
- 3.03 Plan and incorporate technical/theatrical elements in dance to enhance the meaning of original choreography.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Choreograph a dance and revise it over time articulating the reasons for the artistic decisions made.
- 4.02 Apply selected aesthetic criteria to analyze personal choreography and that of others.
- 4.03 Relate and examine viewer opinions about dance with peers in a supportive and constructive manner.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Choreograph dance movement studies demonstrating the dance styles of a selected ethnic culture.
- 5.02 Analyze the role of dance between two cultures or time periods by comparing, contrasting, and summarizing to make informed decisions.
- 5.03 Analyze the development of dance from the Renaissance through Romantic periods focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors and innovations.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Monitor and record growth in personal body awareness through dance.
- 6.02 Compare and contrast functions of muscle groups in performing dance movement.
- 6.03 Demonstrate personal commitment and discipline necessary to achieve success in meeting personal goals as a dancer.
- 6.04 Analyze historical and cultural images of the body in dance by comparing, contrasting, and summarizing the body image in contemporary media.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Create an interdisciplinary project based on a theme including dance and two other content areas.
- 7.02 Demonstrate understanding of mathematical concepts using relationships among fractions, decimals, or percents through creating dance compositions.
- 7.03 Create an interdisciplinary project using selected technologies and dance.
- 7.04 Compute a budget for a selected dance production by organizing, estimating, predicting, and analyzing expense and resources needed.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Demonstrate the consistent use of concentration and focus as part of the role of a performer of dance.
- 8.02 Research and explain opportunities for involvement in dance using main ideas and supporting details.
- 8.03 Analyze personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.

## DANCE IV

Dance IV uses a modern dance-based approach, and follows Dance III. Dance IV provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Using expanded aesthetic criteria students analyze, synthesize, and evaluate their own choreography as well as works of others.

Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the Twentieth Century and into the contemporary era is a major focus of Modern Dance IV. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will maintain a portfolio which contains written and/or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### Objectives

- 1.01 Demonstrate kinesthetic awareness with a high level of consistency and reliability through the use of proper body alignment while performing dance.
- 1.02 Choreograph dances exemplifying a selected dance technique.
- 1.03 Demonstrate a high level of consistency and reliability in performing advanced modern dance technique.
- 1.04 Revise, refine, and evaluate for accuracy the performance of a selected dance.
- 1.05 Choreograph a dance featuring the use of all basic dance elements.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### Objectives

- 2.01 Validate the use of improvisation in choreography.
- 2.02 Justify the use of cooperative skills in improvisation and choreography.
- 2.03 Validate the selection and use of stimuli in personal choreography.
- 2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.
- 2.05 Utilize and manipulate various structures and/or forms of dance in dance compositions.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Integrate movement with choreographic intent to communicate ideas with individual style and clarity.
- 3.02 Compare, contrast, and summarize creative decisions made to communicate meaning in two personal choreographic works.
- 3.03 Critique how effectively technical/theatrical elements in personal choreography and the works of others affect the meaning of dance.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Critique the creative process used in choreographing a dance articulating what was lost or gained by artistic decisions made.
- 4.02 Formulate and justify a personal set of aesthetic criteria for dance.
- 4.03 Write a critique using rules of standard English of a live dance performance from an audience member perspective.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Choreograph dances demonstrating the style of noted twentieth century and contemporary choreographers.
- 5.02 Perform and describe the similarities and differences between two contemporary forms of dance or two choreographers.
- 5.03 Evaluate the development of dance during the Twentieth Century and contemporary eras focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Validate that dance is a way of heightening body awareness.
- 6.02 Create a dance demonstration explaining basic principles of anatomy and kinesiology.
- 6.03 Assess consequences of personal actions, commitment, and discipline necessary to consistently achieve dance goals.
- 6.04 Assess personal health and fitness as a dancer.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Explain how works of art in different media from the same culture or time period can reflect the artistic, cultural, and historical context.
- 7.02 Predict and evaluate by using data analysis and probability how technology can reinforce, enhance, or alter the dance concept and performance.
- 7.03 Make predictions by using data analysis and probability to solve problems relating to dance and science.
- 7.04 Evaluate the use of mathematical concepts and relationships in created dance compositions.
- 7.05 Compare and contrast various literary forms with those of dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Write a critique of live dance viewed as an audience member.
- 8.02 Demonstrate the use of concentration and focus with a high level of consistency and reliability as part of the role of a performer of dance.
- 8.03 Assess the role of dance in society as an expressive art form, entertainment, conveyor of artistic values, and contributor to the accomplishments of civilization.
- 8.05 Interpret information about the United States and world economic systems as they relate to the arts industry.
- 8.06 Critique and evaluate personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.

## SPECIAL TOPICS DANCE I

Special Topics Dance I is a basic framework of goals and objectives relating to dance as an art form. Opportunities for creating, performing, responding to, and understanding dance are emphasized. This course is designed to support curricular initiatives at the local level. Courses such as Dance History, Ballet I, and Dance Appreciation are examples of appropriate courses that will follow this framework. Although many electives will have a specific emphasis, the goals and objectives for Special Topics I should be addressed to some extent. Students will maintain a portfolio which contains written and/or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Recognize and demonstrate the use of proper body alignment.
- 1.02 Recognize and demonstrate understanding that dance has different forms, techniques, and vocabularies.
- 1.03 Demonstrate the use of basic dance technique.
- 1.04 Demonstrate the ability to memorize and accurately perform basic movement sequences.
- 1.05 Explore and demonstrate understanding of the dance element of space.
- 1.06 Explore and demonstrate understanding of the dance element of time.
- 1.07 Explore and demonstrate the understanding of the dance element of movement energy/dynamics.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Explore, select, and demonstrate movement for a dance with a partner or group.
- 2.02 Identify and explore a range of stimuli (visual, auditory, tactile, kinesthetic) to create dance movement.
- 2.03 Identify how the creative process in dance is influenced by personal movement styles.
- 2.04 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.
- 2.05 Identify formula and other abstract expressions to map and predict variations of sequences and patterns in creating dance.

- 2.06 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.
- 2.07 Recognize and explain the use of lighting, setting, props, costumes, and other technical/theatrical elements in dance works.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Recognize and demonstrate the human body as an instrument of expression.
- 3.02 Observe and discuss significant historical and contemporary dance compositions.
- 3.03 Identify how the technical/theatrical elements in a dance can influence its interpretation and meaning.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Identify a variety of artistic decisions that are made in creating and performing dance.
- 4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Recognize ways that dance reflects and records history.
- 5.02 Identify the patterns, relationships, and trends in the role dance plays in various cultures and discuss how aesthetic judgments vary from culture to culture.
- 5.03 Research the origins of and the universal themes of dance.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate capabilities and limitations of the body through movement exploration.
- 6.02 Identify and discuss functions of muscle groups and bone structure.
- 6.03 Identify and explain personal responsibilities necessary to perform dance.
- 6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.
- 7.02 Use technology as a tool for exploring and creating dance.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
- 8.02 Demonstrate concentration and focus as part of the role of a performer of dance.
- 8.03 Identify careers related to dance in contemporary society.
- 8.04 Demonstrate personal progress through the creation and use of a portfolio of written and/or visual samples of student work.

## SPECIAL TOPICS DANCE II

Special Topics Dance II is a sequential course designed to build upon the knowledge and skills gained in Special Topics Dance I. This course is designed to support curricular initiatives at the local level. Courses such as Ballet II or other second level specialized dance courses are examples of appropriate courses that will follow this framework. Although many electives will have a specific emphasis, the goals and objectives for Special Topics II should be addressed to some extent. Opportunities to further investigate, develop, express, and assess creating, performing, responding to, and understanding dance are encouraged. Students will maintain a portfolio which contains written and/or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate with consistency the use of proper body alignment.
- 1.02 Explore and identify dance techniques and vocabularies.
- 1.03 Demonstrate the use of intermediate dance technique focused on articulation, strength, flexibility, agility, and coordination.
- 1.04 Demonstrate the ability to memorize and accurately perform extended movement sequences.
- 1.05 Apply and demonstrate understanding of the dance element of space.
- 1.06 Apply and demonstrate understanding of the dance element of time.
- 1.07 Apply and demonstrate understanding of the dance element of movement energy/dynamics.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Demonstrate the use of movement exploration with others to release intuitive movement possibilities.
- 2.02 Choreograph a simple dance focusing on a selected stimulus (visual, auditory, tactile, kinesthetic).
- 2.03 Combine the creative process and personal movement style to produce a movement sequence.
- 2.04 Classify and discuss the relationships of dance elements in compositions.
- 2.05 Apply various choreographic structures to movement sequences.

- 2.06 Employ the choreographic principles of unity, variety, contrast, repetition, and transition in a movement study.
- 2.07 Illustrate and compute through charts, formulas, or diagrams how the use of technical/theatrical elements used in a dance can affect the choreographic structure and intent.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

**Objectives**

- 3.01 Refine and articulate the use of one's body as a tool for communication.
- 3.02 Explain how personal experiences influence the interpretation of a dance.
- 3.03 Analyze the technical/theatrical elements used in dance and examine their influence on interpretation and meaning.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

**Objectives**

- 4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.
- 4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.
- 4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

**Objectives**

- 5.01 Identify important dance innovations in past and contemporary cultures.
- 5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, creator of artistic values, and contributor to accomplishments of civilization.
- 5.03 Identify and demonstrate an understanding of the development of dance in various cultures throughout history focusing on the purposes of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.

**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate and explore movements of various body parts and the body as a whole.
- 6.02 Identify and apply understanding of basic principles of anatomy and kinesiology.
- 6.03 Formulate a plan by outlining logical steps and organizing resources for meeting personal goals as a dancer.
- 6.04 Research challenges (fact, propaganda, and opinions) facing professional dancers in maintaining healthy lifestyles.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

**Objectives**

- 7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.
- 7.02 Use a variety of technology to enhance or alter the movement experience.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

**Objectives**

- 8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.
- 8.02 Demonstrate concentration and focus as part of the role of a performer of dance.
- 8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.
- 8.04 Evaluate personal progress through the creation and use of a portfolio of written and/or visual samples of student work.

# GLOSSARY

## Dance Standard Course of Study

**AB:** A two-part compositional form with an A theme and a B theme; the binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style).

**ABA:** A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form.

**Abduction:** The movement of a body part away from the midline.

**Abstract:** To remove movement from a particular or representative context and, by manipulating it through the elements of space, time, and energy, create a new sequence or dance that retains the essence of the original.

**Accumulation:** Repeating a sequence with the addition of one movement each time (e.g. 1, 12, 123, etc).

**Adduction:** The movement of a body part toward the midline.

**Aesthetic criteria:** Standards on which to make judgments about the artistic merit of a work of art.

**Alignment:** Proper anatomical placement.

**Call and Response:** An African tradition which refers to a dance leader who calls out or demonstrates dance steps to which the group responds by repeating or performing the correct steps or combination.

**Canon:** Movement which is performed identically but with multiple entry points.

**Choreographic structure:** The specific compositional forms in which movement is structured to create a dance, such as theme, variation, canon, ABA, rondo, etc.

**Choreography:** 1. The process of making a dance which involves the understanding of choreographic principles, processes, and structures. 2. The product that results from the process of choreography.

**Circumduction:** The movement of a body part so that its end follows a circular pathway.

**Composition:** 1. A dance which has been created. 2. The way in which the parts of a dance are put together to form a whole.

**Contrast:** To compare or oppose two contrasting movements to show their differences. Movements might be different in terms of energy, space, design, or time.

**Design:** The general form of arrangement of movement or technical elements.

**Dynamics:** The energy of movement expressed in varying intensity, accent, and quality.

**Effort actions:** Press, flick, punch, float, slash, glide, wring, dab.

**Effort:** Actions, as defined by Rudolf Laban, that are analyzed in terms of weight, time, space, and flow factors.

**Energy:** The amount of tension or stress of a movement; the flow and control of force. It is defined by the degrees of impetus and follow through which are employed.

**Ensemble:** 1. A group of dancers. 2. A feeling of continuity or togetherness that exists in performing dance.

**Extension:** Increasing the angle of a joint.

**Flexion:** A bending or folding movement in which the angle of a joint decreases.

**Flocking:** A group activity that changes leaders as directions change.

**Form:** The overall structural organization of a dance composition (e.g. AB, ABA, Call and Response, etc).

**General space:** A defined area of space through which dancers can travel using all the available space.

**Genre:** A type or category of dance (e.g. jazz, modern, ballet, etc).

**Gesture:** A movement of the body or a part of the body used to express an idea or emotion. Such movement could include a wave, handshake, head nod, shaking of the fist, etc. Ritual gestures may include gestures that are part of ceremonies or functional gestures such as brushing teeth or washing clothes.

**Hyperextension:** Extreme extension of a joint.

**Improvisation:** Movement that is created spontaneously, occurring within free or highly structured environments, but always with an element of chance. Provides the dancer with the opportunity to bring together elements quickly, and requires focus and concentration.

**Informance:** A sharing or showing of dance that demonstrates the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. An informance may include explanation or discussion.

**Interdisciplinary dance:** A dance experience that explores specific dance concepts and related concepts from other content areas or disciplines.

**Kinesthetic awareness:** The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing dance.

**Labanotation:** A symbolic notation for recording human and animal movement developed by Rudolph Laban.

**Levels:** The height of the dancer in relation to the floor. Levels in space are referred to as high, middle, and low.

**Locomotor movement:** Movement that travels from place to place, usually identified by weight transference. Basic locomotor movements are walk, run, leap, hop, jump, skip, slide, and gallop.

**Manipulation:** A choreographic tool that helps to change and develop a movement or phrase.

**Mirroring:** A partnering activity that involves simultaneously following a leader's movement while facing that leader.

**Narrative:** A choreographic structure that is representational and in the form of a story.

**Negative space:** The empty or open space created when the body makes a shape.

**Non-locomotor/axial movement:** Any movement that does not travel, but uses the available space in any direction or movement organized around the axis of the body (axial movement). Bending, twisting, stretching, and swinging are examples of axial movement.

**Pantomime:** Simulation of reality through movement.

**Pathway:** The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

**Pedestrian movement:** Everyday movement that may be incorporated into a dance.

**Performance:** 1. To execute movements. 2. A presentation of dance choreography.

**Personal space:** The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions, both near and far from the body's center.

**Phrase:** A brief sequence of related movements that have a sense of rhythmic completion.

**Positive space:** The filled space created by the body when a shape is made in space.

**Retrograde:** A compositional manipulation in which the movements in a phrase are performed from the end to the beginning as if rewinding the movements.

**Rhythm:** A structure of movement patterns in time.

**Rondo:** A form based on alternation between a repeated section (A) and contrasting episodes (B, C, etc) i.e. ABACA.

**Rotation:** The pivoting of a bone on its axis (internal-toward the body midline; external-away from the body midline).

**Sequence:** The continuation and order in which a series of movements and shapes occurs.

**Shape:** The spatial contour the body makes such as curved, angular, twisted, straight, symmetrical, or asymmetrical.

**Space:** The unlimited area which extends in all directions and within which all things exist. It involves use of level, pathway, shape, positive and negative space, general and personal space, size, focus, and direction.

**Style:** A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period.

**Technology:** Electronic media that can be used in dance such as videotapes, camcorders, CD and cassette players, stage lighting and sound, cameras, and computer software and hardware.

**Tempo:** The speed of a movement such as fast, moderate, or slow.

**Theme and variation:** A form in which an initial theme is established and then followed by variations. The variations are excursions from or alternative treatments of this basic theme without altering its essential character.

**Theme:** The underlying idea/motif or intent used to create movement.

**Time:** A concept which organizes movement; it encompasses tempo, rhythm, and duration.

**Transition:** Organize connection between dance movements that maintains flow and continuity in the dance.

**Unison:** Movements which are performed simultaneously and identically by more than one dancer.

**Unity:** A feeling of wholeness in a dance which is achieved when all of the parts work well together.

**Variation:** Manipulation of the original movement without losing the intent and character.

**Warm-up:** Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

# MUSIC

## **Basis for Music**

Music has always been part of our lives. It is deeply imbedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. Music is one of the primary ways we learn about ourselves, others, actions and consequences, and traditions and beliefs. Music is one of the fundamental ways human beings create and communicate meanings. All students, regardless of age, cultural heritage, ability, or financial circumstances, should participate fully in the highest quality musical experiences possible.

---

## **Music program**

The music program is designed as a comprehensive, standards-based course of study that will allow students to become musically literate. Music education helps students express and interpret meaning. Through music, students increase their awareness of rich and diverse cultures, beliefs, and societies of humankind. As students examine the role of music throughout history and in different cultures, they develop respect for diversity.

## **Learning needs**

A quality K-12 music program addresses the learning needs of the whole child. Studies in music address the physical, emotional, social, intellectual, and aesthetic development of children. Music engages students by providing an experiential approach to the learning experience. Music study allows learners to be successful by addressing various learning styles and intelligences.

The processes of learning, creating, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways. Students develop aesthetic awareness and learn to evaluate and validate their work and the choices they make. Students also look outside themselves, discovering and demonstrating respect for the efforts and work of others.

---

## **Content Integration**

Content integration is a natural component of the music program. Students synthesize and apply knowledge of music in relation to other content areas. Students recognize inter-relationships and differences between music and other arts areas as well as areas outside the arts.

Through music study, students also develop and refine skills in reading, writing, and mathematics. They explore music as a science and from a cultural/historical perspective. By making appropriate connections with other areas of the curriculum, students are able to strengthen their understanding of both music and other content areas.

---

### **Technology**

Students use technology in a variety of ways as a tool for exploring music. Compact disc, cassette, and video recordings help bring the world of music into the classroom, allowing students to see and hear the wide scope of music literature that exists, and introduce students to people and events that have shaped music history. Video and audio recordings are used to help students note their own development and evaluate their progress. The internet, electronic musical instruments, and computer software and hardware provide students with the opportunity to study music in many ways including researching, practicing skills, composing, arranging, orchestrating, and publishing musical works.

---

### **Assessment**

Assessment is an integral part of instruction. A combination of teacher, peer, and self-assessment should be employed. The method of assessment used will depend on the purpose of the assessment. Appropriate assessment must be authentic and linked to learning targets that are identified in the North Carolina *Standard Course of Study*. Student assessment will take place in many forms including observation, questioning, discussion, rubrics, checklists, written products, and performance assessments. Students may keep written, audio and/or video portfolios as part of their study in music. The assessment process is an ongoing part of the teaching and learning cycle, and should be used to diagnose, monitor, and summarize student learning.

---

### **Course of Study**

The North Carolina *Standard Course of Study* (SCS) provides a comprehensive framework for music in the public schools. The SCS communicates what students should know and be able to do as a result of instruction at each grade level or from a course. Content and skills are not limited to particular materials or methodology, and can be delivered through multiple approaches and materials. Specific teaching strategies, materials, and other information will be addressed in support documents.

The competency goals for the Music SCS parallel the *National Standards for Arts Education*, developed by the Consortium of National Arts Education Associations. The curriculum for each grade level and

course includes a heading, foci, strands, competency goals, and objectives.

Every aspect of music study, including courses such as Band, Chorus, or Orchestra, should provide instruction in the components of creating, performing, listening to, and analyzing music, in addition to focusing on specific course subject matter. The degree of emphasis placed on each component may vary, depending upon the specific objectives of the course curriculum.

This SCS is organized in a grade-by-grade (K-8) and course-by-course (9-12) format. Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding music, all experiences and learning must occur in a comprehensive, sequential, and standards-based manner. This SCS describes a thirteen-year program (K-12). Because students may enter studies in music at various points along this continuum, teachers may use this program of study to determine students' individual instructional levels and adapt objectives accordingly. Students at the high school level will have the option of studying music as an area of interest, or specializing in studies to prepare them for a career in music.

---

## Strands

The strands define the major elements of music that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the SCS. Creating, Performing, Responding, and Understanding are the strands in which all aspects of music can be defined:

- **Creating:** Refers to expressing ideas and feelings through improvising, composing, or arranging music.
  - **Performing:** Refers to presenting or demonstrating an existing work, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.
  - **Responding:** Refers to listening, analyzing, critiquing, describing, evaluating, and moving to musical works.
  - **Understanding:** Refers to synthesizing knowledge of music in relation to history, culture, heritage, other content areas, ideas, and life-long learning.
-

## MUSIC K-2

### **Characteristics of the Young Elementary School Student**

The primary school years are a period of tremendous adjustment and growth. Students are making transitions from home or pre-school settings to structured school settings. Children in grades K-2 are naturally curious learners. They are usually eager to try new things, and have the ability to create freely. Thus, the K-2 music program provides an experiential environment.

---

### **The Learning Experience**

The K-2 music program is designed to encourage children's natural enthusiasm for music. For many children, this is their first experience with any type of structured music class. Through singing, playing instruments, creating, moving, guided listening, and other experiential involvement, young children discover and develop their musical abilities. Students learn to recognize and demonstrate the basic musical elements of melody, rhythm, harmony, texture, tempo, dynamics, timbre, and form.

---

### **Content Integration**

Content integration is a natural way for young children to acquire meaning from their world. The ideal elementary program provides rich integration in the areas of English Language Arts, Mathematics, Science, Social Studies, and other content areas both within and outside of the arts. Music can be a vehicle for understanding major concepts that occur across content areas such as patterns, cycles, and processes. Music is used to reinforce and helps students learn mathematics skills such as counting and grouping, emerging literacy skills such as sound/symbol correspondence, and the writing process. Students are encouraged to model character traits such as respect, responsibility, kindness, integrity, courage, perseverance, self-discipline, and good judgment through their participation in music.

---

### **Presentations**

Many young children are creatively uninhibited, and tend to be eager to perform their accomplishments in front of a willing audience. The desire to present their learnings is a normal progression. The creative process motivates students to share, analyze, and evaluate their own work, and the work of others.

Opportunities for informal sharing are developmentally appropriate at the K-2 level. Informances may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. Presenting what has been studied or created in the music class is a learning experience that helps children define

the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students build confidence and pride in their work. Sharing musical experiences also helps students foster an appreciation of music as an art form and as a form of communication.

---

**Program  
Continuity**

Throughout the curriculum objectives progress from one grade level to the next. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student. The K-2 music program prepares students to continue music studies at the upper elementary school level.

---

## MUSIC - Kindergarten

Kindergarten is the entry level for study in music. Learning is primarily experiential. Focus areas at this level include:

- Developing appropriate vocal and instrumental practices
- Developing beginning skills in improvising and creating music
- Reading simple rhythmic and melodic notation
- Developing beginning skills in listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Recognize and demonstrate the difference between speaking and singing voices.
- 1.02 Match pitch within a developmentally appropriate range.
- 1.03 Sing with correct posture.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing a variety of music.
- 1.06 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Recognize and play pitched and unpitched instruments.
- 2.02 Echo simple rhythmic patterns.
- 2.03 Play with appropriate technique and posture.
- 2.04 Demonstrate a steady beat.
- 2.05 Respond to the cues of a conductor.
- 2.06 Play a varied repertoire of music.
- 2.07 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise a response by singing, playing, and or moving to given rhythmic and melodic phrases.
- 3.02 Improvise simple rhythmic and melodic ostinati.
- 3.03 Improvise simple rhythmic variations using familiar pentatonic melodies.
- 3.04 Improvise short songs and instrumental pieces using a variety of sound sources.
- 3.05 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Select musical sounds to accompany readings or dramatizations.
- 4.02 Compose a simple melody using at least two pitches.
- 4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read simple rhythmic notation including quarter notes, eighth notes, and quarter rests.
- 5.02 Read simple melodic notation.
- 5.03 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify same/different and call/response sections in music.
- 6.02 Demonstrate perceptual skills by answering questions about aural musical examples of various styles and cultures.
- 6.03 Identify sound sources visually and aurally.
- 6.04 Respond through purposeful movement to prominent music characteristics while listening to music.
- 6.05 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Relate personal reactions to music selections.
- 7.02 Demonstrate respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Recognize commonalities between music and the other arts.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify aural examples of music from various historical periods and cultures.
- 9.02 Identify various uses of music.
- 9.03 Identify roles of musicians.
- 9.04 Show respect for music from various cultures and historical periods.

## MUSIC - Grade 1

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this grade level is primarily experiential. Focus areas include:

- Developing appropriate vocal and instrumental practices
- Developing skills in improvising and creating music
- Recognizing simple symbols and terms
- Reading and notating melodic and rhythmic patterns
- Developing skills in listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Recognize and demonstrate the difference between speaking and singing voices.
- 1.02 Match pitch within a developmentally appropriate range, using head tones.
- 1.03 Sing with correct posture.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing a variety of music representing diverse genres, styles, and cultures.
- 1.06 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### **Objectives**

- 2.01 Recognize and play pitched and unpitched instruments.
- 2.02 Play with increased rhythmic accuracy.
- 2.03 Play with appropriate technique and posture.
- 2.04 Demonstrate and maintain a steady beat.
- 2.05 Respond to the cues of a conductor.
- 2.06 Play a varied repertoire of music.
- 2.07 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise an appropriate response to given rhythmic and melodic phrases.
- 3.02 Improvise simple rhythmic and melodic ostinati and ostinato accompaniments.
- 3.03 Improvise simple rhythmic variations of familiar melodies.
- 3.04 Improvise short songs and instrumental pieces using a variety of sound sources.
- 3.05 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Select and create music to accompany readings or dramatizations.
- 4.02 Compose a simple melody using at least three pitches.
- 4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read simple rhythmic notation including half, quarter, and eighth note durations, and quarter rest durations.
- 5.02 Read simple melodic notation.
- 5.03 Recognize and respond to simple symbols and terms.
- 5.04 Use symbols to notate simple musical patterns.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify simple music forms when presented aurally, including AB, ABA, and Introduction.
- 6.02 Demonstrate perceptual skills by answering questions about and discussing aural examples of music.
- 6.03 Identify a variety of instruments visually and aurally.
- 6.04 Identify solo and group vocal timbres of children's voices.
- 6.05 Respond through purposeful movement to prominent music characteristics while listening to music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Explain personal reactions to musical works.
- 7.02 Demonstrate respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify commonalities between music and the other arts areas.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify aural examples of music from various historical periods and cultures.
- 9.02 Identify various uses of music.
- 9.03 Identify roles of musicians.
- 9.04 Show respect for music from various cultures and historical periods.

## MUSIC - Grade 2

The study of music is cumulative and sequential to include learning from previous grade levels. Learning at this grade level is primarily experiential. The focus areas include:

- Demonstrating appropriate vocal and instrumental practices
- Demonstrating increased pitch and rhythmic accuracy
- Identifying traditional symbols and terms
- Reading and notating simple rhythmic and melodic patterns
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing phrases or simple songs with increased pitch accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Sing phrases or simple songs with increased rhythmic accuracy.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing with proper vocal technique using head tones, clear diction, and correct posture.
- 1.06 Sing expressively with appropriate dynamics and phrasing.
- 1.07 Sing a variety of music representing diverse genres, styles, and cultures.
- 1.08 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Play with increased pitch accuracy.
- 2.02 Play with increased rhythmic accuracy.
- 2.03 Play with appropriate posture and increased technical accuracy.
- 2.04 Play expressively with appropriate dynamics.
- 2.05 Play instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.06 Respond to the cues of a conductor.
- 2.07 Play music representing diverse styles, genres, and cultures.
- 2.08 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise an appropriate answer to given rhythmic and melodic questions.
- 3.02 Improvise simple pentatonic melodies.
- 3.03 Improvise simple rhythmic and melodic ostinato accompaniments.
- 3.04 Improvise simple rhythmic and melodic variations of familiar melodies.
- 3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose a simple melody using at least five pitches.
- 4.03 Compose a simple rhythmic piece using half, quarter, eighth note and quarter rest durations.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read rhythmic notation with increased accuracy including whole, half, quarter, and eighth notes and quarter rests in 2/4 and 3/4 meters.
- 5.02 Read simple melodic notation with increased accuracy.
- 5.03 Identify traditional symbols and terms.
- 5.04 Use symbols to notate simple musical patterns.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify simple music forms when presented aurally including AB, ABA, and Introduction/Coda.
- 6.02 Demonstrate perceptual skills by answering questions about and describing aural musical examples of various styles and cultures.
- 6.03 Discuss music using appropriate terminology.
- 6.04 Identify a variety of classroom, orchestral, band, and cultural instruments by their timbre.

- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to prominent music characteristics while listening to music.
- 6.07 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Devise criteria for evaluating performances and compositions of self and others.
- 7.02 Explain personal reactions to musical works.
- 7.03 Demonstrate respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify and explain commonalties between music and the other arts areas.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify the style of aural musical examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
- 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various musical settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

## MUSIC 3-5

### **Characteristics of the Upper Elementary School Student**

Most upper elementary school students have adjusted to the structure of the school setting and are eager to take on new tasks and challenges. Students have increased coordination, are conscious of detail, and have increased communication skills. An increasing number of individual differences and abilities appear, and children are better able to cooperate and work in groups. The upper elementary music program provides opportunities for students to explore music alone and as part of a group.

---

### **The Learning Experience**

The 3-5 music program is designed to reinforce the experiential learning of the primary grades and to create a foundation for additional music study as children progress to middle school. Performing, composing, improvising, and listening are supported by discussion and reflection to enhance musical understanding. In addition to participating in general music class, students may have the opportunity to begin band, orchestral, choral, or other specialized music studies.

---

### **Content Integration**

Content integration is a natural way for children to organize and understand their world. The elementary music program provides rich opportunities for students to study music in relation to other content areas. Integration with visual arts, dance, and theatre is ongoing, as are interdisciplinary studies with English language arts, mathematics, science, social studies, and other areas of the curriculum. Music can be a vehicle for helping children understand major concepts such as patterns, cycles, and processes. Music can help students understand cultural diversity, the writing process, mathematical reasoning and concepts, the scientific process, and the impact of technological advances on music. Students are encouraged to model character traits such as respect, responsibility, kindness, integrity, courage, perseverance, self-discipline, and good judgment through their participation in music.

---

### **Presentations**

Presentation of work is a natural progression in the study of music. Students will have opportunities to demonstrate their work in many venues at the elementary school level, however; the final product should not be the primary emphasis in the music class. Performances are simply a culmination of the process of studying and/or creating music. Presentations may take place through informal or formal sharing within the classroom for individuals, small groups, the entire class, or for various other audiences. The learning experience is the focus of these presentations even though a

final product may be produced. Informances may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, teach students to respond to and critique music appropriately, and help children to build confidence and pride in their work.

---

**Program  
Continuity**

Throughout the curriculum, objectives progress sequentially from one grade level to the next. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. In programs where multiple opportunities for musical involvement exist (band, chorus, orchestra, etc), general music teachers should work cooperatively with other music teachers to ensure consistent curriculum delivery. The 3-5 music program prepares students to continue music studies at the middle school level.

---

## MUSIC - Grade 3

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating increased pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing simple songs with increased pitch accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Sing simple songs with increased rhythmic accuracy.
- 1.04 Sing with proper vocal technique including head tones, clear diction, and correct posture.
- 1.05 Respond to the cues of a conductor.
- 1.06 Sing expressively with appropriate dynamics and phrasing.
- 1.07 Demonstrate beginning part-singing skills through performing rounds and simple ostinati.
- 1.08 Sing a variety of music representing diverse genres, styles, and cultures.
- 1.09 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Play with increased pitch accuracy.
- 2.02 Play with increased rhythmic accuracy.
- 2.03 Play with appropriate technique and posture.
- 2.04 Play expressively using appropriate dynamics.
- 2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.06 Respond to the cues of a conductor.

- 2.07 Play music representing diverse styles, genres, and cultures.
- 2.08 Show respect for the playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise rhythmic questions and answer phrases.
- 3.02 Improvise simple major and minor pentatonic melodies.
- 3.03 Improvise simple rhythmic and melodic ostinato accompaniments.
- 3.04 Improvise simple rhythmic variations of familiar melodies.
- 3.05 Improvise short songs and instrumental pieces using a variety of sound sources, including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose short pieces for voices or instruments using the pentatonic scale and varied rhythmic values.
- 4.03 Arrange simple pieces for voices or instruments.
- 4.04 Use a variety of sound, notational, and technological sources to compose music.
- 4.05 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.
- 5.02 Read melodic notation in the treble clef.
- 5.03 Identify pitches on the treble clef.
- 5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
- 5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify simple music forms when presented aurally including AB, ABA, AABA, Call and Response, and Introduction/Coda.

- 6.02 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural music examples of various styles and cultures.
- 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 6.04 Identify visually and aurally a variety of instruments including many orchestra and band instruments, and instruments from various cultures.
- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 6.07 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Devise criteria for evaluating performances and compositions of self and others.
- 7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology.
- 7.03 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify similarities and differences in the meanings of common terms used in the other arts.
- 8.02 Identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify the style of aural music examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.
- 9.03 Identify various uses of music and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various music settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

## MUSIC - Grade 4

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing with pitch accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Sing with rhythmic accuracy.
- 1.04 Sing with proper vocal technique including pure head tone, clear diction, and correct posture.
- 1.05 Respond to the cues of a conductor.
- 1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
- 1.07 Blend vocal timbres and match dynamic levels while singing in a group.
- 1.08 Demonstrate part-singing skills through singing ostinatos, partner songs, and rounds.
- 1.09 Sing music representing diverse styles, genres, and cultures.
- 1.10 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Play with pitch accuracy.
- 2.02 Play with rhythmic accuracy.
- 2.03 Play with appropriate technique and posture.
- 2.04 Play expressively using appropriate dynamics, phrasing, and interpretation.

- 2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.06 Respond to the cues of a conductor.
- 2.07 Play music representing diverse styles, genres, and cultures.
- 2.08 Show respect for the playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise rhythmic and melodic question and answer phrases.
- 3.02 Improvise simple rhythmic and melodic ostinato accompaniments.
- 3.03 Improvise simple pentatonic and major diatonic melodies.
- 3.04 Improvise simple rhythmic and melodic variations of familiar melodies.
- 3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose short music compositions for voices or instruments using pentatonic and major diatonic scales and varied rhythmic values.
- 4.03 Arrange simple compositions for voices or instruments.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the compositions and arrangements of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, dotted half, quarter, and eighth note and rest durations in 2/4, 3/4, and 4/4 meters.
- 5.02 Read pitch notation in the treble clef.
- 5.03 Identify symbols and traditional terms referring to expressive qualities, including dynamics and tempo.
- 5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple musical patterns.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify simple music forms when presented aurally including AB, ABA, Call and Response, Rondo, Ballad, and Introduction/Coda.
- 6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 6.07 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Devise and use criteria for evaluating performances and compositions of self and others.
- 7.02 Explain personal reactions to specific musical works and styles using appropriate music terminology.
- 7.03 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify the style or genre of aural music examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.
- 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various music settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

## MUSIC - Grade 5

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing with pitch and rhythmic accuracy.
- 1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
- 1.03 Demonstrate the proper use of breath control while singing a phrase or simple song.
- 1.04 Respond to the cues of a conductor.
- 1.05 Sing with proper vocal technique including head tones, clear diction, and correct posture.
- 1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
- 1.07 Demonstrate part-singing skills through singing ostinati, partner songs, rounds, and countermelodies.
- 1.08 Blend vocal timbres and match dynamics while singing in a group.
- 1.09 Sing music representing diverse styles, genres, and cultures.
- 1.10 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### **Objectives**

- 2.01 Play with pitch and rhythmic accuracy.
- 2.02 Play with appropriate technique and posture.
- 2.03 Play expressively using appropriate dynamics, phrasing, and interpretation.

- 2.04 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
- 2.05 Respond to the cues of a conductor.
- 2.06 Play music representing diverse styles, genres, and cultures.
- 2.07 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise rhythmic and melodic question and answer phrases.
- 3.02 Improvise rhythmic and melodic ostinato accompaniments.
- 3.03 Improvise simple major and minor pentatonic and diatonic melodies.
- 3.04 Improvise rhythmic variations and melodic embellishments on familiar melodies.
- 3.05 Improvise increasingly complex songs and instrumental pieces using a variety of sound sources, including electronic media.
- 3.06 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Create and arrange music to accompany readings or dramatizations.
- 4.02 Compose short pieces for voices or instruments using major and minor pentatonic and diatonic scales and varied rhythmic values.
- 4.03 Arrange simple pieces for voices or instruments.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meters.
- 5.02 Read melodic notation in the treble clef.
- 5.03 Identify notated pitches in the treble and/or bass clef.
- 5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
- 5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in patterns.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify music forms when presented aurally including AB, ABA, AABA, Call and Response, Rondo, Theme and Variations, Ballad, and Introduction/Coda.
- 6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of varied musical styles and cultures.
- 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
- 6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
- 6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 6.07 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Devise and use criteria for evaluating performances and compositions of self and others.
- 7.02 Explain, using appropriate music terminology, personal reactions to specific musical works and styles.
- 7.03 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
- 8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally performing music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify the style of aural musical examples from various historical periods and cultures.
- 9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
- 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
- 9.04 Identify and describe roles of musicians in various musical settings and cultures.
- 9.05 Show respect for music from various cultures and historical periods.

## MUSIC 6-8

### **Characteristics of the Young Adolescent**

The period of adolescence is one marked by change. Students in grades 6-8 are changing physically, socially, emotionally, and intellectually. During this time, adolescents are struggling to define themselves as individuals and in relation to others. They begin to question the role of adults in their lives, and their peers take on increasing importance. They face many unique challenges as they struggle to find themselves in this transition between childhood and adulthood.

---

### **The Learning Experience**

The middle grades program is designed to act as a bridge between the elementary and high school music programs. Teachers guide students through developmentally appropriate experiences in music which help to build necessary skills for success in both music and other facets of life. Singing experiences are adjusted appropriately to accommodate the changing voice. Students work more frequently within a group of peers, demonstrating skills of cooperation, and learning to compromise and be team players.

Students will have many opportunities to experience music at the middle school level. They may choose to participate in general, choral, and/or instrumental music courses. Because the curriculum is described in a grade-by-grade format, it will be necessary for the teacher to differentiate objectives appropriately according to the nature of the course and the instructional levels of students. Although more emphasis may be placed on particular objectives according to the content of a course, a comprehensive music education incorporating objectives from all of the competency goals continues through the middle school level to perpetuate the musical growth of every child.

---

### **Content Integration**

Music is studied both as a self-contained content area and as an integral component of the academic curriculum. Integration with visual arts, dance, and theatre is ongoing, as are interdisciplinary projects with English Language Arts, Mathematics, Science, Social Studies, and other content areas.

---

**Presentations**

Presentation of work is a natural progression in the study of music. Students are provided opportunities to demonstrate their work in many venues at the middle school level. However, the final product or performance should not be the primary emphasis in the music class; performances are simply a culmination of the process of studying and/or creating music. Informances, demonstrating the process for how students arrive at a performance as a result of instruction, are appropriate at this level. Performing is a learning experience that helps students define the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of music as an art form and as a form of communication.

---

**Program  
Continuity**

Ideally, students have completed a rich and comprehensive K-5 program in music before entering the middle school music program. Because of the musical background developed in elementary school, students will be prepared and motivated for more advanced musical experiences. Teachers in varying situations will need to modify objectives depending on the amount of previous music instruction students have received. Additionally, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. The middle school music program prepares students to continue music studies at the high school level.

---

## MUSIC - Grade 6

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing with pitch and rhythmic accuracy and proper breath control, in an appropriate range.
- 1.02 Respond to the cues of a conductor.
- 1.03 Sing music of appropriate voicing, with expression and technical accuracy.
- 1.04 Sing music representing diverse styles, genres, and cultures.
- 1.05 Show respect for the singing efforts of others.

*Additionally, for students participating in choral classes:*

- 1.06 Create harmony by singing 2-part songs, partner songs, and rounds.
- 1.07 Sing music written in easy keys, meters, and rhythms in limited ranges.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Play at least one instrument with appropriate posture, playing position, and technique.
- 2.02 Respond to the cues of a conductor.
- 2.03 Play music representing diverse styles, genres, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

*Additionally, for students participating in instrumental classes:*

- 2.05 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
- 2.06 Play music written in easy keys, meters, and rhythms in limited ranges.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise melodies.
- 3.02 Improvise rhythmic variations of given melodies.
- 3.03 Improvise short melodies while accompanied by specified patterns.
- 3.04 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast.
- 4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
- 4.03 Use a variety of sound, notational, and technological sources to compose music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters.
- 5.02 Identify pitches in treble and bass clefs.
- 5.03 Sightread simple melodic notation in the treble clef.
- 5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify specific music events in a given aural example, using appropriate terminology.
- 6.02 Identify elements of music in aural examples representing diverse genres and cultures.
- 6.03 Identify the basic principles of meter, rhythm, and tonality in analyses of music.

- 6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.05 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
- 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- 7.03 Identify and describe how interacting musical elements impact one's feelingful response to music.
- 7.04 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
- 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 9.02 Describe how elements of music are used in various exemplary musical compositions.
- 9.03 Compare across several cultures of the world and in history, the functions of music, roles of musicians, and conditions under which music is typically performed.
- 9.04 Show respect for music from various cultures and historical periods.

## MUSIC - Grade 7

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
- 1.02 Respond to the cues of a conductor.
- 1.03 Sing music of appropriate voicing, with expression and technical accuracy.
- 1.04 Sing music representing diverse styles, genres, and cultures.
- 1.05 Show respect for the singing efforts of others.

*Additionally, for students participating in choral classes:*

- 1.06 Sing music written in two and three parts.
- 1.07 Sing music written in a variety of keys, meters, and rhythms, in limited ranges.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Play at least one instrument with appropriate posture, playing position, and technique.
- 2.02 Respond to the cues of a conductor.
- 2.03 Play music representing diverse styles, genres, and cultures.
- 2.04 Play by ear simple melodies.
- 2.05 Show respect for the instrumental playing efforts of others.

*Additionally, for students participating in instrumental classes:*

- 2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expression and technical accuracy.
- 2.07 Play music written in a variety of keys, meters, and rhythms in limited ranges.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise melodies and accompaniments.
- 3.02 Improvise melodic variations using major and minor pentatonic and diatonic scales.
- 3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments.
- 3.04 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose short pieces using the basic elements of music to demonstrate tension and release.
- 4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ,  $\frac{6}{8}$ , and  $\frac{2}{2}$  meters.
- 5.02 Identify pitches in the treble and bass clefs.
- 5.03 Sightread pitch notation in the treble and bass clefs.
- 5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.05 Use standard notation to record own musical ideas and musical ideas of others.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Discuss specific musical events in a given aural example, using appropriate terminology.
- 6.02 Discuss elements of music in aural examples representing diverse genres and cultures.
- 6.03 Identify and discuss the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
- 6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.05 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in personal listening and performing.
- 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the musical style and offer constructive suggestions for improvement.
- 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.
- 7.04 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
- 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Discuss the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 9.02 Identify various exemplary musical compositions and discuss characteristics that cause each work to be considered exemplary.
- 9.03 Compare across several cultures of the world and in history functions of music, roles of musicians, and conditions under which music is typically performed.
- 9.04 Show respect for music from various cultures and historical periods.

## MUSIC - Grade 8

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
- 1.02 Respond to the cues of a conductor.
- 1.03 Sing music of appropriate voicing, with expression and technical accuracy.
- 1.04 Sing music representing diverse styles, genres, and cultures.
- 1.05 Show respect for the singing efforts of others.

*Additionally, for students participating in choral classes:*

- 1.06 Sing music written in 2 and 3 parts.
- 1.07 Sing music written in modest ranges which may include changes of tempo, key, and meter.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Play at least one instrument with appropriate posture, playing position, and technique.
- 2.02 Respond to the cues of a conductor.
- 2.03 Play music representing diverse styles, genres, and cultures.
- 2.04 Play by ear simple melodies and accompaniments.
- 2.05 Show respect for the instrumental playing efforts of others.

*Additionally, for students participating in instrumental music classes:*

- 2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
- 2.07 Play music written in modest ranges which may include changes of tempo, key, and meter.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise melodies and harmonic accompaniments.
- 3.02 Improvise rhythmic and melodic variations using major and minor pentatonic and diatonic scales.
- 3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
- 3.04 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.
- 4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/3, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Read melodic notation in the treble and bass clefs.
- 5.03 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.
- 5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Describe and explain specific musical events in a given aural example, using appropriate terminology.
- 6.02 Analyze elements of music in aural examples representing diverse genres and cultures.
- 6.03 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
- 6.04 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.05 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
- 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.
- 7.04 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
- 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.
- 9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 9.04 Show respect for music from various cultures and historical periods.

## MUSIC 9-12

### **Characteristics of the Adolescent/Young Adult**

The period of adolescence/young adulthood is a time of increasing maturity, responsibility, independence, and self-expression. Students at this level can accommodate and accept increasing challenges as they move from participating in concrete experiences to formulating and understanding abstract ideas and concepts. High school students exhibit high attention spans, are very peer oriented, are intellectually curious, have increased social maturity, have a great interest in proficiency, and have greater individual variability due to differences in maturation rates. During the high school years, students focus on learning skills and concepts for work and life. Students in grades 9-12 select course of study pathways, set personal goals, and make career choices.

---

### **The Learning Experience**

Music at the high school level builds on K-8 music experiences as a comprehensive, sequential, and discipline-based program. Students continue to broaden their respect for and understanding of music as an art form. Students examine the relationship of music to other content areas and the role and meaning of music in various social, cultural, and historical contexts. Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

High school courses are offered at varying skill levels, providing for sequential development. Students have opportunities to participate in a wide variety of courses that help meet their individual needs and/or interests such as band, orchestra, chorus, vocal and instrumental jazz ensembles, music theory, music history/appreciation, electronic music, piano class, and/or guitar class. Although more emphasis may be placed on particular objectives in various courses, a comprehensive music education incorporating objectives from all of the goals continues through the high school level to perpetuate the musical growth of every student.

---

### **Presentations**

Presentation of work is a natural progression in the study of music. A high-quality performance is only one of many valid outcomes of music education. Students will have opportunities to demonstrate their work in many venues at the high school level. Performances are a culmination of the process of studying and/or creating music. Performances should not determine the curriculum; but, excellent, high-quality performances are typical at the high school level. Informances, demonstrating the process that students use to arrive at a performance as a result of instruction, are also appropriate at this

level. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of music as an art form and as a form of communication.

---

**Course of Study** At the high school level, students participate in a sequential course of study consisting of choices in Vocal Music (Levels I-IV), Instrumental Music (Levels I-IV), or General Music. Overviews of these courses are provided in the course descriptions, and may be further developed by the Local Education Agency (LEA). Teachers in varying situations may need to modify objectives depending on the amount and content of students' previous instruction in music. Additionally, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each course level, or whenever differentiation is appropriate. Students are encouraged to create and maintain music portfolios, which may be a combination of written, audio, or visual examples of their work. The high school music curriculum is designed for both students who intend to pursue music as a profession and students who have a general interest in music.

---

## MUSIC - Vocal Music I

Vocal Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Vocal Music I. Examples of courses which may be offered as a level I vocal class include: Chorus I, Girls' Chorus, Boys' Chorus, and other courses developed by the LEA. Students participating in a Vocal Music I course are expected to meet all of the goals and objectives provided in the SCS. Vocal Music I will provide students with opportunities to:

- Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- Sing vocal literature which may include changes in tempi, keys, and meters, written in modest ranges
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music I prepares students for further vocal studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Demonstrate correct vocal practices.
- 1.02 Sing easy vocal literature which may include changes in tempo, key, and meter, written in modest ranges.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

**Objectives**

- 2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise simple melodic and rhythmic patterns.
- 3.02 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sounds, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Sightread melodies.
- 5.03 Notate melodies.
- 5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify basic musical forms.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Recognize and identify a variety of compositional techniques.
- 6.04 Identify various types of accompaniments.

- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing them to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.
- 7.06 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are related to those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
- 9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.
- 9.04 Show respect for music from various cultures and time periods.

## MUSIC - Vocal Music II

Vocal Music II continues to build on the comprehensive music education students have received in Vocal Music I. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Vocal Music II. Examples of courses which may be offered as a level II vocal class include: Chorus II, Girls' Chorus, Boys' Chorus, and other courses developed by the LEA. Students participating in a Vocal Music II course are expected to meet all of the goals and objectives provided in the SCS. Vocal Music II will provide students with opportunities to:

- Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing vocal literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music II prepares students for further vocal studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing with increased technical accuracy.
- 1.02 Sing increasingly difficult vocal literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

**Objectives**

- 2.01 Select and use appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
- 3.02 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read individual part of a vocal score by describing how the elements of music are used.
- 5.03 Sightread musical examples in the treble and bass clefs.
- 5.04 Notate and transpose simple melodies using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify musical forms representing various historical periods.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Discuss a variety of compositional techniques.

- 6.04 Explain various accompaniments.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.
- 7.06 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.
- 9.04 Show respect music from various cultures and time periods.

## MUSIC - Vocal Music, Level III

Vocal Music III continues to build on the comprehensive music education students have received in Vocal Music II. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Vocal Music III. Examples of courses which may be offered as a level III vocal class include: Chorus III, Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, A Cappella Choir, and other courses developed by the LEA. Students participating in a Vocal Music III course are expected to meet all of the competency goals and objectives provided in the SCS. Vocal Music III will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music III prepares students for further vocal studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 1.02 Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

**Objectives**

- 2.01 Select and use appropriate instrumental accompaniments in a variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise melodies with rhythmic and melodic variations.
- 3.02 Improvise accompaniments in a variety of styles.
- 3.03 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
- 5.03 Sightread moderately difficult musical examples with accuracy and expression.
- 5.04 Notate moderately difficult music examples using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify musical forms representing diverse genres and cultures.
- 6.02 Demonstrate increased knowledge of the technical vocabulary of music.

- 6.03 Analyze and describe the elements of music in a given work.
- 6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain musical devices it used to evoke feelings and emotions.
- 7.06 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

## MUSIC – Vocal Music IV

Vocal Music IV continues to build on the comprehensive music education students have received in Vocal Music III. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Choral Music IV. Examples of courses which may be offered as a level IV vocal class include: Chorus IV, Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, A Cappella Choir, Madrigal Singers, and other courses developed by the LEA. Students participating in a Vocal Music IV course are expected to meet all of the competency goals and objectives provided in the SCS. Vocal Music IV will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music IV prepares students for further vocal studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 1.02 Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
- 1.03 Sing vocal literature representing diverse genres, styles, and cultures.
- 1.04 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

**Objectives**

- 2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
- 2.02 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
- 3.02 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
- 5.02 Sightread difficult musical examples with accuracy and expression.
- 5.03 Notate moderately difficult music examples using standard notation.
- 5.04 Read and interpret standard and non-standard notation.
- 5.05 Create musical examples using non-standard notation.
- 5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.07 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Compare and contrast musical forms representing diverse genres and cultures.
- 6.02 Demonstrate extensive knowledge of the technical vocabulary of music.

- 6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
- 6.04 Demonstrate the ability to perceive and remember musical events by describing in detail significant events occurring in a given aural example.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Apply rules of standard English in written evaluations of music.
- 7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
- 7.05 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are related to those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Explain how music has evolved over time.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

## MUSIC – Instrumental Music I

Instrumental Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music I. Examples of courses which may be offered as a level I instrumental class include: Band, Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental I course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music I will provide students with opportunities to:

- Develop and demonstrate appropriate instrumental practices
- Play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music I prepares students for further instrumental studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### Objectives

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### Objectives

- 2.01 Recognize and demonstrate appropriate instrumental technique.
- 2.02 Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges.

- 2.03 Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise simple melodic and rhythmic patterns.
- 3.02 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voices and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Sightread simple musical examples.
- 5.03 Notate simple melodies.
- 5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.
- 5.05 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify basic musical forms.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Recognize and identify a variety of compositional techniques.
- 6.04 Identify various types of accompaniments.
- 6.05 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing them to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.
- 7.06 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
- 9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.
- 9.04 Show respect for music from various cultures and time periods.

## MUSIC – Instrumental Music II

Instrumental Music II continues to build on the comprehensive music education students have received in Instrumental Music I. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music II. Examples of courses which may be offered as a level II instrumental classes include: Band, Concert Band, Symphonic Band, Wind Ensemble, String Ensemble, Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental II course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music II will provide students with opportunities to:

- Develop and demonstrate appropriate instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play instrumental literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements
- Singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music II prepares students for further instrumental studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### **Objectives**

- 2.01 Play with increased technical accuracy.
- 2.02 Play increasingly difficult instrumental literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.

- 2.03 Play instrumental literature representing diverse genres, styles, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise melodic and rhythmic patterns and accompaniments in a variety of styles.
- 3.02 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Compose music in several distinct styles using the elements of music.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read individual part of an instrumental score by describing how the elements of music are used.
- 5.03 Sightread simple musical examples with reasonable accuracy.
- 5.04 Notate and transpose simple melodies using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify musical forms representing various historical periods.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Discuss a variety of compositional techniques.
- 6.04 Explain various accompaniments.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.
- 7.06 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
- 8.03 Use knowledge of mathematical relationships to create original compositions.
- 8.04 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.
- 9.04 Show respect music from various cultures and time periods.

## MUSIC – Instrumental Music III

Instrumental Music III continues to build on the comprehensive music education students have received in Instrumental Music II. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music III. Examples of courses which may be offered as a level III instrumental class include: Band, Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Orchestra, Concert Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental III course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music III will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music III prepares students for further instrumental studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

**Objectives**

- 2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 2.02 Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- 2.03 Play instrumental literature representing diverse genres, styles, and cultures.
- 2.04 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise melodies with rhythmic and melodic variations.
- 3.02 Improvise accompaniments in a variety of styles.
- 3.03 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.
- 5.02 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used.
- 5.03 Sightread moderately difficult musical examples with accuracy and expression.
- 5.04 Notate moderately difficult music examples using standard notation.
- 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.06 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify musical forms representing diverse genres and cultures.
- 6.02 Demonstrate increased knowledge of the technical vocabulary of music.
- 6.03 Analyze and describe the elements of music in a given work.
- 6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- 7.06 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Recognize and identify ways that music reflects history.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

## MUSIC – Instrumental Music IV

Instrumental Music IV continues to build on the comprehensive music education students have received in Instrumental Music III. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music IV. Examples of courses which may be offered as a level IV instrumental class include: Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Concert Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental IV course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music IV will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music IV prepares students for further instrumental studies in music.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing selected instrumental parts.
- 1.02 Use singing to support instrumental study.
- 1.03 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

**Objectives**

- 2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
- 2.02 Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
- 2.03 Play instrumental literature representing diverse genres, styles, and cultures.
- 2.04 Show respect for the singing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
- 3.02 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.04 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
- 5.02 Sightread advanced musical examples with accuracy and expression.
- 5.03 Notate and transpose moderately difficult music examples using standard notation.
- 5.04 Read and interpret standard and non-standard notation.
- 5.05 Create musical examples using non-standard notation.
- 5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 5.07 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Compare and contrast musical forms representing diverse genres and cultures.
- 6.02 Demonstrate extensive knowledge of the technical vocabulary of music.
- 6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
- 6.04 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
- 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
- 6.06 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
- 7.03 Apply rules of standard English in written evaluations of music.
- 7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
- 7.05 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
- 8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
- 8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
- 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.
- 9.02 Explain how music has evolved over time.
- 9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.
- 9.04 Show respect for music from various cultures and time periods.

## MUSIC - General Music/All Other High School Electives

The competency goals and objectives of General Music/All Other High School Electives are provided as a guide for the development of all other high school electives. Examples of courses which may be offered include: General Music, Music Theory, Music History, Music Appreciation, Electronic Music, and all other music courses developed by the LEA. Students participating in music courses are expected to meet all of the goals and objectives provided in the SCS, although the emphasis on particular goals and objectives may vary depending upon the content of the course. Emphasis in these courses may provide students with opportunities to:

- Demonstrate appropriate expressive and technical vocal and instrumental practices
- Demonstrate pitch and rhythmic accuracy
- Read and notate rhythmic and melodic patterns
- Identify and apply traditional symbols and terms and use appropriate terminology
- Improvise, compose, and arrange music
- Listen to, analyze, and evaluate music
- Develop understanding of music in relation to history, culture, and other content areas
- Show respect for the efforts of others

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

**Strands:** Creating, Performing, Responding, Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing with increased vocal proficiency.
- 1.02 Sing selected instrumental parts.
- 1.03 Sing a varied repertoire of music.
- 1.04 Show respect for the singing efforts of others.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### **Objectives**

- 2.01 Recognize and demonstrate appropriate instrumental technique.
- 2.02 Play instrumental music representing diverse styles, genres, and cultures.
- 2.03 Show respect for the instrumental playing efforts of others.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

**Objectives**

- 3.01 Improvise simple melodic and rhythmic patterns and accompaniments in a variety of styles.
- 3.02 Improvise variations on a simple melody.
- 3.03 Show respect for the improvisational efforts of others.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

**Objectives**

- 4.01 Compose and arrange music incorporating appropriate voicings and ranges.
- 4.02 Plan logical steps and organize resources necessary to create compositions in varied styles.
- 4.03 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 4.05 Show respect for the composing and arranging efforts of others.

**COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

**Objectives**

- 5.01 Sightread simple musical examples.
- 5.02 Identify and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.
- 5.03 Show respect for the reading and notating efforts of others.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.** (National Standard 6)

**Objectives**

- 6.01 Identify musical forms representing various historical periods and cultures.
- 6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
- 6.03 Discuss a variety of compositional techniques.
- 6.04 Show respect while listening to and analyzing music.

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

**Objectives**

- 7.01 Apply specific criteria for making informed, critical evaluations of music.
- 7.02 Evaluate musical compositions by comparing them to similar or exemplary models.

- 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
- 7.04 Apply rules of standard English in written evaluations of music.
- 7.05 Show respect for the musical efforts and opinions of others.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

**Objectives**

- 8.01 Apply rules of standard written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
- 8.02 Identify and explain ways in which the concepts and skills of other content areas outside the arts are related to those of music.
- 8.03 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
- 8.04 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods.
- 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
- 9.03 Recognize and identify ways that music reflects history.
- 9.04 Examine the role of music/musicians in at least two different cultures and/or time periods.
- 9.05 Show respect for music from various cultures and time periods.

# GLOSSARY

## Music Standard Course of Study

**A Cappella:** Unaccompanied vocal music.

**AB:** A form made up of two contrasting sections, each of which may or may not be repeated.

**ABA:** A three-part compositional form made up of a principal section which is repeated after the completion of a contrasting section.

**Accompaniment:** The musical background for principal musical part(s).

**Aesthetic response:** A feelingful response one may experience while listening to music because of perceptions of interacting musical elements which create unity and variety, and tensions and resolutions.

**Analyze:** To separate or break up anything into its specific elements or component parts.

**Arranging:** Resetting music for other instruments or voices or for another style of performance than that for which it was originally written.

**Articulation:** The characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

**Balance:** The state of equilibrium where all the component parts of the music create a unified whole.

**Ballad:** A strophic narrative song, often passed along through the oral tradition.

**Bass Clef:** Symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating F on the fourth line from the bottom of the staff.

**Beat:** Unit of measurement of rhythmic pulse of music.

**Blend:** The combination or mixing of voices or instruments so that no singular voice is distinguishable from the group sound.

**Body Percussion:** Sounds produced by use of the body, e.g. clap, snap, slap, tap, stamp, etc.

**Breath Control:** The ability to direct the breathing mechanism to provide a well-regulated supply of air to the vocal cords or the mouthpiece of a wind instrument.

**By Ear:** The ability to play or sing either intuitively or analytically without the use of a printed score.

**Call and Response:** A song style that follows a simple question-and-answer pattern in which a soloist leads and a group responds.

**Chords:** Three or more pitches sounding simultaneously or functioning as if sounded simultaneously.

**Classifying:** Grouping entities based on their common relationships.

**Classroom Instruments:** Instruments typically used in the general music classroom which may include recorders, autoharps, mallet instruments, pitched and unpitched percussion instruments, keyboard, and electronic instruments.

**Clef:** A symbol used to determine the name and pitch of the notes on the staff to which it is prefixed.

**Coda:** A few measures or a section added to the end of a piece of music to make a more effective ending.

**Collaboration:** A social skill involving working together with two or more persons.

**Comparing:** Noting similarities and differences between or among entities.

**Composing:** The act of inventing or creating music.

**Composition:** The product of creating music.

**Conducting:** Indicating the meter, tempo, changes in tempo and dynamics, and other musical outcomes through the use of gestures of the hands and arms.

**Conductor:** A person who, principally by means of gestures of the hands and arms, leads the performance of a musical ensemble.

**Counter Melody:** An alternate melody sung along with and as a companion to the main melody.

**Descant:** A vocal part or parts added above the highest part and intended to be performed by treble voices along with the ensemble.

**Developmentally appropriate:** Activities or instruction which are appropriate to the developmental abilities of the student.

**Diatonic:** Referring to the tones of the major or minor scales. The diatonic scales are those of the major and minor keys, and diatonic passages, intervals, chords, and harmonies are those made up of the notes of the key prevailing at the moment.

**Diction:** The degree of clarity and distinctness of pronunciation and articulation in speech or singing.

**Dynamics:** Degrees of loudness.

**Elements of music:** Pitch (melody), rhythm, harmony, dynamics, timbre (tone color), texture, form, and tempo.

**Embellishment:** The modification of music, usually but not always through the addition of notes, to make it more meaningful, or to demonstrate the abilities of the interpreter.

**Evaluating:** Assessing the reasonableness and quality of music according to given criteria.

**Expression:** The quality in a composition or performance which appeals to judgment, taste, or feelings, and which portrays the emotional intent of the composer.

**Form:** The overall structural organization of a music composition (e.g. AB, ABA, Call and Response, Rondo, Theme and Variations, Sonata-allegro, etc) and the interrelationships of music events within the overall structure.

**Genre:** A type or category of music (e.g. Sonata, Opera, Oratorio, Art Song, etc).

**Harmony:** Two or more tones sounding together.

**Head tone:** Classification of vocal register which is associated with resonance and tone placement as well as functions within the laryngeal mechanism itself; so called "head tone" or "head voice" because the singer experiences a sensation of vibrating in the head. May also be referred to as "light register."

**Icons:** Graphic representations indicating, for example, pitch or rhythm, and used in lieu of or along with traditional symbols for these elements.

**Improvise:** To create music spontaneously.

**Inferring:** A thinking skill which enables one to go beyond available information to identify what reasonably may be true.

**Informance:** A sharing or showing of music that demonstrates the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. An informance may include explanation or discussion.

**Integrating:** Connecting or combining information into understanding of a greater whole.

**Intervals:** The relationship among pitches (e.g. C4 and E4 produce a Major 3<sup>rd</sup>).

**Introduction:** A preliminary section of a musical composition.

**Key Signature:** The sharps or flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

**Key:** The basic scale and tonality of a composition.

**Level of Difficulty:** Music is generally classified into six levels of difficulty:

*Level I* - Very easy. Easy keys, meters, rhythms; limited ranges.

*Level II* - Easy. May include changes of tempo, key, and meter; modest ranges.

*Level III* - Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretative requirements.

*Level IV* - Moderately difficult. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

*Level V* - Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, and subtle dynamic requirements.

*Level VI* - Very difficult. Suitable for musically mature students of exceptional competence.

**Major scale:** A scale built on the sequence of an ascending pattern of two whole steps, one half step, three whole steps, and one half step.

**Meter signature:** An indication of the meter of a musical composition, usually presented in the form of a fraction; the lower number indicates the unit of measurement, and the upper number indicates the number of units that make up a measure.

**Meter:** The grouping in which a succession of rhythmic pulses or beats is organized, indicated by a meter signature at the beginning of a work.

**Minor scale:** A scale built on the sequence of an ascending pattern of whole step, half step, whole, whole, half, whole, whole.

**Notation:** The use of various symbols to indicate the pitch, rhythm, and expressive elements of a composition.

**Ostinato:** A continually recurring rhythmic or melodic pattern.

**Partner songs:** Two or more songs that can be sung at the same time to create harmony.

**Pentatonic Scale:** A scale consisting of five pitches. Often used as a scale omitting the fourth and seventh pitches of a major scale; or the second and fifth pitches of a minor scale.

**Phrasing:** Dividing musical sentences or thoughts into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

**Pitch:** The highness or lowness of a tone, as determined by the frequency of vibrations per second.

**Portfolio:** A collection of student work. The teacher, students, or both may select samples of student work placed in the portfolio. Portfolios may include written, audio, electronic, and/or video formats of a student's work.

**Questions and Answer:** A formal structure where each successive phrase or section is formed as a response to the preceding one.

**Recalling:** Activating prior stored knowledge or memory for use in a given situation.

**Repertoire:** A collection of music that a student has learned and is prepared to demonstrate.

**Rhythm:** The organization of sounds and silences across time; the temporal quality of sound.

**Rondo:** A form based on alternation between a repeated section (A) and contrasting episodes (B) and/or (C); for example, ABACABA.

**Round:** A composition for two or more voices in which one voice enters after another in exact imitation of the first.

**Scale:** A sequence of tones, usually within an octave, and used as the basis of a composition.

**Score:** A notation showing all the parts of a musical composition.

**Sightread:** The reading (singing or playing) of music at first sight.

**Staff:** Five parallel lines on which music is traditionally written.

**Standard or Traditional Notation:** Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

**Style:** The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (e.g. the style of Copland), periods (e.g. Baroque style), media (e.g. keyboard style), nations (e.g. French style), form or type of composition (e.g. Fugal style), or genre (e.g. operative style).

**Synthesizing:** Combining or integrating information.

**Technical accuracy:** The ability to play or sing with the appropriate timbre, intonation, diction, with correct pitches and rhythms.

**Technology:** Electronic media that can be used in music such as video and tape recorders, CD players, sound modules, MIDI instruments, computer software and hardware.

**Tempo:** The speed of music.

**Texture:** The number of simultaneous sounding lines. The manner in which horizontal pitch sequences are organized.

**Theme and Variations:** A compositional form where an initial theme is stated and each section thereafter is a modification of that theme.

**Timbre:** The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

**Tone production:** The manner of producing musical tones. In vocal music, it involves the coordination of breath support, resonance of the tone and vowel and consonant sounds. In wind instruments, it involves the coordination of breath support, tonguing, and embouchure. In stringed instruments, it involves the varied uses of the bow and finger movement, such as vibrato.

**Transpose:** Changing a phrase or composition to a key other than the one in which the piece is written.

**Two-part Songs:** Songs written for performance by two distinct voices.

**Unison:** Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different octave.

# THEATRE ARTS

## Purpose of Theatre Arts

Theatre arts in the public schools teaches the basic life skills, thinking skills and personal qualities which:

- develop an understanding of the ideas, attitudes, beliefs, and feelings of diverse people in different times throughout history as communicated through literature and theatre.
- employ techniques for teaching and learning through developmental processes and activity-oriented methods.
- promote higher level critical and creative thinking skills, problem recognition and problem solving, intuition, examination and implementation of conflict resolution, and the learning of reading, writing, math and other areas of the curriculum.
- assist in focusing the emotions for controlled use, strengthening the imagination for creative self-expression, disciplining the voice and body for purposeful use, expanding intellectual horizons to include aesthetic awareness, developing self-discipline, and providing a basic understanding and critical appreciation of all the theatre arts.
- involve making connections between theatre arts and other art forms, other curriculum areas, dramatic media, and the related use of technology including numbers and data.
- provide an intense study of what playwrights seek to convey and how this is intensified through theatrical production, thus giving students insights into countless aspects of the diverse and changing world.
- include the reading, viewing, listening, researching, writing, speaking, preparing to perform, performing, and directing of traditional and experimental theatrical forms, as well as, the accompanying aspects of technical production.
- engage students in the creative process and the practical application of theatre techniques (such as observing, considering possibility, and communicating) which students can use in studying other areas of the curriculum and for life-long learning.
- and enable students to function and communicate more proficiently, work independently as a member of a team, to value the individual contributions of others, and to learn virtually any subject matter in a more dynamic way.

---

## Strands

The following strands run throughout the theatre arts program and are guiding concepts for theatre arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To become aware directly through any of the senses.

- **Thinking** - The act or practice of formulating in the brain; a way of reasoning, reflecting or judging.
- **Comprehending** - To mentally take in the meaning, nature or importance.
- **Applying** - To put into action or to adapt for a special use.
- **Integrating** - The process of combining or coordinating separate and diverse understandings, perceptions or information into a more complete understanding of something.
- **Communicating** - The art and technique of using effectively words, physical gestures or various types of technology to impart ideas, information or messages.
- **Creating** - To produce through artistic or imaginative effort.
- **Analyzing** - To separate into parts or basic principles so as to determine the nature of the whole.
- **Critiquing** - To review or discuss critically.
- **Imitating (Kindergarten - grade 2)** - To use or follow as a model the actions, appearance, mannerisms or speech of others.
- **Presenting (grades 3 - 5)** - To offer or share, usually in a classroom or informal theatre setting, a portrayal or other theatre work for consideration or display.
- **Performing (grades 6 - 12)** - To portray a role or skill before an audience in a formal or informal setting.

---

### **Basis for Theatre Arts**

Theatre, the imagined and enacted world of human beings, is one of the primary ways children at an early age learn about life - about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from hours of viewing television and film. Children use pretend play as a means of making sense of the world; they create situations to play and assume roles; they interact with peers and arrange environments to bring their stories to life; they direct one another to bring order to their drama, and they respond to one another's dramas. In other words, children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre arts education should build on this foundation. The theatre arts program in the early years starts with and has a strong emphasis on improvisation, which is the basis of social pretend play.

---

### **Sequence of Theatre Arts**

In an effort to create a seamless transition from the natural skills of pretend play to the study of theatre, this SCS integrates the several aspects of the art form: script writing, acting, designing, directing, researching, comparing art forms, analyzing and critiquing, and understanding context. Because of the broad base

of knowledge and skills involved in creating, responding to, and performing in theatre arts, experiences and learning must evolve in a sequential manner. Every area of study in theatre arts must be developed in this logical way for students to be able to understand and participate to the best of their ability at each ensuing level of comprehension and refinement. Furthermore, this SCS is designed and organized so that teachers of students arriving at a grade level for which they lack prior training may incorporate developmentally appropriate learning sequences from an earlier level.

---

**Program  
Continuity**

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

# THEATRE ARTS GRADES K-2

## Overview

The arts are the first languages of children. Children are naturally involved in the arts from an early age as they sing, pantomime, move, create, and communicate through their senses. Theatre arts in grades K-2 encourages students to explore themselves and their world through creative drama. Students will develop thinking and learning skills by imitating, speaking, moving, creating and sharing. The dramatic process, primarily teacher-guided, provides students with opportunities to express and understand themselves and others in a positive way. Because of the exploratory nature of creative drama, students of all learning styles find an outlet for self-expression. They also develop the skills associated with peer acceptance and personal discipline while working in a non-threatening learning environment.

---

## Content Integration

Creative drama provides a natural vehicle for curriculum integration. As students role play and re-enact stories, they bring literature to life and develop reading expression and comprehension skills. By imitating animals, exploring playing areas and interacting with others, students explore science, math and social studies and other disciplines' concepts through the power of drama.

The theatre arts goals and objectives for K-2 describe a strong foundation for all subsequent years. As students progress from teacher-guided activities to small group activities and on to independent practice, their skills will increase in sophistication.

---

## Presentations

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and audiences, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

---

## Role of the Audience

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

---

## THEATRE ARTS - Kindergarten

The focus of theatre arts at the kindergarten level is to explore the role/s of the family unit and its members. Students explore the senses, movement and age appropriate literature through dramatic play. Students are exposed, through guided practice, to the beginning stages of drama and pretend play.

The emphasis at this grade level is on:

- Building movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating
- Simulating events
- Expressing character choices
- Understanding acceptable audience behaviors and responses
- Sharing and viewing of creative drama activities

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Restate setting, characters, and story events through pictorial, visual and physical aides.
- 1.02 Retell stories through guided dramatic play from text read aloud.
- 1.03 Recall the character/family relationships in stories, plays, puppet shows, etc.
- 1.04 Repeat sequence of events through verbal and nonverbal communication.
- 1.05 Recognize patterns in stories.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Recognize that pretend play is dramatic.
- 2.02 Differentiate between dramatic play and creative drama.
- 2.03 Imitate a variety of roles in family life.
- 2.04 Express various ideas and emotions through gestures, movement and voice.
- 2.05 Role play a variety of real and non-real characters through guided dramatic play.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

### Objectives

- 3.01 Identify the setting for the story.
- 3.02 Adapt a space for playing out a story.

- 3.03 Distinguish between playing space and audience space.
- 3.04 Understand acceptable audience behaviors and responses.
- 3.05 Recognize the role of simple props, scenery and costumes in the dramatic process.
- 3.06 Imagine a variety of real and non-real environments.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Repeat dialogue for retelling a story through guided practice.
- 4.02 Imitate the sounds and movements of objects, animals and people.
- 4.03 Listen and respond to directions and side coaching in dramatic activities.
- 4.04 Participate in group decision-making about artistic choices.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Manipulate simple props and costumes to support the character or story.
- 5.02 Choose or imitate movement to support the playing of the character.
- 5.03 Choose or imitate vocal levels and ranges to support the playing of a character.
- 5.04 Notice character traits in visual aides such as storybook pictures.
- 5.05 Identify character traits using verbal and nonverbal expression.
- 5.06 Discuss the five senses as they relate to objects, animals, and people.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Use sound, movement and drawing through dramatic play.
- 6.02 Use puppets in dramatic play.
- 6.03 Participate in and use the art form of pantomime.
- 6.04 Begin to be aware that a variety of art forms are infused into theatre and come from all cultures.
- 6.05 Discuss basic similarities and differences.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Engage in discussion about dramatic process.
- 7.02 Listen to and demonstrate respect for the thoughts and opinions of others.
- 7.03 Look for the results of characters' actions in a variety of literary forms.
- 7.04 Discuss likes and dislikes of audience members.
- 7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Share the role of film and television in one's family life.
- 8.02 Share the role of electronic media such as radio and computer in one's family life.
- 8.03 Experience live or recorded performances.
- 8.04 Participate in creative drama.

## THEATRE ARTS - Grade 1

The focus of theatre arts in grade 1 is to explore the concept of self. Students begin to define personal space in dramatic activities. The dramatic process still occurs through guided practice, but students are encouraged to participate more independently by making personal choices through movement, dialogue and expression. Students also continue to build skills for the beginning stages of drama and pretend play through guided practice.

The emphasis at this grade level is on:

- Refining movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating stories
- Simulating events through dramatic play
- Expressing character choices
- Displaying acceptable audience behaviors and responses
- Participating in and viewing creative drama

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Restate setting, characters, and main idea through pictorial, visual and physical aides.
- 1.02 Retell stories through guided dramatic play from a read-aloud text.
- 1.03 Recall stories about individual experiences.
- 1.04 Utilize sequence of events through verbal and nonverbal communication in a simple drama.
- 1.05 Demonstrate the patterns in stories.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Enact a variety of roles based on individual experiences.
- 2.02 Express various characters, ideas, and emotions through gestures, movement and voice.
- 2.03 Role play a variety of real and non-real characters through guided dramatic play.
- 2.04 Make spontaneous decisions in the dramatic process to support character choices.
- 2.05 Imitate teacher-guided improvisation.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

### Objectives

- 3.01 Represent physically the setting for a story.

- 3.02 Arrange a space and materials for playing out a story.
- 3.03 Adjust character movement to include audience focus.
- 3.04 Display acceptable audience behaviors and responses.
- 3.05 Utilize simple props, scenery and costumes in the dramatic process.
- 3.06 Imagine a variety of simple real and non-real environments.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Create dialogue for retelling a story in one's own words.
- 4.02 Adapt sounds and movements to objects, animals, and people within a personal space.
- 4.03 Listen and respond to directions and side-coaching in dramatic activities.
- 4.04 Cooperate with peers and teacher in group decision-making about artistic choices.
- 4.05 Define a personal space for use in dramatic activities.
- 4.06 Share playing space with other performers.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Utilize simple props and costumes to support a character or story.
- 5.02 Choose or imitate movement to support the playing of a character.
- 5.03 Choose or imitate vocal levels and ranges to support the playing of a character.
- 5.04 Point out character traits in visual aides such as storybook pictures.
- 5.05 Identify character traits displayed through verbal or nonverbal expression.
- 5.06 Implement ideas to use as a basis for dramatic activities.
- 5.07 Distinguish character dialogue in story narration.
- 5.08 Identify the five senses as they relate to objects, animals, and people.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Integrate sound, movement and drawing into dramatic play.
- 6.02 Utilize the art form of puppetry.
- 6.03 Participate in the art form of pantomime.
- 6.04 Be aware that art forms used in theatre presentations come from all cultures.
- 6.05 Discuss basic similarities and differences between art forms.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Engage in discussion about dramatic process.
- 7.02 Listen to and display respect for the thoughts and opinions of others.
- 7.03 Look for the results of characters' actions in a variety of literary forms.
- 7.04 Discuss likes and dislikes of audience members.
- 7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.
- 7.06 Identify strengths of peers and self.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Consider the role of imitation in theatre.
- 8.02 Share the role film and television have played in relationship to one's self.
- 8.03 Share the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Participate in creative drama and experience informal presentations.

## THEATRE ARTS - Grade 2

The focus of theatre arts in grade 2 is to explore the concept of community. This dramatic process is a combination of teacher-guided practice and small group collaboration. The student continues to make personal choices about movement, dialogue and expression while building intrapersonal skills for use in the beginning stages of creative drama.

The emphasis at this grade level is on:

- Applying movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting or repeating stories
- Discerning beginning, middle and end of dramas
- Developing basic skills for playwriting
- Developing basic skills for reading comprehension and expression
- Enacting character choices
- Developing basic skills for using technical theatre elements
- Understanding the difference between actor and character
- Participating in and viewing creative drama

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Participate in teacher-guided playwriting of simple dramas.
- 1.02 Build reading comprehension by using verbal and nonverbal communication.
- 1.03 Recognize setting, characters, sequence of events and main idea through pictorial, visual and physical aides.
- 1.04 Dramatize, through guided dramatic expression, stories from a read-aloud text, poem, fairytale or other form of literature.
- 1.05 Recall and enact stories about community experiences.
- 1.06 Identify how characters attempt to solve problems and resolve conflicts.
- 1.07 Compare and contrast the moral of the story in various fables and fairytales.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Assume a variety of roles, cast by the teacher, that reflect upon community experiences.
- 2.02 Demonstrate various characters, ideas and emotions through gestures, movement and voice.
- 2.03 Assume the role of a variety of real and non-real characters.
- 2.04 Utilize improvisation skills to make verbal and nonverbal character choices in the dramatic process.

- 2.05 Experiment with vocal expression and character traits to portray real and non-real characters.
- 2.06 Enact the sequence of events.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Participate in making artistic choices for the scenery in a presentation.
- 3.02 Transform a space and materials for acting out simple dramas.
- 3.03 Adjust character movement to include audience focus.
- 3.04 Acquire basic skills to react and interact with characters on stage.
- 3.05 Transform objects into simple props, scenery and costumes to support the dramatic process.
- 3.06 Experiment with the concept and role of technical theatre elements such as sound, props, costumes, scenery, fundamental stage managing and directing.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Repeat or paraphrase dialogue from a story to create a drama.
- 4.02 Apply sound and movement to display character traits of objects, animals and people within community experiences.
- 4.03 Cooperate with peers in small group decision-making about artistic choices.
- 4.04 Understand responsible audience behaviors and responses in dramatic activities.
- 4.05 Recognize the importance of listening to one another within the drama.
- 4.06 Point out similarities and differences between simple monologues and dialogue within a story or drama.
- 4.07 Understand the role of the narrator in the dramatic process.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Hypothesize the need for simple props and costumes to support the character or story.
- 5.02 Choose movement to support the playing of a character.
- 5.03 Choose vocal expression to support the playing of the character.
- 5.04 Utilize information about character traits derived from visual or auditory aides.
- 5.05 Express character dialogue in story narration.
- 5.06 Reference story to determine technical needs for dramatic presentation.
- 5.07 Make predictions about characters, setting and events based on story content.
- 5.08 Discuss how personal experience can be used as the basis for character choices.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Incorporate music, sound, movement, dance and design.
- 6.02 Utilize the art form of puppetry in simple dramas.
- 6.03 Utilize the art form of pantomime in characterization.
- 6.04 Explore the art form of fundamental mask making.

- 6.05 Comprehend that art forms used in theatre presentations come from all cultures.
- 6.06 Identify different art forms within the community.
- 6.07 Build skills to read with dramatic expression various simple scripts derived from poetry, short stories, fairytales, imagination and other forms of literature.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Recognize emotions and thoughts evoked by informal and formal theatre performances.
- 7.02 Display respect by listening to the thoughts and opinions of others.
- 7.03 Understand that characters' actions have results in a variety of literary forms.
- 7.04 Express reflections during and after a creative drama activity.
- 7.05 Describe characters, setting and events seen or portrayed in formal or informal theatre productions.
- 7.06 Identify strengths of peers and self.
- 7.07 Explain reasons behind artistic choices.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.** (National Standard 8)

**Objectives**

- 8.01 Recognize the role of imitation in theatre.
- 8.02 Share the role of film and television in the community.
- 8.03 Share the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Participate in and experience creative drama.

## THEATRE ARTS 3-5

### **Creative Drama**

Creative drama remains the basis of theatre arts in grades 3-5, but more emphasis is placed upon the development of specific drama skills. Students are challenged to take more individual responsibility as they work in small groups and independently to create dramatic presentations. They develop and apply teamwork skills through the creative process. They also explore beginning playwriting, characterization and technical theatre. As creative drama activities become more complex and demanding, students are encouraged to concentrate, display creativity and become risk-takers.

Creative drama continues to provide a natural vehicle for curriculum integration. Literary, science, math and social studies concepts are infused into creative drama. Students explore and integrate the other art forms of music, dance and visual arts.

The goals and objectives for theatre arts 3-5 build upon the strong foundation established in kindergarten through grade 2. As students progress from teacher-guided activities to small group activities and on to independent practice, their knowledge and skills increase in sophistication.

---

### **Presentations**

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and an audience, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

---

### **Role of Audience**

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

---

## THEATRE ARTS - Grade 3

The focus of theatre arts in grade 3 is to make personal choices through the use of movement, dialogue and expression. This process is a combination of teacher-guided practice and small group collaboration. Students develop intrapersonal skills for use in drama.

The emphasis at this grade level is on:

- Applying blocking and movement skills
- Exploring a variety of literature to use in dramatic play
- Adapting, enacting or creating stories
- Recognizing beginning, middle and end of dramas
- Expanding playwriting skills
- Expanding reading comprehension and expression
- Enacting characters
- Incorporating elements of technical theatre into creative drama
- Participating in presentations

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Participate in teacher-guided playwriting using simple characters, setting, conflict and resolution.
- 1.02 Recognize the beginning, middle and end of a story.
- 1.03 Infer lessons from multicultural stories, fairytales, tall tales, fables, legends and myths.
- 1.04 Develop and utilize basic creative drama vocabulary.
- 1.05 Identify basic elements of a script such as title, characters, setting and blocking.
- 1.06 Refine reading comprehension by using verbal and non-verbal communication.
- 1.07 Discuss how characters attempt to resolve conflicts.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Identify characters and cast roles from a variety of texts that include themes of citizenship and responsibility.
- 2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
- 2.03 Participate in dramatic activities that deal with problems and emotions.
- 2.04 Create characters and events to utilize in the dramatic process.
- 2.05 Dramatize stories through guided dramatic expression from a story.
- 2.06 Demonstrate ideas and emotions using gestures, blocking and movement.
- 2.07 Utilize improvisational skills to make character choices in the dramatic process.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Participate in making artistic choices for the scenery in a presentation.
- 3.02 Employ the basic concepts of time, space and action in the dramatic process.
- 3.03 Collaborate to create simple scenery and costumes for acting out dramas.
- 3.04 Adjust blocking to include audience focus.
- 3.05 Expand basic skills to react and interact with characters on stage.
- 3.06 Examine the concept and role of sound, props, costumes, scenery, stage management and directing.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Paraphrase dialogue from a story to show different interpretations for use in the dramatic process.
- 4.02 Demonstrate responsible behaviors such as sharing, flexibility and teamwork during dramatic activities.
- 4.03 Make decisions and accept simple responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character traits of objects, animals and people.
- 4.05 Compromise with peers in small group decision making about artistic choices.
- 4.06 Listen and react to one another within the drama.
- 4.07 Relate the similarities and differences between monologues, dialogue and asides within a story or drama.
- 4.08 Utilize the role of the narrator in the dramatic process.
- 4.09 Relate what characters think and feel during a dramatic scene.
- 4.10 Experiment with character dialogue in the rehearsal process.
- 4.11 Observe and relate how the diversity of students within a group contributes to interesting artistic choices.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Express through characterization the meaning inferred from text.
- 5.02 Justify the need for simple props and costumes to support the character or story.
- 5.03 Choose vocal expression and movement to support the playing of a character.
- 5.04 Utilize information about character traits derived from text.
- 5.05 Tell stories using narration.
- 5.06 Identify parts of a story that can be utilized as dialogue or narration.
- 5.07 Reference stories to determine the technical needs for dramatic presentation.
- 5.08 Investigate text to determine Who, What, When, Where, Why and How.
- 5.09 Make predictions about characters, setting and events based on story content.
- 5.10 Utilize personal experience as the basis for character choices.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**  
(National Standard 6)

**Objectives**

- 6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.
- 6.02 Incorporate puppetry and pantomime into simple dramas.
- 6.03 Utilize simple mask making.
- 6.04 Understand a variety of art forms are infused into theatre and come from all cultures.
- 6.05 Observe that different art forms reflect diversity.
- 6.06 Build skills to read with dramatic expression a variety of scripts.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Build skills to critique self and others in a respectful and constructive manner.
- 7.02 Listen to constructive criticism and react in a positive way.
- 7.03 Convey personal reactions to various texts.
- 7.04 Correlate personal experiences to stage experiences.
- 7.05 Communicate emotions and thoughts evoked by performances.
- 7.06 Recognize and discuss that consequences and actions teach characters and audience members life lessons.
- 7.07 Suggest alternative characters, settings or events after viewing or participating in a performance.
- 7.08 Justify artistic choices.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Understand the role of theatre.
- 8.02 Discuss the role of film and television.
- 8.03 Discuss the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Participate in and experience informal and formal presentations.

## THEATRE ARTS - Grade 4

The focus of theatre arts in grade 4 is to encourage students to make personal choices through movement, dialogue and expression. Students utilize simple playwriting to demonstrate specific character choices. A combination of independent study and small group collaboration is used. Students refine intrapersonal skills for use in creative drama.

The emphasis at this grade level is on:

- Applying character choices
- Experiencing stories through creative drama
- Experiencing multicultural stories through creative drama
- Using a beginning, middle and end in creative drama
- Experiencing a variety of scripts
- Adapting, enacting, and creating stories
- Refining basic playwriting skills
- Enacting characters
- Utilizing the elements of technical theatre
- Participating in presentations

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

### **COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.**

(National Standard 1)

#### **Objectives**

- 1.01 Participate in small group playwriting.
- 1.02 Create and enact short stories, poetry or personal experiences about North Carolina.
- 1.03 Describe lessons related through multicultural literature.
- 1.04 Expand upon and use creative drama vocabulary.
- 1.05 Utilize playwriting skills to indicate the sequence of events.
- 1.06 Create dialogue in which characters attempt to resolve conflicts.
- 1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

### **COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

#### **Objectives**

- 2.01 Develop skills to identify characters and cast roles from a variety of texts that reflect upon heritage, culture and history.
- 2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
- 2.03 Participate in dramatic activities that deal with conflict and emotions.
- 2.04 Create characters and events to use in the dramatic process.
- 2.05 Create dramatizations based on texts.
- 2.06 Demonstrate ideas and emotions through gestures and movement.

- 2.07 Assume the role of a variety of real and non-real characters.
- 2.08 Refine improvisational skills through dramatic exercises.
- 2.09 Define the significance of the beginning, middle and end of a story or play.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Participate in making artistic choices in a small group.
- 3.02 Employ the basic concepts of time, space, and action in the dramatic process.
- 3.03 Collaborate to create simple scenery and costumes for acting out dramas.
- 3.04 Identify the ways in which blocking non-verbally conveys character, mood and actions to the audience.
- 3.05 Respond to and build upon ideas of others on stage.
- 3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Adapt dialogue from a story to show different interpretations.
- 4.02 Demonstrate responsible behavior such as sharing, flexibility, negotiating and teamwork.
- 4.03 Make decisions and accept responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character, mood and actions.
- 4.05 Compromise with peers in small group decision making about artistic choices.
- 4.06 Enact monologues, dialogue and asides within a story or drama.
- 4.07 Use the role of narrator to guide, prompt and assist actors.
- 4.08 Identify characters' thought processes during dramatic scenes.
- 4.09 Recognize ways to display characters' thought processes.
- 4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.11 Recognize diversity within a group contributes to interesting artistic choices.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Express through characterization meaning inferred from a text.
- 5.02 Articulate how artistic choices support the portrayal of the character.
- 5.03 Adapt and use information about character traits derived from a text.
- 5.04 Organize parts of a story to be used as dialogue or narration.
- 5.05 Reference stories to determine and justify technical needs to support the character or story.
- 5.06 Investigate text to determine Who, What, When, Where, Why and How.
- 5.07 Reference forms of literature other than scripts to support dramatic presentations.
- 5.08 Use emotional recall as the basis for character choices.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**  
(National Standard 6)

**Objectives**

- 6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.
- 6.02 Incorporate the arts forms of puppetry, pantomime and mask making into simple dramas.
- 6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
- 6.04 Observe that different art forms reflect upon the diversity within heritage and culture.
- 6.05 Read with dramatic expression a variety of simple scripts.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Build skills to critique self and others in a respectful and constructive manner.
- 7.02 Begin to question artistic choices in order to understand the dramatic process.
- 7.03 Justify artistic choices.
- 7.04 Listen to constructive criticism and react in a positive way.
- 7.05 Realize that the character and actor may have different personalities.
- 7.06 Correlate personal experiences to stage experiences.
- 7.07 Communicate emotions and thoughts evoked by performances.
- 7.08 Show that consequences and actions teach characters and audience members life lessons.
- 7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Understand the role of theatre.
- 8.02 Discuss the role of film and television.
- 8.03 Discuss the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Discuss the similarities and differences between acting for the theatre and camera.
- 8.07 Participate in presentations.

## THEATRE ARTS - Grade 5

The focus of theatre arts in grade 5 is to encourage students to make personal choices through movement, dialogue and expression. Students participate in the rehearsal process by enacting a script and use simple playwriting to demonstrate specific character choices. A combination of independent study and small group collaboration is used. Students employ intrapersonal skills for use in creative drama.

The emphasis at this grade level is on:

- Applying character choices
- Experiencing stories from a variety of cultures and historical periods
- Experiencing multicultural stories
- Experiencing a variety of scripts
- Adapting, enacting, and creating stories
- Using basic playwriting skills
- Enacting characters
- Using the elements of technical theatre
- Understanding a character's thought process during a scene
- Participating in presentations

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Participate in partner and small group playwriting.
- 1.02 Create and enact short stories, poetry or personal experiences.
- 1.03 Describe lessons related through multicultural literature.
- 1.04 Expand upon and use creative drama vocabulary.
- 1.05 Utilize playwriting skills to indicate the sequence of events.
- 1.06 Create dialogue in which characters attempt to resolve conflicts.
- 1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Identify characters and cast roles from a variety of scripts.
- 2.02 Use vocal expression to demonstrate the thoughts and feelings of real and non-real characters.
- 2.03 Participate in dramatic activities that deal with conflict and emotions.
- 2.04 Create characters and events to use in the dramatic process.
- 2.05 Utilize improvisational skills to create a scene based on a script.
- 2.06 Utilize gestures, blocking and movement to display ideas and emotions.
- 2.07 Assume the role of a variety of real and non-real characters.
- 2.08 Refine improvisational skills through dramatic exercises.

2.09 Define the significance of the beginning, middle and end of a story or play.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Participate in making artistic choices in a small group.
- 3.02 Employ the basic concepts of time, space, and action in the dramatic process.
- 3.03 Collaborate to create simple scenery and costumes for acting out dramas.
- 3.04 Use blocking to non-verbally convey character, mood and actions to the audience.
- 3.05 Respond to and build upon ideas of others on stage.
- 3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.
- 3.07 Identify the technical theatre roles in a production.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Recite or adapt dialogue from a script to show different interpretations.
- 4.02 Demonstrate responsible behavior such as sharing, flexibility, leadership, negotiating and teamwork.
- 4.03 Make decisions and accept responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character, mood and actions.
- 4.05 Compromise with peers in small group decision making about artistic choices.
- 4.06 Enact monologues, dialogue and asides within a story or drama.
- 4.07 Use the role of narrator to guide, prompt and assist actors
- 4.08 Understand characters' thought processes during dramatic scenes.
- 4.09 Recognize ways to display characters' thought processes.
- 4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.11 Recognize diversity within a group contributes to artistic growth.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Express through characterization meaning inferred from a text.
- 5.02 Articulate how artistic choices support the portrayal of the character.
- 5.03 Adapt and use information about character traits derived from a text.
- 5.04 Organize parts of a story to be used as dialogue or narration.
- 5.05 Reference stories to determine and justify technical needs to support the character or story.
- 5.06 Investigate text to determine Who, What, When, Where, Why and How.
- 5.07 Reference various forms of literature other than scripts to support dramatic presentations.
- 5.08 Use emotional recall as the basis for character choices.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**  
(National Standard 6)

**Objectives**

- 6.01 Adapt music, sound, movement, dance, and design into the dramatic process.
- 6.02 Incorporate the art forms of puppetry, pantomime and mask making into simple dramas.
- 6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
- 6.04 Observe that different art forms reflect upon the diversity of society.
- 6.05 Read with dramatic expression a variety of simple scripts.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Display skills to critique self and others in a respectful and constructive manner.
- 7.02 Question artistic choices in order to understand the dramatic process.
- 7.03 Justify artistic choices.
- 7.04 Listen to constructive criticism and react in a positive way.
- 7.05 Realize that the character and actor may have different personalities.
- 7.06 Correlate personal experiences to stage experiences.
- 7.07 Communicate emotions and thoughts evoked by performances.
- 7.08 Show that cause and effect teach characters and audience members life lessons.
- 7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Understand and describe the role of theatre at different times.
- 8.02 Discuss the role of film and television.
- 8.03 Discuss the role of technology and electronic media.
- 8.04 Experience live or recorded performances.
- 8.05 Discuss the similarities and differences between live and recorded theatrical events.
- 8.06 Discuss the similarities and differences between acting for the theatre and camera.
- 8.07 Participate in presentations.

## THEATRE ARTS GRADES 6-8

### **Group Emphasis**

Throughout grades 6-8, students begin to develop theatre literacy. In theatre, the artist creates an imagined world; it is the role of theatre to lead the audience into this visual, aural, and oral world. It is important that students learn to see the created world of theatre through the eyes of the playwright, actor, designer, and director. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Middle school students play a larger role in the planning and evaluation of their work. They continue to use drama as a means of confidently expressing themselves, thus developing their “personal voice.” With greater emphasis on reading, writing and performing scripts, students begin to create plays based on peer issues, concerns and interest using improvisation and collaboration. Likewise, they are introduced to plays and experiences that reach beyond their communities to national, international, and historically representative themes. The content, instruction, student outcomes and methods of evaluation should increase in sophistication at each grade level.

---

### **Individual Emphasis**

Growing differences in abilities and interests characterize students at this age and, for this reason, provisions should be made for individual emphasis by assigning individual special projects or placing students in various leadership roles. The emphasis is on helping students use drama more discriminately and productively in daily living and, as a participant or viewer, to incorporate it into their lives. Students come to perceive theatre as a means of pleasure, communication and learning. Theatre becomes a part of the students’ experience of life as a whole.

---

## THEATRE ARTS - Grade 6

The emphasis at this grade level is on:

- Various types of dramatic elements
- Functions and responsibilities of actors, designers, directors, playwrights and audience
- Working collectively in production teams
- Acting, improvisation and characterization
- Appropriate audience etiquette
- Practicing playwriting
- Early theatre history

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Recognize and explain unique characteristics of the dramatic script such as dramatic structure and dialogue.
- 1.02 Create monologues, dialogues and short plays in response to interdisciplinary prompts, ideas, pictures and other stimuli.
- 1.03 Practice playwriting techniques.
- 1.04 Produce written, verbal and visual responses to written and/or performed dramatic material.
- 1.05 Identify themes and plots from multicultural literature.
- 1.06 Adapt stories, myths and fairy tales into dramatic literature.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Practice role-playing and characterization skills.
- 2.02 Utilize role-playing skills in the total learning process.
- 2.03 Research and observe to create characters in formal and/or informal presentations.
- 2.04 Utilize basic acting vocabulary such as motivation, objective and blocking.
- 2.05 Utilize physical movement and vocalization to create characters.
- 2.06 Adapt stories, myths and fairy tales into improvised scenes.
- 2.07 Practice pantomime skills.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

### Objectives

- 3.01 Discuss the role of the designer and technical elements in the theatre process.
- 3.02 Plan and create a simple set for formal or informal dramatic presentations.

- 3.03 Work collaboratively to use available design resources for props, costumes, lights and set.
- 3.04 Employ technical theatre vocabulary such as using the appropriate names for areas of the stage.
- 3.05 Recognize the roles and responsibilities of the production staff.
- 3.06 Use blocking to non-verbally convey character, mood and action to an audience.
- 3.07 Discuss the importance of creating an atmosphere for an audience.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Examine and discuss introductory levels of the directing process: research, plan and collaborate, audition, cast, block and direct.
- 4.02 Demonstrate, as appropriate, the designated responsibilities of the director.
- 4.03 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.04 Identify characters' internal monologue during scenes.
- 4.05 Demonstrate responsible behavior such as sharing, compromising and negotiating within diverse groups.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Execute a variety of different research methods and technology to support production.
- 5.02 Discuss the legal and ethical issues regarding the use of other's ideas.
- 5.03 Reference a script to determine and justify technical needs for a dramatic presentation.
- 5.04 Infer meaning from a script to create characters.
- 5.05 Articulate how artistic choices support the portrayal of characters.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Explore and appraise other art forms from various cultures and how they relate to theatre.
- 6.02 Communicate how theatre can synthesize all the arts.
- 6.03 Communicate how different art forms reflect upon the diversity of society.
- 6.04 Integrate other art forms into formal and informal presentations.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Recognize and practice audience etiquette.
- 7.02 Develop and implement descriptive vocabulary while practicing positive critiquing methods.
- 7.03 Develop verbal, visual and written responses to works of informal and formal theatre, film, television, and electronic media productions from various cultures.
- 7.04 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions.
- 7.05 Listen to constructive criticism and react in a positive manner.

- 7.06 Revise dramatic work based on received constructive criticism and feedback.
- 7.07 Communicate emotions and thoughts evoked by performances.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Investigate and communicate how theatre and other media related to real life.
- 8.02 Describe how theatre and related media have reflected and transformed various cultures throughout history.
- 8.03 Demonstrate a basic knowledge of European theatre history that may include primitive storytelling and Greek/Roman times to the Elizabethan period.

## THEATRE ARTS - Grade 7

The emphasis at this grade level is on:

- Playwriting
- Practicing acting techniques
- Creating original student work
- Acting, designing and directing
- Analyzing and critiquing various art forms
- Early theatre history
- Appropriate audience etiquette
- Developing theatre vocabulary

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Explain and demonstrate the uses of unique characteristics of the dramatic script such as dramatic structure and dialogue.
- 1.02 Write dramatic material inspired by interdisciplinary prompts, ideas, pictures and other stimuli.
- 1.03 Write and critique original scenes and one act plays.
- 1.04 Read and appraise dramatic material.
- 1.05 Write dramatic material inspired by personal and historical events.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Identify and practice techniques for physical and vocal conditioning.
- 2.02 Employ physical and vocal skills to create believable characters.
- 2.03 Utilize acting skills to study human behavior and conflict resolution.
- 2.04 Implement research, observation, and acting skills to create characters in formal and informal presentations.
- 2.05 Use acting vocabulary such as motivation, objective and blocking.
- 2.06 Recognize and discuss different acting methods and theories.
- 2.07 Simulate the audition process to practice audition skills.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

### Objectives

- 3.01 Examine and demonstrate the role of the designer and technical elements in the theatre process.

- 3.02 Utilize basic design concepts to create a set for formal or informal dramatic presentations.
- 3.03 Work collaboratively to use available resources for props, costumes, lighting and set.
- 3.04 Use technical theatre vocabulary such as flat and ground plan.
- 3.05 Practice the roles and responsibilities of the production staff.
- 3.06 Create an atmosphere for an audience in formal and informal presentations.
- 3.07 Notate blocking in a script.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Practice the directing process: research, plan and collaborate, audition, cast, block and direct.
- 4.02 Accomplish, as appropriate, designated responsibilities of the director.
- 4.03 Collaborate with others to make choices for formal and informal productions.
- 4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearsal.
- 4.05 Communicate characters' internal monologues through vocalization and physical movement.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Investigate and practice different research methods and technology to support production.
- 5.02 Demonstrate knowledge of the legal and ethical issues regarding the use of other's ideas.
- 5.03 Reference a script to implement technical requirements.
- 5.04 Infer meaning from a script to create characters.
- 5.05 Make artistic choices to shape the portrayal of characters.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Observe and analyze other art forms from other cultures and how they relate to theatre.
- 6.02 Integrate other art forms into dramatic presentations.
- 6.03 Communicate how different art forms have been affected by society.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Practice positive audience etiquette.
- 7.02 Expand and implement descriptive vocabulary while practicing constructive critiquing methods.
- 7.03 Analyze, critique and express meaning perceived from works of informal and formal theatre, film, television, and electronic media productions from various cultures.
- 7.04 Listen to and implement constructive criticism.
- 7.05 Communicate emotions and thoughts evoked by performances and dramatic material.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Examine and explain how theatre and other media relate to real life.
- 8.02 Communicate how theatre and related media have reflected and transformed various cultures throughout history.
- 8.03 Demonstrate a basic knowledge of non-western theatre history such as that of Asia, Africa, India and Australia.

## THEATRE ARTS - Grade 8

The emphasis at this grade level is on:

- Analyzing, critiquing and writing plays
- Acting techniques to create characters
- Adapting and using available resources to execute theatre
- Expansion of theatre vocabulary
- Assuming roles of the production staff
- Theatre history from Elizabethan to modern times
- Appropriate audience etiquette

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Apply the unique characteristics of the dramatic script such as dramatic structure and dialogue when writing for the theatre.
- 1.02 Create written dramatic material based on original or established interdisciplinary prompts, personal experiences and historical events.
- 1.03 Write, critique, and informally produce original scenes and one act plays.
- 1.04 Read and analyze scenes and plays.
- 1.05 Write detailed character analyses or biographies.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Practice and demonstrate techniques for physical and vocal conditioning.
- 2.02 Utilize physical and vocal skills to create believable characters.
- 2.03 Utilize acting skills to study human behavior and conflict resolution.
- 2.04 Synthesize research, observation, given circumstances and acting skills to create characters in formal and informal presentations.
- 2.05 Expand and utilize acting vocabulary such as motivation, objective and blocking.
- 2.06 Compare and utilize different acting methods and theories.
- 2.07 Participate in auditions.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

### Objectives

- 3.01 Understand and practice the role of the designer and technical elements in the theatre process.
- 3.02 Design and build a set for formal or informal dramatic presentations.

- 3.03 Work collaboratively to use available resources for props, costumes, lighting and settings.
- 3.04 Expand and implement technical theatre vocabulary.
- 3.05 Assume the roles and responsibilities of the production staff.
- 3.06 Compare and contrast different theatre spaces (i.e. thrust, arena, proscenium, and flexible) and their different requirements for technical elements.
- 3.07 Create a prompt book.
- 3.08 Create an atmosphere for audiences in formal and informal presentations.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Understand and practice the directing process: research, plan and collaborate, audition, cast, block and direct.
- 4.02 Implement the responsibilities of the director.
- 4.03 Collaborate with others to make choices to be applied to formal and informal productions.
- 4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
- 4.05 Communicate characters' internal monologue through vocalization and physical movement.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Employ a variety of different research methods and technology to support production.
- 5.02 Demonstrate a knowledge of and the ability to discuss the implications of the legal and ethical issues regarding the use of other's ideas.
- 5.03 Reference a script to design and implement technical theatre requirements.
- 5.04 Analyze given circumstances in a script to create character.
- 5.05 Analyze given circumstances in a script to make artistic choices.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Analyze other art forms and how they relate to theatre.
- 6.02 Synthesize several art forms into dramatic presentations.
- 6.03 Compare and contrast how society and various art forms impact each other.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Practice positive audience etiquette.
- 7.02 Evaluate the relationship between the audience and the production.
- 7.03 Use descriptive vocabulary and creative thinking in the critiquing process.
- 7.04 Write and discuss analysis of informal and formal theatre, film, television, and electronic media productions from various cultures.
- 7.05 Listen to and implement constructive criticism.
- 7.06 Analyze how theatre can evoke emotions and thoughts from an audience.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Compare and contrast theatre and related media to real life.
- 8.02 Analyze and discuss how theatre and related media have reflected and transformed various cultures throughout history.
- 8.03 Demonstrate a basic knowledge of American theatre history which may include the study of African, Asian, Native and Latin American, and other cultures.

# THEATRE ARTS GRADES 9-12

## **What Students Do and Learn**

Students in grades 9-12 view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding and acceptance of personal issues and a broader world-view that includes international issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances, the places of that work and those events in history, as well as the impact of those events on the past and present. In addition, students should make connections between what they learn in theatre arts with other curricular areas.

In theatre arts, the goals are developed for the 9-12 grade span and remain the same for all courses. While the goals remain the same for each course, the objectives change to be relevant for those specific levels of courses that have been described. For all other electives that may be developed by the local education agency, there is a generic description entitled Theatre Arts - All Other High School Electives that is intended to provide a suggested standard course of study from which elective courses other than Theatre Arts I-IV may be generated. Courses offered in a sequence should demonstrate an increase in sophistication of the content, instruction, student outcomes and methods of evaluation at each grade level.

---

## **Classroom Work**

Students are given more responsibility through a sequential program of Theatre Arts I-IV supplemented with a broad range of course offerings. Knowledge and skills in acting, performing, ensemble, directing, writing, theatre literature and history, and technical theatre are cultivated along with the resulting insight into using the knowledge and skills in everyday life situations. Each student creates a portfolio to include journal entries, technical design work, programs, original scripts and critiques, performance videos, research papers, and other items related to theatre study.

---

## **Flexible Courses**

The theatre arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal needs. Since some students will have had the advantage of previous work in grades K-8 while some will sign up for a theatre class for the first time, the program is flexible enough to allow for variation. Students who say “yes” to learning, to trying new ideas and approaches, and committing to the work and discipline of theatre will grow personally and develop theatrical skills as well as life skills in a positive and dynamic way.

---

## **Diverse Abilities**

At this level, students’ interests and abilities in theatre arts vary widely and will determine the direction pursued by each student. Courses include development of original work, designs and performances in informal and formal theatre settings. Important aspects of the program are acting, directing, playwrighting, designing and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.

---

**Outcomes**

Students in grades 9-12 are encouraged to develop an appreciation and understanding of theatre in relationship to themselves, their community and other communication media; and as an art form, as a career possibility, as entertainment, and as a means to learn about, question, and celebrate life.

---

## THEATRE ARTS I

Theatre Arts I promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course, addressed in goal 2, includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre arts courses.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Read, understand and relate the basic content of a play.
- 1.02 Understand and describe the form and structure of plays.
- 1.03 Compare and contrast play structure in relation to other forms of literature.
- 1.04 Understand and convey the function of a playwright.
- 1.05 Write a monologue.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

(Self)

- 2.01 Develop and manifest an awareness of the self as a thinking, creative, performing whole.
  - 2.02 Understand and demonstrate the inherent individual's ability to intuit and create.
  - 2.03 Recognize the use of divergent thinking in the creative process.
  - 2.04 Employ creative action and thinking skills.
  - 2.05 Expand and exhibit the use of problem solving skills.
  - 2.06 Show evidence of broadening one's self-perception and abilities through creating and performing.
  - 2.07 Develop a perception of self through observations of self and others.
  - 2.08 Examine and manage one's own emotions as a person and performer.
- (Body and Voice)
- 2.09 Show evidence of developing the mind, body and voice as the creative, performing instrument.
  - 2.10 Understand and participate in vocal warm-ups to develop articulation and breath control.
  - 2.11 Understand and participate in physical warm-ups to develop focus and creativity.

- 2.12 Recognize and relate the importance of nonverbal communication.
- 2.13 Explore and demonstrate nonverbal communication through pantomime.  
(Improvisation)
- 2.14 Use improvisation to expand listening, response, and evaluation skills as a spontaneous creative participant.
- 2.15 Use improvisation to explore character and story-line development.
- 2.16 Use improvisation formats as presentations.  
(Acting)
- 2.17 Explore storytelling as a beginning performance experience.
- 2.18 Understand, discuss and/or write about the audition process.
- 2.19 Memorize and present a monologue in an informal setting.
- 2.20 Rehearse following a rehearsal schedule.
- 2.21 Identify character traits and given circumstances from a play.  
(Reading and Writing)
- 2.22 Define and use a vocabulary appropriate for Theatre Arts I.
- 2.23 Write observations and reflections in a journal.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Demonstrate an understanding of and assume different roles on technical crews.
- 3.02 Understand and utilize production scheduling and organization.
- 3.03 Recognize types of stages and the basics of theatre architecture.
- 3.04 Relate the uses of technical theatre spaces for rehearsal, construction, performance, and storage.
- 3.05 Understand and discuss the components of technical theatre: scenery, costume, makeup, lighting, sound, and props.
- 3.06 Recognize and identify the terms used in the technical theatre process.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Identify and describe the several types of rehearsals.
- 4.02 Recognize and explain what is in a prompt book.
- 4.03 Understand and use the vocabulary of directing.
- 4.04 Demonstrate a knowledge of and uses for a production organization chart.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Research and assemble information to begin a time line of theatre history including non-western theatre.
- 5.02 Understand and relate how theatre originated and evolved.
- 5.03 Know and practice audience behavior.
- 5.04 Explore and demonstrate storytelling traditions of non-western theatre.
- 5.05 Discover, discuss and/or write about sources for information about theatre productions, personalities, trends, etc.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**  
(National Standard 6)

**Objectives**

- 6.01 Show through discussion or writing an appreciation for theatre as a composite art form.
- 6.02 Understand and relate how theatre is a synthesis of all arts.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Investigate and use theatre-related Internet sites.
- 7.02 Develop and relate a world view of theatre in society.
- 7.03 Demonstrate personal progress through the creation and use of a portfolio of theatre work.
- 7.04 Investigate and discuss the technical elements in different media.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Understand and relate how theatre provides occupational opportunities in the world of work.
- 8.02 Understand and relate how theatre related media and other associated areas provide occupational opportunities in the world of work.
- 8.03 Understand and relate how theatre skills are used in non-theatrical occupations such as lawyer, carpenter, etc.

## THEATRE ARTS II

Theatre Arts II follows Theatre Arts I and is for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts II furthers the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students analyze and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. This course develops students' knowledge base, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through informal and formal productions. Students continue to add to their portfolio or collection of their work and related activities to illustrate their growing comprehension of theatre arts.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Read independently, analyze and understand two plays by different playwrights in different periods.
- 1.02 Understand and relate the form and structure of dramatic genre.
- 1.03 Evaluate plots and themes.
- 1.04 Understand and diagram plot structure including exposition, rising action, complication, climax, falling action and denouement.
- 1.05 Learn and convey the concept of the central dramatic question.
- 1.06 Compare and explore relationships among characters.
- 1.07 Analyze plays for physical, social, and psychological dimensions.
- 1.08 Distinguish connotative (subtext) and denotative meaning of language in a dramatic text.
- 1.09 Understand, discuss and/or write about the evolution of play structure from early Greek to contemporary drama.
- 1.10 Write a two-person scene.
- 1.11 Develop and record information, impressions and ideas in preparation for designing in technical theatre.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

(Self)

- 2.01 Identify ways to improve relationships as a person and as a performer.
- (Body and Voice)
- 2.02 Understand and diagram the physiology of the body and vocal production.
  - 2.03 Discern and demonstrate the relationship between the body and voice.
  - 2.04 Utilize information learned as to how the vocal mechanism is used to project the voice and articulate speech.

- 2.05 Participate in a physical and vocal warm-up.  
(Improvisation)
- 2.06 Use improvisation to retain spontaneity and ensemble.
- 2.07 Demonstrate and expand dramatic concepts through improvisations.
- 2.08 Use improvisation as an approach to scripted material.  
(Acting)
- 2.09 Analyze text for character clues and objectives.
- 2.10 Demonstrate an understanding of the audition process.
- 2.11 After reading a play, memorize and perform a monologue from that play in an informal setting.
- 2.12 Create and follow a rehearsal schedule.  
(Reading and Writing)
- 2.13 Use theatre vocabulary appropriate to Theatre Arts II.
- 2.14 Analyze self and others verbally and through keeping entries in a journal.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Understand, discuss and/or write about the components of technical theatre: scenery, costume, makeup, lighting, sound and props.
- 3.02 Know and employ appropriate safety precautions in accordance with established regulations for all technical theatre areas and equipment.
- 3.03 Learn and use the tools of theatre construction such as power tools, a sewing machine, lighting and sound equipment and other related items.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Read, discuss and/or write about plays to gain an understanding of the role of the director in the production.
- 4.02 Understand, discuss and/or write about the process of rehearsal and production.
- 4.03 Differentiate between the roles of the director and assistant director.
- 4.04 Devise an organizational chart to demonstrate the structure and flow necessary to the development and presentation of a theatrical production.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Attend a play and reflect on it verbally or through writing entries in a journal.
- 5.02 Develop a time line of theatre history with additional specifics regarding social context, playwrights and genres.
- 5.03 Experience, discuss and/or write about productions in different theatre spaces.
- 5.04 Investigate, discuss and/or write about plays from non-western theatre.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Understand and relate how the fundamentals of different art forms relate to the study,

- process and production of theatre.
- 6.02 Understand and manifest the collaborative nature of theatre.
  - 6.03 Write reviews of plays or other related art forms.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Demonstrate giving and receiving constructive criticism.
- 7.02 Evaluate personal progress through the creation and use of a portfolio of theatre work.
- 7.03 Utilize video camera techniques for theatre projects or productions.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.** (National Standard 8)

**Objectives**

- 8.01 Demonstrate responsible behavior and social discipline through theatre and related media.
- 8.02 Understand, discuss and/or write about the roles of and careers in technical theatre and related areas.
- 8.03 Recognize and express that theatre and related areas play a role in the world of work as occupational opportunities.
- 8.04 Create an example of a professional resume.

## THEATRE ARTS III

Theatre Arts III follows Theatre Arts II and is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Acting experience in Theatre Arts III continues and refines the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students begin to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous study. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre related media through informal and formal productions. Students continue to add to their portfolio or collection of work and related activities to illustrate their growing understanding of accomplishments in theatre arts.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Read independently and analyze three plays by different playwrights from different periods.
- 1.02 Examine and use playwriting techniques used to develop characters, plot, and theme through asides, soliloquies, allegory, symbol, mood and metaphor.
- 1.03 Understand and use the functions of characters in plays such as foil, protagonist, antagonist, incidental and agent of fate.
- 1.04 Learn and relate how the central dramatic question shapes a play.
- 1.05 Write a three-person scene or an ensemble piece alone, with a writing partner, or develop with an ensemble.
- 1.06 Research playwrights' lives and/or work.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- (Self)
- 2.01 Expand self and knowledge of theatre through creation of new works.
- (Body and Voice)
- 2.02 Physicalize characters visually and kinesthetically.
  - 2.03 Evaluate strengths and weaknesses of one's own and others' voices.
- (Improvisation)
- 2.04 Continue improvisation for spontaneity and ensemble.
- (Acting)
- 2.05 Strive for and encourage ensemble in rehearsal and performance.
  - 2.06 Understand and participate in ensembles.

- 2.07 Develop, memorize and present scene work as an individual and as an ensemble.
- 2.08 Research, explore and create masks for neutral and character work.
- 2.09 Learn and utilize actor techniques such as script scoring.
- 2.10 Explore and demonstrate non-western theatre practices.
- 2.11 Prepare two contrasting monologues to demonstrate range of abilities.  
(Reading and Writing)
- 2.12 Continue to evaluate strengths and weaknesses of self and others verbally and through writing entries in a journal.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Take an active role in the technical aspects of formal and informal productions.
- 3.02 Learn and use appropriate criteria for assessing technical design and practice.
- 3.03 Write critiques of the technical aspects of a formal or informal production.
- 3.04 Demonstrate, discuss and/or write about the components of technical theatre: scenery, costumes, makeup, lighting, sound and props.
- 3.05 Further develop and practice appropriate safety precautions in accordance with established regulations for all technical areas and equipment.
- 3.06 Expand knowledge of and demonstrate the use of tools employed in theatre construction to include power tools, a sewing machine, lighting and sound equipment, and related items.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Analyze a play as a director.
- 4.02 Demonstrate the principals of blocking and composing stage pictures in informal productions.
- 4.03 Take an active role in rehearsal and production.
- 4.04 Observe and document the process of a specific director.
- 4.05 Prepare research for a director.
- 4.06 Direct a two-person scene.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Examine and discuss non-western plays not previously studied.
- 5.02 Read and research a play; view a production of the play and evaluate.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Demonstrate an understanding of theatre as a synthesis of all the arts.
- 6.02 Demonstrate an understanding of theatre as a collaborative art.
- 6.03 Review and analyze traditional and non-traditional art forms.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Analyze personal progress through the creation and use of a portfolio of theatre work.
- 7.02 Analyze live theatrical productions to see how technology is used.
- 7.03 Investigate technology available at the school site to incorporate in productions of formal and informal theatre.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.** (National Standard 8)

**Objectives**

- 8.01 Compare and contrast productions with historical events and personal experiences.
- 8.02 Analyze technical elements of production in different media.
- 8.03 Understand, discuss and/or write about the uses of a resume for a professional theatre artist.

## THEATRE ARTS IV

Theatre Arts IV follows Theatre Arts III and is for students who wish to complete the broad-based study of theatre arts. Through more independent study and increased production responsibilities, study in Theatre Arts IV involves the application of expertise prepared for and acquired in previous theatre arts studies. Analysis of theatre processes, self-motivation, personal discipline and more demanding projects in directing, design, and writing are emphasized. The acting experience in Theatre Arts IV concludes the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. Independent work in this course develops commitment, helps students form aesthetic judgements and refine artistic choices. Students finish and evaluate their portfolio, or collection of their work and related activities, to illustrate their learning, experiences, accomplishments and growth in theatre arts.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Read independently and analyze four plays by different playwrights in different periods.
- 1.02 Write a scene with three or more characters or a one-act play.
- 1.03 Research two or more playwrights or styles.
- 1.04 Write a scene in the style of a specific genre or time period.
- 1.05 Analyze the effect of personal cultural experiences on self-created theatrical works.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

(Self)

- 2.01 Examine and practice the elements of theatre independently.
- 2.02 Demonstrate responsibility and motivation for independent work.
- 2.03 Recognize one's own individual strengths and remaining challenges.

(Body and Voice)

- 2.04 Explore and use dialects.
- 2.05 Study and use stage combat techniques.
- 2.06 Analyze and report on the differing approaches of master teachers in vocal production.
- 2.07 Research and examine the work of master teachers who specialize in body work/movement.

(Improvisation)

- 2.08 Continue to use improvisation for spontaneity and ensemble.
- 2.09 Demonstrate improvisational skills in a formal setting.

(Acting)

- 2.10 Develop original work and present as a one-act play.
- 2.11 Participate in student directed works.

(Reading and Writing)

- 2.12 Study and use two or more acting methods by master teachers.
- 2.13 Research an actor's life and/or body of work from theatre history or modern stage.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Take a leadership role in the technical aspects of formal or informal productions.
- 3.02 Refine and express knowledge of assessing technical design.
- 3.03 Write critiques of one's own work
- 3.04 Apply knowledge of the components of technical theatre to include scenery, costumes, makeup, lighting, sound, and props.
- 3.05 Examine and discuss the technical areas of special effects and technological advances.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Direct a one-act play.
- 4.02 Write a reflection of the one-act directing experience.
- 4.03 Study and report on two or more directing styles by master directors.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Research a period theatre piece.
- 5.02 Research the role of a dramaturg.
- 5.03 Research and identify cultural and historical sources of American theatre including musical theatre.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Analyze and report on new trends in theatre performance.
- 6.02 Analyze and report on theatrical developments in technology.
- 6.03 Compare and contrast art forms in specific cultures and/or historical periods.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Critique personal progress through the continuing use of a portfolio of theatre work.
- 7.02 Use available new technology or new uses of existing technology to support the school theatre arts program.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Acquire and demonstrate successful collaboration skills through theatre and related media.
- 8.02 Analyze, discuss and/or write about jobs in a selected theatrical field.

## THEATRE ARTS - ALL OTHER HIGH SCHOOL ELECTIVES

This course with the accompanying goals and objectives is to be used to guide the development of all other high school electives that may be developed by local education agencies beyond Theatre Arts I-IV. All theatre arts courses should incorporate the goals and, to some extent, many of the objectives provided here for study in theatre arts at the high school level. Although many elective courses will have a specific emphasis, these goals and objectives should be addressed to some extent in all electives. Theatre history, literature, criticism and theory are an inherent part of theatre arts study regardless of what aspect of theatre is being studied and should be evident in all theatre arts courses. Even if an elective course focuses on one specific aspect of theatre, the other aspects should be addressed and integrated into the study since the process of creating and producing theatre encompasses all of them and they are all inherently part of this collaborative art form.

The emphasis for other elective courses at grades 9-12 may be on one or more of the following:

- Playwriting
- Acting
- Directing
- Theatre criticism
- Designing in all areas of technical theatre
- Technical theatre
- Play production
- Researching theatre history, literature, criticism and/or theory

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Understand, discuss and/or write about the form and structure of scripts.
- 1.02 Understand, discuss and/or write about the basic content of plays.
- 1.03 Understand, discuss and/or write about the function of a playwright.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

### Objectives

- 2.01 Develop and demonstrate an awareness of the self as a thinking, creative, performing whole.
- 2.02 Develop and understand the body and the use of movement in the dramatic process.
- 2.03 Understand and develop the vocal instrument and its use in the dramatic process.
- 2.04 Understand and participate in ensembles.
- 2.05 Explore and expand dramatic concepts through improvisations.
- 2.06 Explore and expand methods of characterization.
- 2.07 Understand and participate in the acting of a performance.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances in K-12 educational theatre.
- 3.02 Understand and demonstrate a working knowledge of the scene design process.
- 3.03 Construct, acquire, and operate scenery using available resources.
- 3.04 Design, install, acquire, and operate lighting using available resources.
- 3.05 Design, construct, acquire, and implement costumes using available resources.
- 3.06 Design, acquire, apply, and/or implement makeup using available resources.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

- 4.01 Understand, discuss and/or write about the role of directing in the theatre process.
- 4.02 Understand, discuss and/or write about the essential components of theatre direction.
- 4.03 Direct informal or formal productions in the classroom or a theatrical setting.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

- 5.01 Analyze the impact history and theatre have had upon each other.
- 5.02 Communicate a sense of how theatre has evolved.
- 5.03 Explain theatre's role in society and the world.
- 5.04 Recognize and discuss dramatic and literary genres.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

- 6.01 Discuss the basic nature of art forms and how they relate to the study, process and production of theatre.
- 6.02 Describe theatre as a synthesis of all arts.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

- 7.01 Analyze and evaluate dramatic elements.
- 7.02 Use available technology to support formal and informal theatre productions.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

**Objectives**

- 8.01 Compare and contrast productions with life situations.
- 8.02 Discuss the role of theatre and related areas as an avocation.
- 8.03 Explain the roles and careers of theatre and related areas.
- 8.04 Demonstrate responsible behavior and social discipline through theatre and related media.

# GLOSSARY

## Theatre Arts Standard Course of Study

**Artistic choices:** Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

**Blocking:** Where the actors move on stage.

**Central dramatic question:** The line of action that drives a play.

**Character:** A person portrayed in a drama, novel, or other artistic piece.

**Creative drama:** Process-centered, nonexhibitional form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences.

**Drama:** The art of composing, writing, acting, or producing plays; a literary composition intended to portray life character or tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

**Dramatic media:** Means of telling stories by way of stage, film, television, radio, or computer discs.

**Dramatic/Plot structure:** The organization of a script or story line that includes exposition, rising action, climax and falling action.

**Dramatic/Pretend play:** Spontaneous dramatic enactment often done by children pretending or imitating while playing.

**Dramaturg:** Literary advisor, supplier of information about past productions and interpretations of scripts and about the milieu out of which a play has come.

**Electronic media:** Means of communication characterized by the use of technology, radio, computers, etc. (e.g. virtual reality).

**Emotional recall:** Remembering specific emotions such as fear, joy, anger, etc.

**Environment:** Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

**Formal production:** The staging of a dramatic work for presentation for an audience.

**Ground plan:** A floor plan for a scenic design as if seen from above.

**Guided practice:** A class or creative drama activity or dramatization prompted and/or facilitated by the teacher.

**Imitate:** To copy or mimic the actions, appearance, mannerisms, or speech of others.

**Improvisation:** The spontaneous use of body, voice and mind to explore, create or present theatre.

**Independent practice:** A group, partner or individual activity or dramatization developed and

executed by the student or students.

**Intrapersonal:** Existing or occurring within the individual self or mind.

**Kinesthetic:** Resulting from the sensation of bodily position, presence, or movement.

**Master teacher:** Recognized authority in a specific discipline of theatre.

**Mood:** The feeling a work of art gives.

**Movement:** An expression of ideas or thought through gesture or transfer of weight.

**New art forms:** The novel combination of traditional arts and materials with emerging technology (such as performance art, videodisks, virtual reality).

**Non-western theatre:** Theatre not originated in Europe or the United States such as theatre created and developed in Africa or Asia.

**Objective:** In theatre, the desired goal of a character that motivates action.

**Pantomime:** A situation where a performer relies totally on gesture, facial expression, and movement, rather than speech, for enactment of his material.

**Plot:** In literature, is the action of the story; in theatre, is the action of the story presented on stage.

**Portfolio:** Collected evidence representative of a student's work to include journal entries, technical design work, programs, original scripts or critiques, performance videos, research papers, and other items related to theatre study.

**Production organization chart:** A written and/or pictorial representation that demonstrates the structure and flow necessary to the development and presentation of a theatrical production.

**Prompt book:** The stage manager's copy of the script in which are noted all the blocking and technical cues.

**Role:** The characteristics and expected social behavior of an individual in a given position (e.g., mother, employer, etc.). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

**Role playing:** Improvising movement and dialogue to put oneself in another's place in a particular situation and often to examine the person(s) and/or situation(s) being improvised.

**Senses:** The means through which the body feels and perceives to include seeing, hearing, touching, smelling, and tasting.

**Script:** The written dialogue, description, and directions provided by the playwright.

**Scenery:** The scenery constructed for a theatrical performance.

**Setting:** When and where a story or drama takes place.

**Side-coaching:** A technique used during dramatic activities or rehearsals, in which the teacher offers suggestions or comments from the side to heighten and advance the action.

**Situation:** A combination of circumstances at a given moment.

**Special effects:** Visual or sound effects used to enhance a theatrical performance.

**Subtext:** Information that is implied but not stated by a character; thoughts or actions of a character that do not express the same meaning as the character's spoken words.

# VISUAL ARTS

## Purpose of Visual Arts

The K-12 visual arts program in the public schools:

- uses the elements of art and the principles of design as a foundation for exploring visual arts concepts and processes
- employs developmentally appropriate processes for teaching and learning that are based on activity-oriented methods.
- encourages disciplined creativity by using higher level critical thinking skills to identify problems, explore original solutions, and complete the problem solving process. This has practical application not only in visual arts, but in all areas of the curriculum and for life-long learning.
- utilizes reading, writing and math to explore art concepts and facilitate learning in these three areas.
- develops and promotes self-expression.
- makes enriching connections between and integrates visual arts and other curriculum areas.
- expands aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, critiquing and reflective thinking.
- teaches how to use both traditional media and incorporates new technology to create art that is individual and expressive.
- builds knowledge and understanding of ideas, values, and beliefs of people in different times throughout history as communicated through visual art with the goal of developing visually literate students.
- challenges students to recognize their own ideas, values and beliefs and communicate them through visual arts.

---

## Strands

The following strands run throughout the visual arts program and are guiding concepts for visual arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To develop a conscious awareness of sensory stimuli.
- **Producing** - To use art media, tools and processes to communicate content, ideas and themes.
- **Knowing** - To identify, appreciate and/or understand the historical/cultural context, content and processes of art as it relates to the self and others.
- **Communicating** - To initiate an interchange of ideas through means of artistic expression that may include any or all of the multiple

intelligences ( verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal )

- **Evaluating** - An intuitive, informal or formal, critical response that results in an understanding or conclusion. A formal critical assessment includes describing, analyzing, interpreting, judging and reflecting. An intuitive informal assessment is based on personal likes and dislikes.
- **Connecting** - To discover and understand integral, intrinsic relationships among other disciplines, life, individuals, ideas, skills and all learning.

---

## **Definition**

Visual arts is a term used for a broad category of different types of art. This category may include the traditional fine arts such as drawing, painting, printmaking, and sculpture; communication and design arts such as film, television, graphics, and product design; architecture and environmental arts such as urban, interior, and landscape; folk arts; and works of art such as ceramics, fibers, jewelry as well as works in wood, paper, and other materials.

---

## **Basis for Visual Arts**

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. Visual art from past civilizations is frequently one of the few remaining clues with the power to illuminate which values were held most dear. As we rediscover these fragments of mankind's puzzle and attempt to piece together our common humanity, the undeniable power of visual expression is an immutable and triumphant message. Today, every aspect of our designed environment will serve to explain who we are to those of the future.

If we study the growth and development of an individual child, the pattern of society to develop a multi-sensory means of communicating symbols and values is then clearly revealed as a reflection of the maturation process of every member of every society. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The goal in educating every child must be to allow each to develop the most complete expression of self and potential, an expression that can occur only if all the senses are involved. In acquiring an education, the senses know no curricular boundaries. The purpose of education is to aid in the development of all children, that all children must be allowed to reach their full potential, and that this can only be accomplished by encouraging the use of all the communication skills they have as their birthright. Thus, the visual arts program seeks to provide visual literacy for every child by promoting fluency in the various modes of visual communication to include studio production, art history, aesthetics and criticism. Students learn the characteristics of visual arts by using a wide range of subject matter, media and means to express their ideas, emotions and knowledge. They evaluate the merits of their efforts and this assessment forms the basis for further growth that extends to all disciplines in school and to life in general.

---

## **Sequence of Visual Arts**

The program outlined in this document is structured both to accomplish specific art objectives and embrace integrated concepts. To meet the Visual Arts

Program goals for each grade, students must be able to understand and apply concepts that become sequentially more complex.

Visual arts education is a multifaceted creative process. It includes the development of perceptual awareness and the ability to use materials expressively. In addition, creative and critical thinking are taught and identified as: generative, imaginative, metaphorical, analytical, synthetic, and collaborative. These components of the creative process are taught by using a variety of approaches that integrate history/appreciation, aesthetics, criticism, production of artwork, as well as reading and writing. As a result of visual arts study, students develop a life-long process for problem solving that has direct relevance to all other disciplines. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

---

**Program  
Continuity**

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

# VISUAL ARTS GRADES K-2

## **Introduction**

Education is an acquisition process characterized by both the "AHA!" moments of sudden understanding and the slower, less dramatic work of repetition until mastery is attained. What a child knows is a gradual accretion of increasingly complex facts, skills and concepts. In visual arts the purpose of education is to enable the learner to become visually literate and expressive at a level consistent with their intellectual, emotional and physical development. To reach their potential for visual expression, students:

- apply reading, writing and verbal skills
- use mathematics as a tool for understanding time, space and quantity
- integrate learning from other subject areas and
- explore a discrete body of knowledge about the art discipline that entails facts, concepts and skills.

All of these are placed in the context of the child's own knowledge of and perception about themselves and the world around them. As the child grows older their world broadens from immediate and near to a synthesis of the personal, factual, abstract and global.

The standard course of study in visual arts is based on the conviction that the acquisition of knowledge and attainment of depth in understanding is based on a sequential introduction of materials, skills, concepts and information that must be repeated and broadened as the child grows in maturity and learns from the experience. Therefore, subject matter introduced in kindergarten will be reinforced at each succeeding grade and augmented by the introduction of new information, concepts and processes. For example, sensory exploration of materials is critical for the kindergarten child. It is equally important for the fifth grader, but they also have other appropriate modes of learning.

---

## **Classroom Environment**

In grades K-2 children tend to be egocentric and family focused. The relationship they have with adult caregivers at home will be transferred to teachers at school. Because of the attention young children give to judgements made by adults, great care should be given to how their work is evaluated. Their art is truly a record of their mental development and thinking process. The art classroom is an environment that encourages the growth of social skills such as self-reliance, cooperative behavior and courtesy as students share supplies, perform classroom tasks, and make and discuss their work. Therefore an evaluation of student work at this level should reflect the objectives of the project(s) and not an adult judgement about which is "best." Creating a competitive atmosphere is highly discouraged.

---

## **Instruction**

Importance is placed on fostering student confidence by involving children in art activities directly related to their own experience. The development of observation skills helps children make discoveries in their own environment. Exploration of their imagination is as highly valued as awareness of their immediate surroundings. Eye and hand coordination increase through the manipulation of art media and tools. From creating typically rudimentary forms and using limited linear symbols for objects, students move toward

developing a rich and detailed vocabulary of shapes to express thoughts/ideas.

The Elements of Art and Principles of Design are an essential part of the basic curriculum of Mathematics, Language Arts, and Science: color is science; shape/volume, space, line, balance, and pattern are math; and texture enhances language. Through teacher directed reading, children are introduced to books which combine words and imagery about diverse subjects to stimulate imagination for the creation of their own art. Children learn that telling a story and explaining many things can be done with pictures, words and symbols. Art is a place where students naturally use all areas of the curriculum.

Discovering the art of other times and places expands the child's concept of time. Art History and Social Studies are strongly linked. Students learn that different types of art have been valued. Art history, aesthetics and criticism are introduced in primary terms. Visual arts encourages children to go beyond "I like it" to explain what they enjoy about a particular work of art.

---

## VISUAL ARTS - Kindergarten

The study of visual arts begins in Kindergarten with the introduction of skills and concepts that will be completely new for most of the children. Because of the children's different developmental levels when entering Kindergarten, it is expected that this year will emphasize joyful exploration and discovery; mastery is a process that will require repetition at subsequent grades.

The emphasis at this level is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements - color, shape and line

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Use immediate environment, including family, home and surroundings, as source of ideas.
- 1.02 Use imagination as a source of ideas.
- 1.03 Understand and follow step-by-step presentation of art activities.
- 1.04 Begin to develop appropriate art vocabulary
- 1.05 Develop symbols for visual expression
- 1.06 Select color according to emotional appeal
- 1.07 Explore a variety of media
- 1.08 Create work that does not conform to adult standards of realism.
- 1.09 Select artwork they "like the best" and simply explain why.
- 1.10 Illustrate poems, stories and rhymes
- 1.11 Use all the senses to gain information and awareness about their environment.
- 1.12 Perhaps find inspiration from a variety of artwork.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard1)**

### Objectives

- 2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:
  - Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk
  - Cut paper - glue, scissors, folding, bending
  - 3-D - clay, paper, found objects, including wood scraps
  - Printmaking - stamps, gadgets, found objects, vegetables, monoprint

- Painting - tempera, watercolors, large brushes, sponges, finger paint  
Ceramics - pinch, coil, found stamps.
- 2.02 Explore media freely.
  - 2.03 Develop fine and gross motor control
  - 2.04 Utilize entire page when using 2-D materials.
  - 2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.
  - 2.06 Cut large and small shapes; double layers to produce identical shapes
  - 2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.
  - 2.08 Create original pictures of self, others, animals and objects.
  - 2.09 Render own thoughts and feelings visually.
  - 2.10 Demonstrate proper use and care of materials and tools.
  - 2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Name and identify colors.
- 3.02 Identify primary and secondary colors.
- 3.03 Mix secondary colors
- 3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.
- 3.05 Recognize that line can be used to define contour of shapes and forms.
- 3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.
- 3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.
- 3.08 Recognize some shapes have names; some do not.
- 3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.
- 3.10 Use the entire page as part of the composition.
- 3.11 Use solutions that do not rely on copying or tracing others work.
- 3.12 Recognize others may view or interpret differently.
- 3.13 Use his or her own ideas and feelings when creating artwork.
- 3.14 Respect the work of others when discussing art.
- 3.15 Explore a variety of materials.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Create art depicting self, family, friends, pets, home, school and community.
- 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.
- 4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.
- 4.04 Find inspiration in the work of other artists from many cultures.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Recognize that people in many times and places have made art.
- 5.02 Recognize that art is created to fulfill personal and/or societal needs or purposes.

- 5.03 Recognize that an artwork may serve functional purposes.
- 5.04 Begin to relate to the concept of time personally ("when my grandfather was young..."), to famous people ("when George Washington was alive..."), and units of time (day, week, years).
- 5.05 Recognize that human beings create art to tell a story about their ideas and lives without words.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Relate important experiences in life to one's own art.
- 6.02 Accept others' work and ideas.
- 6.03 Recognize that no two people are alike; therefore, their artwork should be alike.
- 6.04 Begin to use art vocabulary for discussion.
- 6.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.
- 6.06 Express one's feelings about a specific artwork.
- 6.07 Begin to understand there are varied responses to specific art works

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Make use of commonalities in the subject matter of visual arts and other disciplines.
- 7.02 Begin to realize what each discipline encompasses.
- 7.03 Begin to observe that objects can be handmade or machine made and that both have value.
- 7.04 Use current technology to learn about art and create one's own artwork.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop a positive attitude about working with art materials and the art making process.
- 8.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.
- 8.03 Begin to differentiate between man made objects and natural objects.

## VISUAL ARTS - Grade 1

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Reading
- Recognizing that mistakes can be turned into creative opportunities
- Repetition, pattern, geometric shapes and texture
- Telling and recording original stories through art
- Observing how artists tell stories through their art

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Understand the purpose of the activity.
- 1.02 Uses logical sequence to complete an activity.
- 1.03 Develop fluency in use of symbols for visual expression.
- 1.04 Discuss and examine familiar objects and literature to inspire imagery.
- 1.05 Carefully observe and examine the world around them.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers - papermaking and paper weaving.
- 2.02 Use various techniques to create visual effects using texture.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### Objectives

- 3.01 Use variety of geometric and organic shapes in creating own work.
- 3.02 Differentiates between geometric and organic shapes.
- 3.03 Recognize that pattern is created by repetition and uses pattern in own artwork.
- 3.04 Use a variety of techniques and imagery incorporating pattern and repetition.
- 3.05 Begin to explore more than one solution during the problem solving process.
- 3.06 Create visual textures with basic drawing, sculpture and painting tools.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.**

(National Standard 3)

**Objectives**

- 4.01 Recognize that an artist's work has certain characteristics that distinguish it from that of others.
- 4.02 Create, discuss and/or write simple stories about one's own artwork.
- 4.03 Produce work that shows attention to detail in one's surroundings.
- 4.04 Use imagination to interpret environments other than one's own

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Recognize that art from other times and cultures does not look the same.
- 5.02 Recognize that artwork from many cultures can be made of material that the student has experienced (wood, stone, paint, etc.)

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Relate important ideas and feelings visually.
- 6.02 Begin to use one's mistakes as part of the creative process.
- 6.03 Recognize that mistakes can be turned into opportunities for creative problem solving.
- 6.04 Show understanding that sometimes artistic endeavors fail because of reasons beyond one's control.
- 6.05 Recognize that the use of art elements by the artist can tell a story, or describe a feeling or mood.
- 6.06 Discuss artwork using the design principle of repetition.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Uses reading, writing and math in the creation of art.
- 7.02 Realize that advances in science and technology affect how things look and how they are done.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Recognize the difference between manmade objects and natural objects.
- 8.02 Begin to understand that man made objects were all designed and made by someone.
- 8.03 Begin to understand that some adults make art just for fun and others make art as a job.

## VISUAL ARTS - Grade 2

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Awareness of themselves and their own community
- Trying a variety of techniques and imagery to enhance the design solution
- Emphasis and movement
- Weather and seasons
- Recognizing how artists create mood/emotions in their work
- Reality and fantasy

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Understand the process involved in using the media.
- 1.02 Plan and organize for creating art.
- 1.03 Develop strategies for imagining and implementing images.
- 1.04 Refine the form of visual symbols to more accurately define concepts.
- 1.05 Recognize that in a world of imagination there is no right or wrong, but that some solutions are better than others.
- 1.06 Use experimentation to find solutions.
- 1.07 Recognize that diverse solutions are preferable to predetermined visual solutions.
- 1.08 Recognize that images from reality and from fantasy may be used to create original art.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Become familiar with additional art media, techniques and processes that may include: Cut paper - tape, and Printmaking - styrofoam, water soluble printing ink
- 2.02 Recognize specific media and processes
- 2.03 Express moods and feelings.
- 2.04 Produce visual effects and textures using each media.
- 2.05 Depict self and others in a variety of real and imaginary situations.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### Objectives

- 3.01 Incorporate a variety of lines in own artwork.
- 3.02 Use a horizon line to organize space.

- 3.03 Discuss how the viewer's eye moves through work of art.
- 3.04 Discuss and use opposites to create variety including big/little, light/dark, smooth/rough, tall/short, few/many.
- 3.05 Identify center of interest (emphasis) in a composition.
- 3.06 Create work which shows more complex organization.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Create, discuss, and/or write about whether the content of their artwork is reality or fantasy.
- 4.02 Create fantasy environments.
- 4.03 Begin to recognize that an artist's background and experiences are important in shaping an artist's work.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Identify main purpose for an individual artwork.
- 5.02 Identify selected characteristics of art from a particular culture.
- 5.03 Identify selected medium/techniques or processes used for an individual artwork.
- 5.04 Become aware of the ideas of time and history (what came before and after).
- 5.05 Begin to realize that there have been diverse cultures in the world and each culture has produced art.
- 5.06 Recognize selected works of art from various cultures.
- 5.07 Discuss common themes such as families, community life, and beauty.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Begin to understand that the purpose for a work of art affects how a work is made.
- 6.02 Find diversity in art as a natural and positive expression of individuality.
- 6.03 Value art that does not rely on copying or tracing others' work.
- 6.04 Apply knowledge gained from a failure, mistake or accident to help achieve a more successful effort.
- 6.05 Discuss artwork using the design principles of repetition, emphasis, and movement.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objective**

- 7.01 Understand that a major purpose of the arts is the creation of an original work.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Begin to understand different ways people can make a living from creating works of art.
- 8.02 Discuss the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.

## VISUAL ARTS GRADES 3-5

### **Overview**

In grades 3-5 children continue to be family centered, but an increasing emphasis will be placed on peer relationships. Students of this age still generally want to please the teacher, but they are not as demonstrative. This more independent behavior should not be construed as an indication that they care less about the teacher's opinion. The art classroom promotes self-discipline as students take responsibility for sharing space, and room and supply clean up. Respect for each other's opinions, work, and personal space must be encouraged.

---

### **Assessment**

It is appropriate for the assessment process to be broadened to include self and peer participation in evaluating projects according to the established objectives. A noncompetitive atmosphere continues to promote student self-esteem.

---

### **Instruction**

Students at this age display increased manual dexterity, however, their skills may not keep pace with their desire for increasingly realistic work. This may lead to self-consciousness and insecurity in their artistic ability. The teacher's role at this stage is to provide a positive working environment, facilitate growth of technical skills, and sharpen observational skills. Children use a broader range of subject matter and media. Ideas gained from independent reading are incorporated into their art. They grow more sophisticated in depicting movement, spatial relationships and emotions in their work.

---

### **Connections**

Interdisciplinary connections are an inherent part of art. The transfer of the multi-stepped problem-solving process from one discipline to another is readily reinforced in these grades. The students realize that a sequence of choices or events leads to unique solutions in a variety of disciplines. The scientific method, math problem solving, the writing process, and completing an art assignment all follow the same pattern. Cognitively, students develop a sense of history, including an ability to distinguish between art created by different cultures. Students enjoy knowing and sharing information about various artists and the times in which they lived. A much greater verbal fluency, the incorporation of selected art vocabulary, and a focus on expressing oneself in a positive manner should typify class discussion about artwork. A variety of written genres may be used to reinforce and complement artistic expression.

---

## VISUAL ARTS - Grade 3

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Research and personal interests
- Demonstrating ease in using a variety of media
- Use of space and balance in art
- Fables and myths, measurement, calligraphy, plants
- Differentiating between landscape, portrait and still life

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Expand the use of appropriate vocabulary.
- 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
- 1.03 Select color both for emotional appeal and realism.
- 1.04 Respond to positive attention and suggestions from others.
- 1.05 Discuss why one solution is better than another through comparison.
- 1.06 Refine images of self, pets, family, friends, and environment.
- 1.07 Elaborate on an idea or theme.
- 1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Expands control and manipulation of the media and tools which may include the following:
  - Photography - sun prints
  - Drawing - chalk, fine and broad markers, colored pencils, creates a variety of lines with tip, point and side, computer and software.
  - Cut paper - papers, found objects, fibers, glue, sharp-edged scissors, curling, scoring and stapling, cutting a variety of single and multiple shapes.
  - 3-D - paper mache, small hand tools.
  - Printmaking - cardboard
  - Painting - liquid acrylics, large and small brushes, computer and software.
  - Ceramic - coil construction, compound pinch and slab, addition, smoothing, self-created stamps.
  - Fibers - Knotting, small hand looms for fibers.
- 2.02 Explore unique properties and potential of materials.

- 2.03 Demonstrate increased fine motor skills.
- 2.04 Develop familiarity with specific media and processes.
- 2.05 Interprets actual textures in a variety of media.
- 2.06 Create portraits, still lifes and landscapes from real life observation or memory.
- 2.07 Depict self and others in a variety of real and imaginary situations with increasing detail.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Explore differences among actual, imaginary and applied texture in discussion and production.
- 3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.
- 3.03 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.
- 3.04 Use a variety of geometric and organic shapes in creating own work.
- 3.05 Compare objects in space through relative size and position including such things as: overlapping, foreground, middle ground, background, and amount of detail.
- 3.06 Develop ability to discuss his or her own work and that of others in terms of art elements.
- 3.07 Recognize composition is using the elements of art to create an artwork.
- 3.08 Achieve balance in compositions through use of like or different objects.
- 3.09 Develop repetition to create pattern in one's own artwork.
- 3.10 Respect the work of others when critiquing art.
- 3.11 Consider numerous solutions during the problem-solving process.
- 3.12 Recognize symmetrical and asymmetrical balance.
- 3.13 Mix tints and shades.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Write fables and myths with details based on one's own artwork.
- 4.02 Use knowledge and imagination to interpret environments.
- 4.03 Interject personal point of view regarding one's own surroundings.
- 4.04 Interpret freely work by other artists, cultures or time periods to create original art.
- 4.05 Know, discuss, and/or write about how an artist's background and experiences are important in shaping that artist's work.
- 4.06 Know, discuss, and/or write about how an artist's environment and time makes one's own work different from that of other artists in other times or places.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Identify the main purposes for art in a society.
- 5.02 Differentiate between decorative and functional purpose in one's own artwork.
- 5.03 Identify specific works of art as belonging to a particular culture, time and place.
- 5.04 Identify media/techniques and processes used for an individual artwork.
- 5.05 Understand there have been many different cultures in the world and each culture

- has produced art.
- 5.06 Name selected artist.
- 5.07 Name selected works by an artist.
- 5.08 Recognize that cultures have different ideas about art.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Understand that the purpose for a work of art affects how it is made.
- 6.02 Recognize diversity in art as a natural and positive expression of individuality.
- 6.03 Express own ideas and feelings visually and with fluency.
- 6.04 Express what can be learned from a mistake or accident of one's own or others.
- 6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.
- 6.06 Critique art work using proper art vocabulary.
- 6.07 Express one's own thoughts and feelings about a specific artwork.
- 6.08 Critique artwork in relation to design principles: emphasis, movement, repetition, space, and balance.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Begin to acknowledge similarities among all the arts including vocabulary, concepts, and use of composition.
- 7.02 Discuss how the artwork people produce reflects the times in which they live.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Recognize that people can derive satisfaction from involvement with art.
- 8.02 Understand ways people can make a living from creating works of art.
- 8.03 Understand that people can make a living in art related fields.

## VISUAL ARTS - Grade 4

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:

- The ability to organize and sequence
- Incorporating multi-step processes
- Value
- North Carolina history, animals, symmetry, narrative writing
- Exploring the art of North Carolina
- Recognizing the styles of individual artists
- Comparing and contrasting art movements

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery.
- 1.02 Create work which approaches a higher level of realism.
- 1.03 Depict sequence of events in artwork.
- 1.04 Use complex symbols to fully explore ideas.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Know about and correctly use stitchery needles and small hand tools.
- 2.02 Use additional art media, techniques and processes which may include:  
Fibers - stitchery, a variety of fiber weaving techniques, felting and quilting  
Cut paper - complex symmetrical folding and cutting;  
Sculpture - experiments with varied tools including small hand tools.
- 2.03 Increase skills with familiar materials.
- 2.04 Demonstrate one's own thought and feelings visually, using sequential, visual narrative.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### Objectives

- 3.01 Mix tints, shades and tones.
- 3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.
- 3.03 Compare relative positions of objects in space through color intensity and value.
- 3.04 Exercise flexibility when approaching a problem-solving situation.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Create extended visual narratives based on one's own life and experiences.
- 4.02 Discuss and/or write extended narratives based on one's own art.
- 4.03 Enumerate characteristics of artist's work that distinguish it from others.
- 4.04 Compare work of various artists' styles and cultures.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Recognize that art can serve more than one purpose and/or function in a given culture.
- 5.02 Make responses that are both knowledge-based and personal (objective and subjective).
- 5.03 Compare works of art from different times and cultures.
- 5.04 Compare works of art from one culture to that from another culture of the same time period.
- 5.05 Recognize an increased selection of works of art and artists.
- 5.06 Discuss themes which are most important to a particular culture.
- 5.07 Recognize that individuals are products of their own culture.
- 5.08 Explores the art and architecture of selected North Carolina artists.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Describe how people's experiences influence the development of specific artworks.
- 6.02 Understand experience varies from individual to individual and from culture to culture.
- 6.03 Critique artwork through the use of design principles: emphasis, movement, repetition, space, balance, and value.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines.
- 7.02 Identify how technology affects how things look and how they are done.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Discuss how some ways of making art are different than in the past but some are the same.
- 8.02 Discuss how there are art related jobs today that did not exist in the past such as photographer, videographer and computer artist.

## VISUAL ARTS - Grade 5

The study of visual arts is cumulative and sequential to include learning introduced and emphasized previous grade levels. The emphasis at this grade level is on:

- Integrating and synthesizing subject matter, current events
- Evaluating results and recognizing which media will be successful in given situations
- Unity
- Cultures of the Americas, plants, interdependence
- Exploring the art of the Americas

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Use the imagination as a source for symbolic expression.
- 1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.
- 1.03 Use current events as a catalyst for the discussion and production of art.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Use additional art media, techniques and processes, which may include:
  - Drawing - charcoal
  - Printmaking - easy cut, mixed media, collographs
  - 3-D - wire
  - Photography - pin-hole cameras

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### Objectives

- 3.01 Recognize and apply the elements of art in an aesthetic composition.
- 3.02 Recognize and apply the design principles used in composition.
- 3.03 Develop repetition to create unity in one's own work.
- 3.04 Use variations to create interest in a composition.
- 3.05 Critique his or her own work and that of others in terms of design principles.
- 3.06 Recognize the validity of one's feelings and impressions when solving visual problems.
- 3.07 Recognize the value of intuitive perceptions in the problem-solving process when creating art.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

4.01 Compare and contrast the work of various artists' styles and cultures.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

5.01 Begin to recognize that art is the visual record of the history of mankind.

5.02 Identify selected characteristics that make art of a particular culture unique.

5.03 Apply a knowledge of belief systems of selected cultures as reflected in the artwork of those cultures.

5.04 Compare art of one culture to that of another culture or time.

5.05 Recognize selected individual style characteristics of an artist.

5.06 Compare and contrast selected major artists and artwork.

5.07 Demonstrate a sense of history (what came before and after) regarding cultures and works of art.

5.08 Recognize there are many universal themes in art throughout history.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

6.01 Respond to questions relating to purpose and appropriateness of works including: Why do you think this artist painted this way? How do the materials the artist used help get across the idea of the artwork?

6.02 Critique artwork in relation to design principles: emphasis, movement, repetition, space, balance, value, unity.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

7.01 Identify similarities and differences between the visual arts and other disciplines.

7.02 Appreciate and speculate about how technology will precipitate additional artistic developments in the future.

7.03 Compare current technology to that of the past.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

8.01 Examine the choice of art as a profession.

8.02 Recognize that art provides an opportunity for life long learning.

8.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.

# VISUAL ARTS 6-8

## Overview

In grades 6-8, students own art making becomes infused with a variety of images and approaches. They are very aware of popular culture and may want to incorporate elements from this culture into their art. Students learn to accept that other's preferences may differ from their own but begin to appreciate multiple artistic solutions and interpretations. Questions asked in response to artwork become more refined and probing. Study of historical and cultural context gives students insight into the role of visual arts as a record of human achievement. As they consider artworks in historical perspective, students begin to gain a clearer understanding of what they themselves value.

The sixth grade level emphasizes exploration and discovery of visual arts. Students begin to form a foundation of learning about visual arts and continue to increase appreciation of visual arts. At the seventh grade level students continue to develop and explore through creative experiences. Their foundation of understanding and appreciation become stronger and continues to build. With the transition to eighth grade, the emphasis becomes more introspective as students move to develop their own level of competence and personal style.

In visual arts, the goals for this grade span are related and parallel. The goals, content, instruction, students outcomes and evaluation methods should increase in sophistication and complexity at each ensuing grade.

---

## What Students Learn

As a result of learning in visual arts, students should be critical thinkers able to creatively solve problems using their knowledge and intuitive interpretations. They should become holistic in their approach to problem solving, being able to accept and evaluate within the structure of everyday society. They should be able to exercise flexibility in thought and work successfully with others while still retaining confidence in their own individual strengths. The visual arts student should apply retained knowledge to "think outside the box," ensuring they are valuable and contributing members of a team.

---

## Integration

Visual arts are inherent in the lives and learning of all societies and cultures throughout history. The arts bridge knowledge, imagery and aesthetics across the humanities, mathematics and science. As a result of this interconnectedness, visual arts penetrates all areas of study causing synthesis in understanding for the learner.

---

## Diverse Abilities

At the middle school level, all students enter visual arts with many diverse abilities, experiences and exposure. An important aspect of study at this level is to address individual needs at the point where they enter the program. The visual arts curriculum is flexible and may be expanded or compacted to meet the needs of the individual learner.

---

## VISUAL ARTS - Grade 6

The emphasis for the grade level is on:

- Using media
- Imagining and implementing images
- Elaborating on an idea or theme
- Applying the elements of art and the principles of design
- Art as a means of communication and persuasion
- Interpreting the environment
- Visual arts purpose and function in history and cultures
- Contributions of visual arts in various cultures
- Purposes for creating works of art
- Identifying connections, and similarities and differences
- The impact of technology on the arts
- Art as a vocation and avocation

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Plan and organize for creating art.
- 1.02 Explore strategies for imagining and implementing images.
- 1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
- 1.04 Recognize and identify ideas that artists get from a variety of sources.
- 1.05 Understand that ideas evolve over time.
- 1.06 Develop perceptual awareness through the use of all senses.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### **Objectives**

- 2.01 Recognize the unique properties of various media.
- 2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.
- 2.03 Differentiate among techniques and processes for working with each materials.
- 2.04 Discover the expressive potential of various media and techniques.
- 2.05 Use art materials and tools in a safe and responsible manner.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### **Objectives**

- 3.01 Recognize and discuss the elements and principles found in the environment.

- 3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.
- 3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.
- 3.04 Recognize and discuss the value of intuitive perceptions in the problem-solving process.
- 3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Recognize and discuss art as a means of communication and persuasion.
- 4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.
- 4.03 Interpret the environment with realistic imagery.
- 4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.
- 4.05 Recognize and discuss the personal imagery and style of various artists.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to a particular culture, time and place.
- 5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize and discuss the existence of art movements, periods, and styles.
- 5.05 Recognize and discuss the existence of universal themes in art throughout history.
- 5.06 Recognize and discuss the aesthetic diversity of various cultures.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Describe various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.
- 6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.
- 6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Identify ways the art elements and design principles interrelate with other arts disciplines.
- 7.03 Identify characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Identify how various technology affects visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop and discuss an awareness of art as an avocation.
- 8.02 Develop and discuss an awareness of art as a profession.

## VISUAL ARTS - Grade 7

The emphasis at this grade level is on:

- Organizing and creating art
- Development of ideas over time
- Techniques and processes for working with a variety of materials
- Using a variety of media and techniques
- The elements and principles of design
- Artistic solutions
- Interpreting the environment
- Inventing original imagery
- Aesthetic diversity of various cultures
- How art can meet its intended purpose
- How art elements and design principles relate to all arts areas
- The impact of future technology on the arts
- Art as a vocation or avocation

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Expand knowledge for organizing and creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Explore a variety of solutions in solving creative problems.
- 1.04 Understand and discuss that ideas from reality and from fantasy may be used to create original art.
- 1.05 Demonstrate the development of ideas across time.
- 1.06 Recognize and discuss the use of multiple senses in visual arts.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)**

### **Objectives**

- 2.01 Identify various media techniques from visual examples.
- 2.02 Explore and identify the unique properties and potential of materials using proper vocabulary and terminology.
- 2.03 Learn various techniques and processes for working with each material.
- 2.04 Use a variety of media and techniques in an expressive manner.
- 2.05 Discuss and develop the concept of safety as it relates to art tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Explore and discuss the elements and principles of design found in the environment.
- 3.02 Explore and apply the elements and principles of design used in an aesthetic composition.
- 3.03 Explore and discuss that diverse solutions are preferable to predetermined visual solutions.
- 3.04 Explore and discuss the value of intuitive perceptions in the problem-solving process.
- 3.05 Explore and discuss the value of experimentation in the problem-solving process.
- 3.06 Explore and discuss how artists use the elements and principles of design to impact the environment.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Use visual arts to persuade and communicate ideas.
- 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.
- 4.03 Interpret the environment through art.
- 4.04 Invent original imagery to convey meaning.
- 4.05 Explore how artists develop personal imagery and style.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Identify the history, purpose and functions of visual arts in various cultures.
- 5.02 Describe characteristics of specific works of art that belong to a particular culture, time and place.
- 5.03 Describe relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Explore and discuss the existence of art movements, periods, and styles.
- 5.05 Explore and discuss the existence of universal themes in art throughout history.
- 5.06 Explore the aesthetic diversity of various cultures.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Explain how a work of art can meet its intended purpose.
- 6.02 Identify the influences that had the greatest impact on a given work of art.
- 6.03 Explain how other's work and ideas as unique expression of themselves.
- 6.04 Incorporate constructive growth learned from unsuccessful efforts into the creative process.
- 6.05 Critique artwork evaluating meaning, feeling, mood and ideas in oral and written expression.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Explain connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Explain various ways the art elements and design principles interrelate with other arts disciplines.
- 7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Discuss and describe the impact future technology will have on visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Identify and discuss visual arts as an avocation.
- 8.02 Identify and discuss how broad visual arts is as a profession.
- 8.03 Research how art provides an opportunity of involvement, both vocationally and avocationally.

## VISUAL ARTS - Grade 8

The emphasis at this grade level is on:

- Planning and organizing for unique and original solutions
- Seeking inspiration from other artists
- Using increasingly complex ideas and original expressions
- Developing expressive media techniques to reach an original and personal solution
- Developing original solutions
- Using environmental imagery
- The history, purpose and function of visual arts
- Evaluating the effectiveness of a work of art
- Critiquing artwork
- Interpreting and analyzing
- Assessing the ways art enhances all aspects of life

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Plan and organize for unique and original solutions.
- 1.02 Refine strategies for imagining and implementing images.
- 1.03 Analyze various solutions to solving creative problems to determine which are better.
- 1.04 Solve problems using images from fantasy and reality.
- 1.05 Choose and apply the best ideas among those developed over time.
- 1.06 Develop solutions that incorporate the use of a variety of senses.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)**

### **Objectives**

- 2.01 Discriminate in deciding the effectiveness of various media techniques to reach an artistic solution.
- 2.02 Apply materials such that their unique properties and potential impact the artistic solution.
- 2.03 Apply a variety of techniques and processes when working with each material.
- 2.04 Determine an original solution through expressive media techniques.
- 2.05 Understand the historical and personal implications of the proper use of tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Understand how artists use the elements and principles of design to impact their environment.
- 3.02 Develop original solutions that effectively apply the elements of art in an aesthetic composition.
- 3.03 Apply diverse original solutions in the problem solving process.
- 3.04 Apply intuitive perceptions in the problem-solving process.
- 3.05 Apply diverse experimental solutions in problem-solving.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Communicate and persuade through visual arts.
- 4.02 Develop the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.03 Utilize environmental imagery to create artwork with personal meaning.
- 4.04 Invent original and personal imagery to convey ideas that are both personal and have meaning.
- 4.05 Develop personal imagery and style.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.
- 5.02 Explain the impact of a particular culture, time and place on a specific work of art.
- 5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Explain the impact of art movements, periods, and styles.
- 5.05 Explain the impact universal themes in art throughout history have had on specific works of art.
- 5.06 Explain the impact of current culture on your personal style, attitude and techniques.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Evaluate the effectiveness of a work of art in meeting its intended purpose.
- 6.02 Evaluate the ways in which a work of art reflects or communicates the diverse experiences of the artist.
- 6.03 Interpret how a given work of art expresses the uniqueness of the individual artist.
- 6.04 Evaluate and reflect on the impact of various decisions made throughout the creative process.
- 6.05 Critique artwork evaluating purpose, tone and style in an oral or written expression.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Interpret and analyze connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Demonstrate various ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Apply various technologies in order to effect visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Assess the ways art enhances all aspects of life.
- 8.02 Assess the criteria to pursue visual arts as a profession.

# VISUAL ARTS 9-12

## **Description**

The High School visual arts program will build upon prior art knowledge and experience developed through study at the elementary and middle school levels. The six strands - perceiving, producing, knowing, communicating, evaluating, and connecting - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students will build upon their cumulative knowledge and experience of art in order to grow in their ability to describe, interpret, evaluate, respond, and produce. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expression. Visual arts programs at this level generally consist of Art I through IV along with a wide variety of additional art courses that may be offered by individual schools. Any of these courses can be used to help students meet the education goals for a comprehensive visual arts program. It is the responsibility of teachers and students to choose from among the array of possibilities offered to accomplish specific education objectives in specific circumstances.

---

## **Program**

As one progresses from course to course in high school, problems become increasingly more challenging and demand greater knowledge. Art experiences move from the simple to the complex. They build from self to others, from familiar to unfamiliar, from the immediate environment to ever expanding ones, from general to more specific, from less abstract to more abstract, and from differentiated to more differentiated forms. Sequenced instruction enables students to develop and advance their understanding and application of visual art concepts and skills from foundation level in Art I to the higher level of sophistication in Art IV, even though the goal and objective remains the same. A student in Art I who is planning and organizing to create artwork, is doing so with a rudimentary understanding of what is meant by planning and organizing. A student in Art IV who is planning and organizing to create artwork, is planning with an accumulated knowledge of processes, skills, techniques, understanding of other artists and media that has been acquire over time. This latter student makes more informed and sophisticated choices about planning and organizing.

As an example, students in Art I learn about color and color theory – what it is and how it is used – usually at the teachers' direction. In Art II students make choices as well as use and apply color and color theory with greater fluency and flexibility to solve an assigned problem. In Art III students make more informed independent choices about the use of color and expressing thoughts and ideas with its use. In Art IV, students create color usage in innovative ways.

---

## **Classroom Work**

Classroom work is composed of comprehensive and sequential experiences that promote and emphasize students' development of independent, creative and complex thinking. Instruction focuses on artistic inquiry, reflective thinking and problem-solving skills. Students learn vocabulary and concepts associated with various types of work in visual arts study. They are empowered to think and reason in visual ways.

---

**Flexibility**

High school course work is designed to meet individual needs of students with a wide range of ability levels. Some students have had art sequentially in grades K-8, some have had limited visual arts instruction, while others have had private art instruction outside the public school or may be virtually self-taught. The standard course of study in visual arts is designed to have enough flexibility to allow for variations in students' backgrounds. It is designed to further enhance and develop their ability to reach goals and objectives and to reach their highest level of potential. Students follow a sequential and challenging program. They are introduced to new ideas and concepts that require commitment to learning, self-discipline and the use of imagination.

---

**Diverse Abilities**

At this level, students' knowledge, experiences and abilities vary widely which yields a diverse population of learners. Artworks of growing depth, sophistication and technical fluency reflect the students' emotional, intellectual and physical maturation. Students develop increasing abilities to pose insightful questions about critical, analytical, historical and creative processes of art. They use these questions to examine works of art and express evolved ideas about visual relationships, aesthetic qualities, artistic character and the nature of human involvement relating art to life.

---

**Outcomes**

Through visual arts courses students learn to use art media, techniques and processes to communicate context, ideas and themes. They are encouraged to develop an understanding of the relationship among art forms, and between their work and the work of others. They are able to relate understandings about the historical and cultural context of art to situations in contemporary life. They are expected to develop a broad and in-depth understanding of the meaning and impact of visual arts and the visual world in which they live.

---

## VISUAL ARTS I

Art I is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Art I.

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Devise and use strategies for imagining and implementing images.
- 1.03 Create multiple solutions in problem solving and discuss that some solutions are better than others.
- 1.04 Recognize and discuss that concepts and images from a variety of sources can be used to create original art.
- 1.05 Show how ideas develop and evolve over a period of time.
- 1.06 Manipulate sensory stimuli to develop perceptual awareness.
- 1.07 Use the vocabulary of art in written and oral form.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Explore and discuss unique properties and potential of art materials.
- 2.02 Demonstrate techniques and processes for working with each art material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork
- 2.05 Demonstrate the safe and responsible use of tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### Objectives

- 3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Use intuitive perception to solve problems.
- 3.04 Use experimentation to solve problems.

- 3.05 Use critical thought and analysis in the problem-solving process.
- 3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Research and discuss how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols and ideas in artworks and use the skills gained to solve problems in daily life.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Describe the existence of art movements, periods, and styles.
- 5.05 Describe universal themes that exist in art throughout history.
- 5.06 Recognize and discuss that cultures have different aesthetics and each individual is a product of his or her culture.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Describe the various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Explain why what is not understood is sometimes devalued.
- 6.05 Explain how the constructive role of failure is often a part of the creative process.
- 6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.07 Explain the varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.

- 7.03 Read about and discuss universal themes that exist within the arts disciplines.
- 7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Discuss and explain how current technology impacts visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 List and discuss art related avocations.
- 8.02 List and discuss art professions.
- 8.03 Articulate how art provides an opportunity for lifelong learning.

## VISUAL ARTS II

Art II builds on the student's technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner which allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed in Art II.

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Discuss the qualities of multiple solutions and devise a framework for making good choices.
- 1.04 Acquire concepts and images from a variety of sources to create original art.
- 1.05 Show how ideas develop and evolve over a period time.
- 1.06 Develop perceptual awareness through the use of all senses.
- 1.07 Expand a working knowledge of the vocabulary of art.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### **Objectives**

- 2.01 Continue to explore unique properties and potential of materials and media.
- 2.02 Use appropriate techniques and processes for working with each material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of work.
- 2.05 Demonstrate the safe and responsible use of tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### **Objectives**

- 3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Demonstrate the value of intuitive perceptions in the problem-solving process.
- 3.04 Demonstrate the value of experimentation in the problem-solving process.
- 3.05 Demonstrate the value of critical thought and analysis in the problem-solving process.

- 3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Use life surroundings and personal experiences to visually express ideas and feelings.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Research and demonstrate how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Research and write about the existence of art movements, periods, and styles.
- 5.05 Research and write about the existence of universal themes in art throughout history.
- 5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize that what is not understood is sometimes devalued.
- 6.05 Recognize the constructive role of failure as a part of the creative process.
- 6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.07 Understand there are varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Further explore universal themes that exist within the arts disciplines.
- 7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Develop the use of current technology and its impact on visual arts.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning.
- 8.04 Investigate the necessary preparation to pursue various careers in visual arts.

## VISUAL ARTS III

Art III builds on skills from Art II with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Art III, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
- 1.04 Utilize concepts and images from a variety of sources to create original art.
- 1.05 Show how ideas develop and evolve over a period of time.
- 1.06 Continue to develop perceptual awareness through sensory stimuli.
- 1.07 Continue to expand a working knowledge of the vocabulary of art.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### **Objectives**

- 2.01 Continue to explore unique properties and potential of materials and media.
- 2.02 Utilize techniques and processes for working with each material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
- 2.05 Demonstrate the safe and responsible use of tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### **Objectives**

- 3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Assess the value of intuitive perceptions in the problem-solving process.
- 3.04 Assess the value of experimentation in the problem-solving process.
- 3.05 Assess the value of critical thought and analysis in the problem-solving process.

- 3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Further expand the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Explore and compare how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize and differentiate the existence of art movements, periods, and styles.
- 5.05 Recognize, identify and classify universal themes in art throughout history.
- 5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe and analyze how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize that what is not understood is sometimes devalued.
- 6.05 Recognize the constructive role of failure as a part of the creative process.
- 6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.07 Understand, compare and explain there are varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Utilize universal themes that exist within the arts disciplines.
- 7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning.
- 8.04 Develop a plan for preparation for further study in visual arts beyond high school.

## VISUAL ARTS IV

In Art IV students develop, clarify, and apply their philosophy of art and art making developed in Art III through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Art IV student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students take part in planning and installing an exhibition of their work.

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
- 1.04 Evaluate and refine concepts and images from a variety of sources to create original art.
- 1.05 Show and evaluate how ideas develop and evolve over a period of time.
- 1.06 Continue to develop perceptual awareness through sensory stimuli.
- 1.07 Cultivate a working knowledge of the vocabulary of art.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### **Objectives**

- 2.01 Focus exploration on the unique properties and potential of materials and media.
- 2.02 Refine techniques and processes for working with each material.
- 2.03 Communicate and express ideas through a variety of materials and techniques.
- 2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
- 2.05 Demonstrate the safe and responsible use of tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### **Objectives**

- 3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
- 3.02 Recognize, apply and evaluate the design principles used in composition.
- 3.03 Assess the value of intuitive perceptions in the problem-solving process.
- 3.04 Assess the value of experimentation in the problem-solving process.
- 3.05 Assess the value of critical thought and analysis in the problem-solving process.
- 3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Refine and clarify the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent, develop and refine original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Explore, compare and assess how artists develop personal imagery and style.
- 4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize, differentiate and evaluate the existence of art movements, periods, and styles.
- 5.05 Recognize, identify, classify and evaluate universal themes in art throughout history.
- 5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe, analyze and assess how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize that what is not understood is sometimes devalued.
- 6.05 Recognize the constructive role of failure as a part of the creative process.
- 6.06 Critique artwork using verbal and written expression incorporating: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas.
- 6.07 Understand, compare and evaluate the varied responses to specific artworks.
- 6.08 Accept and offer constructive criticism.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Utilize and appraise universal themes that exist within the arts disciplines.
- 7.04 Compare and synthesize characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning.
- 8.04 Refine their portfolio and its presentation for job interviews and college placement.

## VISUAL ARTS - All Other Electives

Other art course offerings are designed to reinforce and build on knowledge and skills developed through the competency goals. The six basic strands – perceiving, producing, knowing, communicating, evaluating, connecting – provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment to develop an increasing awareness of sensory stimuli. They have experiences in producing two-dimensional and/or three-dimensional artworks using a variety of media, techniques and processes, which are specific to the art course offered. As a result, their thoughts and ideas will be communicated creatively. The student’s imagination is challenged to foster reflective thinking and develop disciplined effort and problem-solving skills. Oral and written analysis and evaluation of art works will develop critical thinking skills. An understanding of the connections that the arts have to culture, history, other disciplines, and careers will be developed. These courses will be developed by individual school systems according to the needs of their students. Advanced levels of other art course offerings should reflect the appropriate focus level, competency goals, and objectives.

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

- 1.01 Plan and organize for creating art.
- 1.02 Develop strategies for imagining and implementing images.
- 1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
- 1.04 Recognize that images from reality and from fantasy may be used to create original art.
- 1.05 Show development of ideas across time.
- 1.06 Develop perceptual awareness through the use of all senses.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### Objectives

- 2.01 Explore unique properties and potential of materials.
- 2.02 Learn techniques and processes for working with each material.
- 2.03 Use different media and techniques expressively.
- 2.04 Use art materials and tools in a safe and responsible manner.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

### Objectives

- 3.01 Recognize and apply the elements of art in an aesthetic composition.

- 3.02 Recognize and apply the design principles used in composition.
- 3.03 Recognize that diverse solutions are preferable to predetermined visual solutions.
- 3.04 Recognize the value of intuitive perceptions in the problem-solving process.
- 3.05 Recognize the value of experimentation in the problem-solving process.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
- 4.02 Interpret the environment through art.
- 4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
- 4.04 Explore how artists develop personal imagery and style.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Know that the visual arts have a history, purpose and function in all cultures.
- 5.02 Identify specific works of art as belonging to particular cultures, times and places.
- 5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Recognize the existence of art movements, periods, and styles.
- 5.05 Recognize the existence of universal theme in art throughout history.
- 5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Understand there are various purposes for creating works of visual art.
- 6.02 Describe how people's experiences influence the development of specific artworks.
- 6.03 Accept other's work and ideas as unique expression of themselves.
- 6.04 Recognize the constructive role of failure as a part of the creative process.
- 6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
- 6.06 Understand there are varied responses to specific artworks.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
- 7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Recognize how current technology affects visual arts and other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop an awareness of art as an avocation.
- 8.02 Develop an awareness of art as a profession.
- 8.03 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally.

# GLOSSARY

## Visual Arts Standard Course of Study

**Acrylic Paint:** A fast-drying synthetic paint made from acrylic resin.

**Aesthetics:** The study or theory of the beautiful, in taste or art.

**Analogous Colors:** Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors.

**Analysis:** Identifying and examining separate parts as they function independently and together in creative works and study of visual arts.

**Asymmetrical:** A type of balance where elements are arranged differently on each side of an imaginary midline.

**Background:** The area that appears to be farthest away or behind the other objects.

**Balance:** Parts of a picture arranged symmetrically or asymmetrically so that areas seem to have equal visual weight.

**Ceramics:** Functional and decorative objects made from clay.

**Clay:** A pliable natural earth.

**Collograph:** A printing block made from objects and textures glued to a surface.

**Color:** An element of art defined as the effect of light reflecting from an object onto the eye.

**Composition:** Organization of elements in space.

**Concept:** An abstract general notion; an idea.

**Content:** In visual arts, the meaning of an image, beyond its overt subject matter, including the emotional, intellectual, symbolic, thematic, and narrative connotations.

**Context:** A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.

**Creative Thinking:** Able to see and make things in a new or different way.

**Critical Thinking:** Shows or requires careful analysis before judgment.

**Criticism:** The art, process, or principles used to analyze and judge literary or artistic works.

**Design:** To create a work of art by combining elements of art into a planned whole.

**Elements of Art:** Those components that make up a composition: line, value, space, texture, shape/form and color.

**Experimentation:** To search out by trial.

**Expression:** In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities.

**Felting:** The process of making non-woven fabric from fibers through the application of heat, moisture and pressure.

**Foreground:** The area that appears to be nearest and in front of the other objects.

**Geometric:** Shapes that are made using specific mathematical formulas and are named such as circle, hexagon, etc.

**Image:** A physical likeness or representation of a person, animal, or thing, photographed, painted, or sculptured; a thought from the imagination made visible.

**Imagery:** Mental images.

**Imagination:** The process of creating a mental picture of something that is unlike things one has seen.

**Incising:** Scratching lines into a surface.

**Intensity:** Refers to the brightness or dullness of a color; amount of saturation.

**Intuitive:** Perceived immediately by the mind, instinctive knowledge or feeling.

**Line:** The path of a moving point that is made by a tool, instrument, or medium as it moves across an area.

**Loom:** A device used for weaving.

**Medium/Media:** Materials used to create an image.

**Middle Ground:** The area that appears between the foreground and background.

**Monoprint:** One print, that can not be duplicated, made by pressing paper onto an inked or painted surface.

**Movement:** In visual arts, the direction or flow in artwork.

**Organic:** Any living or natural shape that is not geometric.

**Paper-mache:** Paper pulp mixed with wheat paste and molded into three-dimensional forms.

**Paper Making:** The process of creating paper using water, fibers, or recycled papers.

**Pattern:** A principle of design where an element or combination of elements are repeated in a planned way.

**Perception:** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings.

**Perceptual Awareness:** Knowing, discerning as a result of perceiving or insight, intuition.

**Photography:** The art or process of producing images by the action of light on surfaces sensitized by chemical processes.

**Pin Hole Camera:** A camera, usually handmade, that uses a pin hole aperture in place of a lens.

**Portrait:** Artwork that shows the face or figure of a person.

**Primary Colors:** The basic colors that can't be reduced into component colors and can be used to mix all other colors.

**Principles of Design:** The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.

**Printing Ink:** Ink used specifically for printing.

**Printmaking:** The art of using a printing plate or stamp to create one or a series of multiple originals called prints.

**Process(es):** Progressive course(s), a series of changes, a method of creating.

**Quilting:** The process of making art using two or more layers of fabric that are then stitched in a pattern through all the layers.

**Repetition:** A principle of design, where an element is used more than once.

**Score:** In paper sculpture, to crease using a semi-sharp object for easy folding; in clay, to slash or cut before joining pieces.

**Sculpture:** Carved, cut, hewn, cast, molded, welded or assembled into three dimensional representations, forms, or figures.

**Secondary Colors:** Colors made by mixing two primary colors. When red, yellow and blue are used as primary colors, the secondary colors are orange, green and violet.

**Shade:** A dark color achieved by changing the value of a color by adding black.

**Space:** An element of art that is the area in and around objects in a composition.

**Still Life:** An arrangement of inanimate objects.

**Stitchery:** Artwork made by using a needle and thread or yarn to create a design.

**Style:** An artist's special way of creating art; the style of an artwork helps determine how it is different from other artworks.

**Symbol:** An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning.

**Symmetrical/Symmetry:** A type of balance in which elements are arranged the same on each side of an imaginary line.

**Technique:** A special way to create artwork, often by following a step-by-step procedure.

**Technology:** Electronic media (such as video, computers, compact discs, lasers, audio tape, satellite equipment) used as tools to create, learn, explain, document, analyze, or present artistic work or information.

**Texture:** An element of art that is the way an object feels or looks like it feels.

**Tint:** A light color achieved by changing the value of a color by adding white.

**Tone:** A color mixed with black and white, a grayed color.

**Unity:** A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition.

**Value:** An element of art that describes the relative lightness or darkness of a color.

**Variety:** Differences achieved by changing elements in a composition to add interest.

**Weaving:** A process and product created by interlacing strands of material.

# COMPREHENSIVE SCHOOL COUNSELING



Standard Course of Study and  
Grade Level Competencies

**K-12**





# TABLE OF CONTENTS

Acknowledgments .....	3
Preface .....	4
Philosophy .....	9
Purpose .....	9
Program Description .....	9
Organization of the Curriculum .....	9
Elementary K-12 .....	11
Academic Development	
Career Development	
Personal/Social Development	
Middle Grades 6-8 .....	14
Academic Development	
Career Development	
Personal/Social Development	
High School 9-12 .....	18
Academic Development	
Career Development	
Personal/Social Development	
Bibliography .....	23

## ACKNOWLEDGMENTS

The Department of Public Instruction wishes to express appreciation to individuals and groups throughout North Carolina who assisted with the revision of the Comprehensive School Counseling Program and the Guidance Curriculum.

Appreciation is expressed to the following for their insightful reactions and feedback to early drafts of this document:

- The Counselor Expert Committee,
- Local Education Agency Directors of Student Services,
- Higher Education Counselor Educators,
- Leaders of professional counselor organizations,
- Parents and community leaders,
- North Carolina JobReady, and
- Department of Public Instruction staff.

We are indebted to the American School Counseling Association for its work on the Nation Standards for School Counseling Programs which served as a framework for the Guidance curriculum. We are also indebted to the National Consortium for State Guidance Leadership for their work on A National Framework for Programs of Guidance and Counseling which served as a framework for the comprehensive school counseling program.

The Guidance curriculum was a collaborative effort between the Division of Instructional Services and the Division of School Improvement. The focus for delivering the Guidance curriculum is one of teamwork. Teachers, counselors, parents, and community members provide leadership with support and involvement from other team members.

The Guidance curriculum for the Comprehensive School Counseling Program would not have been possible without the leadership and dedication of Dr. Eleanor Herndon, a retired North Carolina counselor and educator. The standards that she maintained throughout the development of this project have made it a work of the highest quality for our children.

# PREFACE

## **Intent**

The intent of the North Carolina Comprehensive School Counseling Standard Course of Study is to establish competency goals and objectives for all students in the area of academic development, career development, and personal/social development. This document is the first in a series of documents that will provide more detailed strategies for implementation.

The purpose of a comprehensive school counseling program in a school setting is to promote and enhance the learning process. The primary goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society.

---

## **Revisions**

The North Carolina Comprehensive School Counseling Standard Course of Study (formerly called the Guidance Standard Course of Study) was revised in 1985. Educational reform and numerous changes in school counseling programs make this revision necessary. These include:

- National Standards for School Counseling Programs have been developed,
  - Research has greatly advanced our knowledge about the needs of students and the intervention strategies of school counselors, and
  - National Career Development Guidelines are in place for developing competencies about what students need to know and be able to do to be successful in their work life.
- 

## **Changing Vision Of School Counseling**

School counselors face the challenge of preparing students to meet the expectations of higher academic standards and to become productive and contributing members of society. School counseling programs that are comprehensive and proactive are more often successful. A comprehensive school counseling program includes a guidance curriculum which is the shared responsibility of teachers, counselors, parents, and community members. It includes opportunities for individual and small group counseling, responsive services, and system support by licensed school counselors.

The National Standards for School Counseling Programs include the essential elements of a quality and effective school counseling

program. The Standards address program content and identify the knowledge, attitudes, and skills competencies that all students will develop as a result of participating in the school counseling program.

The Standards establish goals, expectations, support systems, and experiences for all students. The Standards provide a programmatic approach and help counselors to:

- Continuously assess their students' needs,
- Identify barriers that may be hindering student success, and
- Advocate for programmatic efforts to eliminate these barriers.

These efforts will help create a system where all students graduate from high school with a diploma, a plan, and the requisite personal development skills to help them reach their goals.

---

### **Technology**

Technology has changed the way students and the educators who work with them communicate. The comprehensive school counseling program has embraced the technology as a means of providing the most up-to-date information, resources and links for students, parents, teachers, and counselors.

---

### **Program Review**

Changes require a reevaluation of all aspects of school counseling. Areas examined included:

- Goals for school counseling in North Carolina,
  - The components of a comprehensive school counseling program,
  - The role of school counselors,
  - Preparation and professional development of school counselors, and
  - The level of support for school counseling from all parts of society.
- 

### **School Counseling Goals**

The revision and philosophy described throughout this document are based on long-standing goals for school counseling in North Carolina. The four goals for all students are:

- Demonstrate a positive attitude toward self as a unique and worthy person.
- Gain life-planning skills that are consistent with needs, interests, and abilities.

- Develop responsible social skills and an understanding and appreciation of being a contributing member of society.
  - Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing.
- 

### **School Counselor Roles and Functions**

School counselors coordinate a school-wide program for all students by organizing around four primary program components and six role functions. Counselors have expertise in all areas, but it is the counseling function (Responsive Services component) for which school counselors have received special training and licensure. All other parts of a school guidance program require ownership and collaboration among the entire school staff. The student-centered program provides appropriate instruction and assistance at each grade as well as individual and group counseling opportunities for students. Counselors provide leadership to help teachers integrate the standards across the curriculum.

The four program components and the counselor role functions together address the normal developmental needs of students. The program is measurable in terms of its benefits to students.

---

### **Program Components**

Program components include:

Curriculum This includes the group or classroom activities through which the National Standards for School Counseling Program competencies related to academic, career, and personal/social development are delivered or taught. Teachers and counselors collaborate to integrate activities from the guidance curriculum into classroom lessons and into school-wide programs.

Individual Planning School counselors meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement and career information. Students may individually access information through a variety of computer information systems, or gain information about themselves through interests and/or learning styles inventories. Appropriate educational decisions are encouraged to assure that the student gains the skills and preparation to pursue individual goals.

Responsive Services This is the counseling component for which school counselors receive graduate level preparation and training. It includes confidential individual and small group counseling.

Consultation with teachers, parents, and agencies who can assist students and families is included in this component.

System Support This includes program coordination and outreach activities to promote partnerships within the community that support the development of students. Examples are school/business partnerships, advisory groups, agency partnerships, and parent organizations. Program development, research and evaluation of program outcomes are shared with various groups since it can demonstrate the impact of the counseling program on student outcomes.

---

## **Counselor Functions**

There are six specific roles and functions that school counselors perform:

Program Planning When planning a school counseling program, counselors conduct needs assessments of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Counseling (groups and individual) School counselors provide a confidential helping relationship to help students with educational, personal, social, and career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

Consulting Counselors consult with parents, teachers, and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

Coordinating Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students.

Student Appraisal and Assessment Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

Professional Development Counselors must stay current in their profession through counselor development workshops, conferences

and through web-based site support. Increasingly, counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development.

---

**Preparation and Professional Development of School Counselors**

School counseling that empowers all students is a complex and demanding process that requires intensive lifelong learning. Counselors must have extensive knowledge about:

- Growth and development,
- How student learn,
- The career planning process,
- Physical and psychological health and wellness,
- Appropriate intervention, and
- Community resources.

Appropriate content, pedagogical and clinical preparation and supervision enable school counselors to provide appropriate services to students in an environment where all students can succeed. Counselors are role models for students as learners and problem solvers. Opportunities for school counselors at all stages of their career must be available to provide the tools to implement a comprehensive school counseling program. School counselors take a major responsibility for their own professional development, but they must also have leadership, resources, financial support, and advocacy at the classroom, school, district, state and university levels.

---

**Support Responsibilities**

Educating North Carolina’s students is a shared responsibility. School counselors work together with many constituencies to establish a comprehensive school counseling program.

Support is necessary from:

- Legislators and other financial partners to provide funding that increases the likelihood of student achievement;
- School boards and administrators to enact policies that enable counselors to provide appropriate and high quality service to students;
- Colleges and universities to help school counselors develop knowledge, skills and expertise in counseling;
- Parents and community leaders as partners with schools to value and nurture student efforts; and
- School counselors, teachers and students working cooperatively to establish and reach high standards of achievement.

## PHILOSOPHY

School counseling is an educational program in and of itself. It has a specialized curriculum that leads students to effectively take charge of their lives and to plan for their futures.

The Guidance curriculum for the school counseling program is developmental and sequential; reinforcing content at each grade level K-12. It is designed to be integrated throughout the academic curriculum, delivered by teachers and counselors, and supported by parents and community efforts. Local school systems will want to enhance the lessons with unique parent and community involvement components.

## PURPOSE

The focus of the Comprehensive School Counseling Program is student success. The competencies and objectives, grouped by academic development, career development, and personal/social development, are aligned with the strategic goals of high student performance as well as safe and orderly schools.

## PROGRAM DESCRIPTION

The North Carolina Standard Course of Study provides a comprehensive framework for school counseling in the public schools. The Standard Course of Study communicates what students need to know and be able to do as a result of instruction and intervention at each grade level. Content and skills are delivered through multiple approaches by a team made up of teachers, counselors, other student services personnel, parents, and members of the community. Specific teaching strategies, lesson plans, materials, and other resources and information will be addressed in the Guidance Curriculum for the Comprehensive School Counseling Program and other support documents.

## GUIDANCE CURRICULUM

### Organization

The guidance curriculum for the comprehensive school counseling program is divided into three major components. Academic Development The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. These include:

- Acquiring skills, attitudes, and knowledge to learn effectively;
- Employing strategies to achieve success in school.; and
- Understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development Program strategies for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. These include:

- Strategies to achieve future career success and job satisfaction;
- Fostering an understanding of the relationship between personal qualities, education and training, and the world of work;
- The development of career goals by all students as a result of career awareness and experiential activities.

Personal/social Development Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success.

Personal/social development includes:

- The acquisition of skills, attitudes, and knowledge which help students to respect self and others.
- The use of effective interpersonal skills,
- The employment of safety and survival skills,
- The understanding of the obligation to be a contributing member of society, and
- The ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21<sup>st</sup> century.

## ELEMENTARY GUIDANCE – K-5

### Focus Areas:

Elementary is the entry level for students to participate in the school counseling program.

Learning is focused on awareness activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

**Strands:** Academic Development, Career Development, and Personal/Social Development

**COMPETENCY GOAL 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

(National Standard 1)

### Objectives

- 1.01 Demonstrate pride in work and in achievement.
- 1.02 Justify mistakes as essential to the learning process.
- 1.03 Practice attitudes and behaviors which lead to successful learning.
- 1.04 Demonstrate time management and task management skills.
- 1.05 Verify responsibility for actions.
- 1.06 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- 1.07 Establish a broad range of interests and abilities.
- 1.08 Communicate knowledge with classmates and adults.

**COMPETENCY GOAL 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options....** (National Standard 2)

### Objectives

- 2.01 Demonstrate critical thinking skills.
- 2.02 Distinguish study skills necessary for academic success at each level.
- 2.03 Choose to be self-directed and independent learners.

**COMPETENCY GOAL 3: The learner will understand the relationship of academics to the world of work and to life at home and in the community.** (National Standard 3)

**Objectives**

- 3.01 Judge how to balance school, studies, extracurricular activities, leisure time and family life.
- 3.02 Choose co-curricular and community experiences to enhance the school experience.
- 3.03 Determine the relationship between learning and work.
- 3.04 Consider how school success and academic achievement enhance future career and vocational opportunities.

**COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** (National Standard 4)

**Objectives**

- 4.01 Document the variety of traditional and non-traditional occupations.
- 4.02 Develop an awareness of personal abilities, skills, interests and motivations.
- 4.03 Demonstrate how to interact and work cooperatively in teams.
- 4.04 Explore the importance of planning.
- 4.05 Develop skills in areas of interest.
- 4.06 Develop hobbies and avocational interests.
- 4.07 Balance work and leisure time.
- 4.08 Generate respect for individual uniqueness in the workplace.
- 4.09 Develop a positive attitude toward work and learning.
- 4.10 Determine the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

**COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.** (National Standard 5)

**Objectives**

- 5.01 Compare personal skills and interests with current career choices.
- 5.02 Classify occupations.
- 5.03 Investigate research and information resources to obtain career information.
- 5.04 Use the Internet to access career planning information.
- 5.05 Describe how traditional and non-traditional occupations relate to career choice.
- 5.06 Manage a career planning portfolio.

**COMPETENCY GOAL 6: The learner will understand the relationship between personal qualities, education, and training, and the world of work.** (National Standard 6)

**Objectives**

- 6.01 Compare the relationship between educational achievement and career success.
- 6.02 Appraise the importance of equal access to careers.

- 6.03 Use conflict management skills with peers and adults.
- 6.04 Work cooperatively with others as a team member.

**COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.** (National Standard 7)

**Objectives**

- 7.01 Develop a positive attitude toward self as a unique and worthy person.
- 7.02 Communicate the goal setting process.
- 7.03 Manage feelings.
- 7.04 Distinguish between appropriate and inappropriate behaviors.
- 7.05 Differentiate personal boundaries, rights, and privacy needs.
- 7.06 Establish self-control.
- 7.07 Demonstrate cooperative behavior in groups.
- 7.08 Conclude that everyone has rights and responsibilities.
- 7.09 Consider individual differences.
- 7.10 Consider ethnic and cultural diversity.
- 7.11 Consider different kinds of families.
- 7.12 Demonstrate how to communicate.
- 7.13 Conclude that communication involves speaking, listening, and nonverbal behavior.
- 7.14 Demonstrate how to make and keep friends.

**COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals.** (National Standard 8)

**Objectives**

- 8.01 Employ a decision-making and problem-solving model.
- 8.02 Critique consequences of decisions and choices.
- 8.03 Debate alternative solutions to a problem.
- 8.04 Develop effective coping skills for dealing with problems.
- 8.05 Apply conflict resolution skills.

**COMPETENCY GOAL 9: The learner will understand safety and survival skills.** (National Standard 9)

**Objectives**

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Distinguish the difference between appropriate and inappropriate physical contact.
- 9.03 Use problem-solving and decision-making skills to make safe and healthy choices.
- 9.04 Determine the dangers of substance use and abuse.
- 9.05 Assess peer pressure.
- 9.06 Display techniques for managing stress and conflict.

## MIDDLE GRADES GUIDANCE – 6-8

### Focus Areas:

Middle grades are the years that a student continues awareness activities, but learning is focused on exploration activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

**Strands:** Academic Development, Career Development, and Personal/Social Development

**COMPETENCY GOAL 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

(National Standard 1)

### Objectives

- 1.01 Demonstrate competence and confidence as a learner.
- 1.02 Establish positive interest in learning.
- 1.03 Communicate pride in work and achievement.
- 1.04 Understand mistakes as essential to the learning process.
- 1.05 Identify attitudes, beliefs, and behaviors that lead to successful learning.
- 1.06 Develop time management and task management skills.
- 1.07 Demonstrate how effort and persistence positively affect learning.
- 1.08 Indicate when and how to ask for help.
- 1.09 Apply knowledge of learning styles to school performance.
- 1.10 Take responsibility for actions.
- 1.11 Demonstrate the ability to work independently and cooperatively.
- 1.12 Develop an awareness of personal interests, skills, motivations, and abilities.
- 1.13 Demonstrate dependability, productivity, and initiative.
- 1.14 Communicate knowledge.

**COMPETENCY GOAL 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options....** (National Standard 2)

### Objectives

- 2.01 Demonstrate the motivation to achieve individual potential.
- 2.02 Communicate critical thinking skills.
- 2.03 Apply critical thinking skills.

- 2.04 Apply study skills necessary for academic success.
- 2.05 Seek information and support from faculty, staff, family, and peers.
- 2.06 Choose to be self-directed, independent learners.
- 2.07 Apply knowledge of aptitudes and interests to establish challenging academic goals.
- 2.08 Use assessment results in educational planning.
- 2.09 Develop and implement an annual plan of study to maximize academic ability and achievement.
- 2.10 Demonstrate a goal setting process.
- 2.11 Use problem-solving and decision-making to assess progress toward educational goals.
- 2.12 Compare the relationship between classroom performance and success in school.
- 2.13 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.

**COMPETENCY GOAL 3: The learner will understand the relationship of academics to the world of work, and to life at home and in the community.** (National Standard 3)

**Objectives**

- 3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 3.02 Consider co-curricular and community experiences to enhance the school experience.
- 3.03 Determine the relationship between learning and work.
- 3.04 Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- 3.05 Demonstrate how school success is the preparation to make the transition from student to community member.
- 3.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

**COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** (National Standard 4)

**Objectives**

- 4.01 Develop skills to locate, evaluate, and interpret career information.
- 4.02 Evaluate traditional and non-traditional occupations.
- 4.03 Demonstrate the importance of planning.
- 4.04 Pursue competency in areas of interests.
- 4.05 Develop organizational skills.
- 4.06 Demonstrate knowledge about the changing workplace.
- 4.07 Determine the rights and responsibilities of employers and employees.
- 4.08 Generate respect for individual uniqueness in the workplace.
- 4.09 Develop a positive attitude toward work and learning.
- 4.10 Explain the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

**COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.** (National Standard 5)

**Objectives**

- 5.01 Apply decision-making skills to career planning, course selection, and career transitions.
- 5.02 Apply personal skills, interests, and abilities to current career choices.
- 5.03 Demonstrate knowledge of the career planning process.
- 5.04 Indicate the various ways which occupations can be classified.
- 5.05 Establish how changing economic and societal needs influence employment trends and future training.
- 5.06 Demonstrate awareness of the education and training needed to achieve career goals.
- 5.07 Assess and modify their educational plan to support career goals.
- 5.08 Use employability and job readiness skills in work-based learning experiences.
- 5.09 Select course work that is related to career interests.
- 5.10 Maintain a career-planning portfolio.

**COMPETENCY GOAL 6: The learner will understand the relationship between personal qualities, education and training, and the world of work.** (National Standard 6)

**Objectives**

- 6.01 Investigate how work can help to achieve personal success and satisfaction.
- 6.02 Indicate personal preferences and interests that influence career choices and success.
- 6.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- 6.04 Give reasons for the effect of work on lifestyles.
- 6.05 Understand the importance of equity and access in career choice.
- 6.06 Understand that work is an important and satisfying means of personal expression.
- 6.07 Demonstrate how to use conflict management skills with peers and adults.

**COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others.** (National Standard 7)

**Objectives**

- 7.01 Develop a positive attitude toward self as a unique and worthy person.
- 7.02 Document change as a part of growth.
- 7.03 Classify and appropriately express feelings.
- 7.04 Distinguish between appropriate and inappropriate behaviors.
- 7.05 Examine personal boundaries, rights, and privacy needs.
- 7.06 Practice self-control.
- 7.07 Demonstrate cooperative behavior.
- 7.08 Document personal strengths and assets.
- 7.09 Anticipate changing personal, family, and social roles.
- 7.10 Establish that everyone has rights and responsibilities.
- 7.11 Respect alternative points of view.

- 7.12 Recognize, accept, respect, and appreciate ethnic, cultural and individual diversity.
- 7.13 Respect differences in various family configurations.
- 7.14 Use effective communication skills.
- 7.15 Understand that communication involves speaking, listening, and nonverbal behavior.
- 7.16 Research how to make and keep friends.
- 7.17 Demonstrate respect for self.
- 7.18 Recognize the value of the educational process.

**COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)**

**Objectives**

- 8.01 Understand consequences of decisions and choices.
- 8.02 Debate alternative solutions to a problem.
- 8.03 Develop effective coping skills for dealing with problems.
- 8.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.
- 8.05 Use conflict resolution skills.
- 8.06 Demonstrate a respect and appreciation for individual and cultural differences.
- 8.07 Indicate when peer pressure is influencing a decision.
- 8.08 Calculate long and short term goals.
- 8.09 Evaluate alternative ways of achieving goals.
- 8.10 Use persistence and perseverance in acquiring knowledge and skills.
- 8.11 Develop an action plan to set and achieve realistic goals.

**COMPETENCY GOAL 9: The learner will understand safety and survival skills. (National Standard 9)**

**Objectives**

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
- 9.03 Compare the difference between appropriate and inappropriate physical contact.
- 9.04 Demonstrate the ability assert boundaries, rights, and personal privacy.
- 9.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
- 9.06 Assess resource people in the school and community, and know how to seek their help.
- 9.07 Apply effective problem-solving and decision-making skills to safe and healthy choices.
- 9.08 Forecast about the emotional and physical dangers of substance use and abuse.
- 9.09 Compare ways to cope with peer pressure.
- 9.10 Create techniques for managing stress.
- 9.11 Select coping skills for managing life events.

## HIGH SCHOOL GUIDANCE – 9-12

### Focus Areas:

High School grades are the years that a student continues awareness and exploration activities, but learning is focused on skill development and planning activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

**Strands:** Academic Development, Career Development, and Personal/Social Development

**COMPETENCY GOAL 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

(National Standard 1)

### Objectives

- 1.01 Articulate feelings of competence and confidence as a learner.
- 1.02 Display a positive interest in learning.
- 1.03 Demonstrate work and achievement.
- 1.04 Justify mistakes as essential to the learning process.
- 1.05 Practice attitudes and behaviors which lead to successful learning.
- 1.06 Apply time management and task management skills.
- 1.07 Demonstrate how effort and persistence positively affect learning.
- 1.08 Use communication skills to know when and how to ask for help when needed.
- 1.09 Apply knowledge of learning styles to positively influence school performance.
- 1.10 Verify responsibility for actions.
- 1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- 1.12 Develop a broad range of interests and abilities.
- 1.13 Demonstrate dependability, productivity, and initiative.
- 1.14 Communicate knowledge.

**COMPETENCY GOAL 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options....** (National Standard 2)

**Objectives**

- 2.01 Demonstrate the motivation to achieve individual potential.
- 2.02 Apply critical thinking skills.
- 2.03 Apply the study skills necessary for academic success at each level.
- 2.04 Seek information and support from faculty, staff, family, and peers.
- 2.05 Apply academic information from a variety of sources.
- 2.06 Use knowledge of learning styles to positively influence school performance.
- 2.07 Choose to be self-directed, independent learners.
- 2.08 Establish challenging academic goals.
- 2.09 Use assessment results in educational planning.
- 2.10 Implement an annual plan of study to maximize academic ability and achievement.
- 2.11 Apply knowledge of aptitudes and interests to goal setting.
- 2.12 Use problem-solving and decision-making skills to assess progress toward educational goals.
- 2.13 Compare the relationship between classroom performance and success in school.
- 2.14 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.

**COMPETENCY GOAL 3: The learner will understand the relationship of academics to the world of work, and to life at home and in the community.** (National Standard 3)

**Objectives**

- 3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- 3.02 Seek co-curricular and community experiences to enhance the school experience.
- 3.03 Determine the relationship between learning and work.
- 3.04 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- 3.05 Demonstrate how school success is the preparation to make the transition from student to community member.
- 3.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

**COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** (National Standard 4)

**Objectives**

- 4.01 Develop skills to locate, evaluate, and interpret career information.
- 4.02 Evaluate traditional and non-traditional occupations.
- 4.03 Develop an awareness of personal abilities, skills, interests, and motivations.
- 4.04 Demonstrate how to interact and work cooperatively in teams.

- 4.05 Determine how to make decisions.
- 4.06 Explain how to set goals.
- 4.07 Explore the importance of planning.
- 4.08 Develop competency in areas of interest.
- 4.09 Develop hobbies and avocational interests.
- 4.10 Balance work and leisure time.
- 4.11 Acquire employability skills such as working on a team, problem-solving and organizational skills.
- 4.12 Apply job readiness skills to seek employment opportunities.
- 4.13 Demonstrate knowledge about the changing workplace.
- 4.14 Consider the rights and responsibilities of employers and employees.
- 4.15 Generate respect for individual uniqueness in the workplace.
- 4.16 Author a resume.
- 4.17 Develop a positive attitude toward work and learning.
- 4.18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- 4.19 Utilize time-and-task management skills.

**COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.** (National Standard 5)

**Objectives**

- 5.01 Apply decision-making skills to career planning, course selection, and career transition.
- 5.02 Identify personal skills, interests, and abilities and relate them to current career choices.
- 5.03 Demonstrate knowledge of the career planning process.
- 5.04 Indicate the various ways which occupations can be classified.
- 5.05 Use research and information resources to obtain career information.
- 5.06 Use the Internet to access career planning information.
- 5.07 Describe traditional and non-traditional occupations and how these relate to career choice.
- 5.08 Understand how changing economic and social needs influence employment trends and future training.
- 5.09 Demonstrate awareness of the education and training needed to achieve career goals.
- 5.10 Assess and modify educational plans to support career goals.
- 5.11 Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.
- 5.12 Select course work that is related to career interests.
- 5.13 Maintain a career-planning portfolio.

**COMPETENCY GOAL 6: The learner will understand the relationship between personal qualities, education and training, and the world of work.** (National Standard 6)

**Objectives**

- 6.01 Compare the relationship between educational achievement and career success.
- 6.02 Explain how work can help to achieve personal success and satisfaction.
- 6.03 Indicate personal preferences and interests which influence career choices and success.
- 6.04 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- 6.05 Describe the effect of work on lifestyles.
- 6.06 Understand the importance of equity and access in career choice.
- 6.07 Understand that work is an important and satisfying means of personal expression.
- 6.08 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
- 6.09 Use conflict management skills with peers and adults.
- 6.10 Demonstrate how to work cooperatively with others as a team member.
- 6.11 Apply academic and employment readiness skills in work-based learning.

**COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.** (National Standard 7)

**Objectives**

- 7.01 Develop a positive attitude toward self as a unique and worthy person.
- 7.02 Assess values, attitudes, and beliefs.
- 7.03 Communicate the goal setting process.
- 7.04 Document change as a part of growth.
- 7.05 Manage feelings.
- 7.06 Distinguish between appropriate and inappropriate behaviors.
- 7.07 Differentiate personal boundaries, rights, and privacy needs.
- 7.08 Establish self-control.
- 7.09 Demonstrate cooperative behavior in groups.
- 7.10 Document personal strengths and assets.
- 7.11 Anticipate changing personal and social roles.
- 7.12 Anticipate changing family roles.
- 7.13 Establish that everyone has rights and responsibilities.
- 7.14 Respect alternative points of view.
- 7.15 Recognize, accept, respect, and appreciate individual differences.
- 7.16 Recognize, accept, and appreciate ethnic and cultural diversity.
- 7.17 Respect differences in various family configurations.
- 7.18 Use effective communication skills.
- 7.19 Understand that communication involves speaking, listening, and nonverbal behavior.
- 7.20 Learn how to make and keep friends.

**COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)**

**Objectives**

- 8.01 Use a decision-making and problem-solving model.
- 8.02 Understand consequences of decisions and choices.
- 8.03 Debate alternative solutions to a problem.
- 8.04 Develop effective coping skills for dealing with problems.
- 8.05 Demonstrate when, where, and how to seek help for solving problems and making decisions.
- 8.06 Use conflict resolution skills.
- 8.07 Demonstrate a respect and appreciation for individual and cultural differences.
- 8.08 Indicate when peer pressure is influencing a decision.
- 8.09 Calculate long and short term goals.
- 8.10 Evaluate alternative ways of achieving goals.
- 8.11 Use persistence and perseverance in acquiring knowledge and skills.
- 8.12 Develop an action plan to set and achieve realistic goals.

**COMPETENCY GOAL 9: The learner will understand safety and survival skills. (National Standard 9)**

**Objectives**

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
- 9.03 Compare the difference between appropriate and inappropriate physical contact.
- 9.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.
- 9.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
- 9.06 Assess resource people in the school and community, and know how to seek their help.
- 9.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- 9.08 Forecast the emotional and physical dangers of substance use and abuse.
- 9.09 Compare ways to cope with peer pressure.
- 9.10 Create techniques for managing stress and conflict.
- 9.11 Select coping skills for managing life events.

## BIBLIOGRAPHY

American School Counselor Association (1997). National Standards for School Counseling Programs. Alexandria, VA: Author.

Gysbers, N & Henderson, P. (1994). Developing and managing your school guidance program (2nd ed.). Alexandria, VA: American Association for Counseling and Development.

National Consortium for State Guidance Leadership (2000). Status and Impact of Guidance and Counseling Programs on Student Academic Achievement. Columbus, OH: Author.

# Computer/ Technology Skills



Standard Course of Study  
and Grade Level Competencies

**K-12**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction



# TABLE OF CONTENTS

Acknowledgements.....	3-4
Preface.....	5-7
Philosophy.....	8-9
Organization of Curriculum.....	10-11
Kindergarten.....	13-14
Grade 1.....	15-16
Grade 2.....	17-18
<i>NETS*S Profiles of Technology Literate Student</i> by end of Grade 2.....	19
Grade 3.....	20-22
Grade 4.....	23-25
Grade 5.....	26-28
<i>NETS*S Profiles of Technology Literate Student</i> by end of Grade 5.....	29
Grade 6.....	30-32
Grade 7.....	33-35
Grade 8.....	36-38
<i>NETS*S Profiles of Technology Literate Student</i> by end of Grade 8.....	39
Grades 9-12 by Subject Area.....	40-42
<i>NETS*S Profiles of Technology Literate Student</i> by end of Grade 12.....	43
Glossary.....	44-50
Bibliography.....	51

# ***K-12 Computer/Technology Skills***

## ***ACKNOWLEDGMENTS***

The North Carolina Department of Public Instruction gratefully acknowledges the cooperation and assistance provided by individuals and groups throughout the state in the current revision process. Without such cooperation, the revision of the *K-12 Computer/Technology Skills Standard Course of Study* would not have been possible.

We wish to express special thanks to the Computer/Technology Skills Core Revision Committee for providing the leadership and vision that guided the development of these materials. The untiring efforts of the members of this group contributed greatly to the completion of this task:

- Patsy Hester, Instructional Technology Coordinator, Wake County Public Schools
- David Warlick, Parent, Wake County
- Barbara Taylor, Associate Professor, Computing Services, Elon University
- Christopher Cobitz, Director of Technology, Thomasville City Schools
- Julie Noland, Technology Coordinator, Haywood County Schools
- Janet McLendon, Instructional Technology Facilitator, Carteret County Schools
- Gail Morse, Technology Coordinator, Durant Road Middle School, Wake County Public Schools
- Lisa Locklear, 8th Grade Teacher, Brunswick County Schools
- Beckey Reed, Technology Outreach, North Carolina State University
- Amy Washburn, Director of Technology, Union County Schools
- Carrie Kirby, Instructional Technology Facilitator, Transylvania County Schools
- David Kafitz, Assistant Principal Middle School, Buncombe County Schools
- Campbell Price, Instructional Technology Consultant, South Central Region, NCDPI
- Mary Lou Daily, Instructional Technology Consultant, Western Region, NCDPI
- Acacia Dixon, Instructional Technology Consultant, Eastern Region, NCDPI
- Annemarie Timmerman, Instructional Technology Consultant, North Central Region, NCDPI
- Donald Carter, Early Childhood Consultant, NCDPI
- Eva Phillips, Early Childhood Consultant, NCDPI
- Fran Hoch, Section Chief, Second Languages/ESL/Information and Computer Skills/Arts Education and Healthful Living, NCDPI
- Martha Campbell, Information Skills/Computer Skills Consultant, NCDPI
- Educators statewide who participated in the current revision process by working with the Core Committee by responding to surveys, and attending focus group sessions and reacting to draft documents.
- The faculty from institutions of higher education who advised the staff and assisted in the revision of curriculum.
- Those who participated in public hearings.

- The Raleigh-based staff in Arts Education, Early Childhood Education, English Language Arts, Instructional Technology, Mathematics, Science, Second Languages, Social Studies, Testing and Accountability, and Workforce Development.
- The office support staff who provided assistance to the committee.
- The Developers of the *ISTE National Educational Technology Standards for Students (NETS\*S)* for permission to use the Profiles of a Technology Literate And NETS\*S Goals in this document.<sup>1</sup>
- The Division of Communications Services for technical assistance in the editing and formatting this publication.

The current revision process involved on some level the entire education community, and its end product is a North Carolina curriculum of which the state can be justifiably proud. We will continue to revise and improve the Standard Course of Study to meet the needs of the children of North Carolina.



---

<sup>1</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

# Preface

## General Principles

The *Computer/Technology Skills Standard Course of Study* describes the progressive development of knowledge and skills in six strands: Societal and Ethical Issues, Database, Spreadsheet Keyboard Utilization/Word Processing/Desktop Publishing, Multimedia/Presentation, and Telecommunications/Internet.

- In the primary grades, the objectives focus on the essential skills.
- In the upper elementary and middle grades, the objectives build upon and reinforce those skills through application and use in content area assignments/projects. During the eighth grade, students should be prepared to successfully pass the computer proficiency assessment required for graduation.
- In grades 9-12, the objectives focus on the application, refinement, and transfer of knowledge and skills to be used in content area assignments, in preparation for work, continued learning, and personal use. Objectives at these grade levels are organized by subject area, allowing students to employ, expand, and internalize the proficiencies they have already developed.

---

## Revision Process

The revision process began in August 2002. North Carolina educators, through an online discussion forum, survey, focus groups, and teleconference, evaluated the *Computer/Technology Skills Standard Course of Study*. The Computer/Technology Skills Core Revision Committee reviewed the input and recommended that revisions be made. At its October 2002 meeting, the State Board of Education approved a revision of the telecommunications strand, with particular emphasis on personal safety and responsible and ethical behavior in the use of technology resources and information.

From October 2002 until the present the Computer/Technology Skills Core Revision Committee has been working on the revision of the *K-12 Computer/Technology Skills Standard Course of Study*.

Educators from across the state have provided input and feedback to draft documents 1-10 in a variety of ways:

- Online surveys (467 responses)
- Focus group sessions (24 sessions with 565 participants)
- Public hearing November 24, 2003, Raleigh
- Formal/informal sessions (ongoing)
- Drafts of the *K-12 Computer/Technology Skills Standard Course of Study* document were posted on the Instructional Services website beginning in September 2002 to the present  
<http://www.learnnc.org/dpi/instserv.nsf/8b9d5b45cd868314052564e5005703ff/7b55e0789abb9ca585256dc1005c7833?OpenDocument>
- Quicktopic Discussion Forum has been available for all who wanted to participate in the on-going discussion. URL  
<http://www.quicktopic.com/13/H/PPsX64g6eUmH/p-1.-1>

---

**Focus Groups** () indicates number of events in a given location

- Technology Coordinators, Wake County Public Schools (2)
- MEGA Meeting, Leesville Middle School, Wake (1)
- NCAECT Conference (2)
- SW RESA Elem. Supervisors (1)
- SW RESA, Middle School & High School Coordinators (1)
- Kenansville/Duplin ENTech Center (1)
- Southeastern Region Teaching & Technology Conference, Greenville (1)
- Williamston/Martin ENTech Center (1)
- Moore ENTech Center (1)
- Technology and Learning Seminar, UNCG (1)
- Western Region Meeting (3)
- Northeast Region, Guilford (1)
- Eastern Regional, Bertie (1)
- Southwestern Region, Albemarle (1)
- Nortel Networks Focus Group, RTP (1)
- Public Hearing, Raleigh (1)
- NC Educational Technology Conference Focus Group Session, Greensboro (2)

---

**Input/  
Suggestions  
And Concerns**

Suggestions and input provided to the Computer/Technology Skills Core Revision Committee from teachers, administrators, parents, business, and community were the following:

- Make objectives clear.
- Make organization of document clear and easy to use.
- Provide sample activities for each objective by grade level.
- Write objectives in language to encourage integration into content areas.
- Encourage collaboration among all classroom teachers, computer coordinators, media coordinators to support instructional use of technology.
- Focus attention on Copyright Law and Acceptable Use Policy/Internet Use Policy (AUP/IUP) issues.
- Telecommunications/Internet includes tools for collaboration.
- Align document to *National Educational Technology Standards for Students*.
- Identify terms/concepts.

All suggestions were discussed, reviewed, and incorporated into draft documents by the Core Revision Committee.

---

**Revisions  
to Document**

**Societal/Ethical Issues Strand**

- Respect for the work of others – security, privacy, passwords, personal information.
- Responsible, safe and ethical behaviors online.
- Trouble-shooting common hardware/software problems/issues.

**Revisions  
to Document**

**Telecommunications/Internet Strand**

- Safe, responsible, and ethical behavior online.
  - Evaluating quality of resources and information online
-

---

**Con't.**

- Collaborative tools.
- Advantages and limitations of collecting/disseminating information/ideas online.

**Multimedia/Presentation Strand**

- Personal Safety Issues – when developing, selecting, and using personal information, images, and content in presentations/online.
- 

**Features**

This SCS is based on the 1998 *K-12 Computer/Technology Skills Standard Course of Study*. Four of the six topic strands address objectives from the 1998 document using precise language with examples. The Societal/Ethical Issues and Telecommunications topic strands have been refined and enhanced.

- Objectives are stated in clear, precise language.
  - Terms/concepts are identified in objectives.
  - Organization of document is clear and easy to use (Matrices/charts).
  - Objectives encourage integration with content areas at all levels.
  - Encourages collaboration among all classroom teachers, computer coordinators, media coordinators to support instructional use of technology,
  - Focuses on personal safety, ethical use of resources and information-- Copyright Law and (AUP/IUP) issues.  
Encourages use of Telecommunications/Internet collaboration tools.
  - Aligns *North Carolina Computer/Technology Skills Competency Goals* with *National Educational Technology Standards for Students (NETS\*S)* and *profiles of Technology Literate Students* by end of grade 2, 5, 8, and 12.<sup>2</sup>
  - Each Strand follows the same pattern from grade to grade. See **Chart A** on page **7A**
- 

---

<sup>2</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

**K-12 Computer/Technology Skills  
Format by Strand Grades K-8**

<b>Societal/Ethical Issues</b>	<b>Database</b>	<b>Spreadsheet</b>	<b>Keyboard Utilization/WP /DTP</b>	<b>Multimedia/ Presentation</b>	<b>Telecommunications /Internet</b>
<b>1.a Context of Technology</b>	<b>2.a Context</b>	<b>3.a Context</b>	<b>4.a Context</b>	<b>5.a Context of Multimedia Tools</b>	<b>6.a Context of Internet /Telecommunications</b>
<b>1.b Terms/Concepts</b>	<b>2.b Terms/ Concepts</b>	<b>3.b Terms/ Concepts</b>	<b>4.b Terms/ Concepts</b>	<b>5.b Terms/ Concepts</b>	<b>6.b Terms/ Concepts</b>
<b>1.c Ethical Responsible Safe Use &amp; Behaviors</b>	<b>2.c Use Sort &amp; Search Strategies</b>	<b>3.c Use Features/ Functions</b>	<b>4.c Keyboarding</b>	<b>5.c Ethical Responsible Safe Use</b>	<b>6.c Ethical Responsible Safe Use &amp; Behaviors</b>
<b>1.d Copyright</b>	<b>2.d Copyright</b>	<b>3.d Copyright</b>	<b>4.d Copyright</b>	<b>5.d Copyright</b>	<b>6.d Copyright</b>
<b>1.e Use functions/ Features</b>	<b>2.e Collect, Organize, &amp; Display Data</b>	<b>3.e Organize, calculate, &amp; Display Data</b>	<b>4.e Use Features/ Functions</b>	<b>5.e Use Sequencing Strategies</b>	<b>6. e Use Collaborative Tools</b>
<b>1.f Select Appropriate Tools</b>	<b>2.f Interpret/ Evaluate Data to Problem Solve &amp; Make Decisions</b>	<b>3.f Interpret/ Evaluate Data Problem Solve &amp; Make Decisions</b>	<b>4. f Design &amp; Layout Strategies</b>	<b>5.f Interpret/ Evaluate Resources &amp; Data to Communicate</b>	<b>6.f Interpret/ Evaluate Resources &amp; Data to Communicate</b>
<b>1.g Occupations/ Careers Related to Technology</b>					

# Philosophy

**The strength of technology is that it provides an excellent platform where students can collect information in multiple formats and then organize, link, and discover relationships between facts and events. An array of tools for acquiring information and for thinking and expression allows more students more ways to enter the learning enterprise successfully and to live productive lives in the global, digital, and information-based future they all face.<sup>3</sup>**

The *K-12 Computer/Technology Skills Standard Course of Study* identifies the essential knowledge and skills that all students need to be active, lifelong learners in a technology intensive environment. Technology is undergoing rapid change, and new and improved technological advances appear almost daily. The curriculum is designed to form the foundation for continuous learning and to be applicable to ever-changing innovations.

In 1995, the State Board of Education published *The New ABCs' of Public Education*, its plan for restructuring education in our state. The B in the ABCs' focuses instruction on the basics—specifically the mastery of reading, mathematics, and writing. Computer/technology skills represent a new “basic”. When integrated with the core curricular areas, these skills enable students to improve and enhance their learning of the other basic skills.<sup>4</sup>

The *Computer/Technology Skills Standard Course of Study* involves the development of skills over time. Computer/Technology Skills proficiency is not an end in itself, but lays a foundation for lifelong learning. These skills become building blocks with which to meet the challenges of personal and professional life. To become technologically proficient, the student must develop the skills over time, through integrated activities in all content areas K-12, rather than through one specific course. These skills are necessary for all students and should be introduced and refined collaboratively by all K-12 teachers as an integral part of the learning process.

**Chart B** illustrates the alignment of North Carolina K-12 Computer/Technology Skills Competency Goals and how they relate to the *ISTE National Educational Technology Standards for Students (NETS\*S)*. See **Chart B** on page 9.

---

<sup>3</sup>Statham, Dawn S., and Torell, Clark R. *Computers in the Classroom: The Impact of Technology on Student Learning*, Boise State University College of Education, p. 10.

<sup>4</sup> *The New ABC's of Public Education*, May, 1995., p. 5

**Chart B**

North Carolina Competency Goals	<i>ISTE National Educational Technology Standards for Students NETS*S</i>
<p><b>COMPETENCY GOAL 1:</b> The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</p>	<p>1. Basic operations and concepts</p> <ul style="list-style-type: none"> <li>• Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>• Students are proficient in the use of technology.</li> </ul>
	<p>2. Social, ethical, and human issues</p> <ul style="list-style-type: none"> <li>• Students understand the ethical, cultural, and societal issues related to technology.</li> <li>• Students practice responsible use of technology systems, information, and software.</li> <li>• Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul>
<p><b>COMPETENCY GOAL 2:</b> The learner will demonstrate knowledge and skills in the use of computer and other technologies.</p>	<p>3. Technology productivity tools</p> <ul style="list-style-type: none"> <li>• Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>• Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</li> </ul>
	<p>4. Technology communications tools</p> <ul style="list-style-type: none"> <li>• Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</li> <li>• Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul>
<p><b>COMPETENCY GOAL 3:</b> The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.</p>	<p>5. Technology research tools</p> <ul style="list-style-type: none"> <li>• Students use technology to locate, evaluate, and collect information from a variety of sources.</li> <li>• Students use technology tools to process data and report results.</li> <li>• Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</li> </ul>
	<p>6. Technology problem-solving and decision-making tools</p> <ul style="list-style-type: none"> <li>• Students use technology resources for solving problems and making informed decisions.</li> <li>• Students employ technology in the development of strategies for solving problems in the real world.<sup>5</sup></li> </ul>

<sup>5</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, *ISTE (International Society for Technology in Education)*, 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

# Organization of Curriculum

The first separate *Computer Skills Standard Course of Study* was approved by the State Board of Education in 1992. This 2004 revision represents a refinement of the competencies to reflect current technologies and to incorporate future technological developments. The three Competency Goals are unchanged from those adopted for the *1992 Standard Course of Study*. Competency Goals 1 and 2 generally apply in grades K-12. Competency Goal 3 is at the application of skills level and does not apply in grades K-2.

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

*This goal addresses the role of technology in society now and in the future. Students must understand the impact of computer technology on information management, job skills needed in the work place, communications, transportation, education, healthcare, and personal information needs. Students must understand issues of personal safety, responsible, and ethical use of technology resources and information. Students must be able to adapt and transfer knowledge and skills. Students must be able to evaluate resources and information for content and usefulness. Students must be able to select and use most appropriate technology tools and resources to meet their needs.*

**COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

*This goal is concerned with fundamental computer operations and application software use that make students independent, productive, users of computer technology. Students must master certain computer operations, application software skills, know computer terms and functions, demonstrate basic keyboarding skills, and be able to use software correctly. The application software skills identified include word processing, database management, spreadsheet, multimedia production, and Telecommunications/Internet. Knowledge and skills that can be adapted and transferred as technology changes and evolves overtime.*

**COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

*This goal focuses on the application of computer/technology skills. Students will access information using search strategies and analyze information using database, spreadsheet, and graphing software. They will then communicate and share findings in a variety of ways (e.g., desktop publishing, multimedia, video-conferencing, telecommunications) with audiences near and far.*

The objectives under each of the three goals in the revised *K-12 Computer/Technology Skills Standard Course of Study* describes the progressive development of knowledge and skills in six strands: Societal/Ethical Issues, Database, Spreadsheet, Keyboard Utilization/Word Processing/Desktop Publishing, Multimedia/Presentation, and Telecommunications/Internet.

The number at the end each individual objective denotes the Strand. Each Strand follows the same pattern from grade to grade. See **Chart A** page 7A. In the primary grades, the objectives focus on the essential skills; in the upper elementary and middle grades, the objectives build upon those skills. During the eighth grade, students should be prepared to successfully pass the computer proficiency assessment required for graduation.

It is important to note, however, that they may not have acquired all of the keyboarding proficiency required as a prerequisite for workforce development courses. At grades 9-12, the *Standard Course of Study* focuses on the refinement and application of the acquired computer/technology skills in preparation for work, continued learning, and personal use. The objectives at these grade levels are organized by subject area, allowing students to employ, expand, and internalize the proficiencies that they have already developed.

## Instructional Support Materials

Work on integration strategies support materials is in progress. Support materials (e.g., datafiles, activities, resource links) for the revised curriculum will be posted on the *Computer/Technology Skills Instructional Resources* webpage as they are completed. Also this webpage will be linked to materials resident on LEA websites, if permission is granted. This process allows the instructional materials to be dynamic, expandable, monitored, and updated by the original developer as needed.

All materials and resources will be posted on the Instructional Services webpage <http://www.learnnc.org/dpi/instserv.nsf> and the NCDPI Infoweb <http://www.dpi.state.nc.us> as soon as possible.



***STANDARD COURSE OF STUDY***  
**K-12 Computer/Technology Skills**

## Computer/Technology Skills - Kindergarten

### Focus Areas

- Parts of the computer and how to operate
- Keyboard familiarity
- Grouping and sequencing
- Respect for the work of others
- Responsible care of resources
- Exploring multimedia
- Observing online resources

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Identify the computer as a machine that helps people work and play. 1
- 1.02 Identify, discuss, and use common hardware terms/concepts (e.g., CPU, monitor, keyboard, mouse). 1
- 1.03 Identify and discuss correct and responsible use and care of computers and resources (AUP/IUP). 1
- 1.04 Demonstrate respect for the work of others. 1
- 1.05 Identify and discuss common features and functions of computer software (e.g., file, open, save, retrieve, draw). 1
- 1.06 Identify graphing as a tool for organizing information as a class. 3
- 1.07 Identify and discuss terms/concepts such as collect, organize, and classify. 3
- 1.08 Identify basic word processing terms (e.g., file, menu bar, cursor, open, save, print). 4
- 1.09 Identify and discuss characteristics of multimedia (e.g., text, sound, images, color) as a class. 5
- 1.10 Identify and discuss multimedia terms/concepts beginning, middle, and end by arranging pictures in linear/sequential order as class/group. 5
- 1.11 Recognize and discuss responsible use of multimedia resources and why it is important as a class. 5
- 1.12 Discuss ownership of created works as a class/group. 5
- 1.13 Identify and discuss the Internet as a source of information at school and home. 6
- 1.14 Identify and discuss terms/concepts (online, digital information, Internet, links). 6

## Computer/Technology Skills - Kindergarten

**COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

**Objectives:**

- 2.01 Use manipulatives and graphing software to organize and display data as a class. 3
- 2.02 Identify, discuss, and use word processing as a tool to enter letters, numbers and words. 4
- 2.03 Identify, locate and use special keys (e.g., arrow keys, space bar, Shift, Enter/Return, Backspace, Delete), letters, and numbers on the keyboard. 4
- 2.04 Use multimedia software to identify and practice letters, numbers, shapes, and colors as a class/group. 5
- 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity. 6
- 2.06 Use teacher-selected Internet resources/information to discuss ownership of creative works of individuals/groups/companies as a class activity. 6



## Computer/Technology Skills - Grade 1

### Focus Areas

- Respecting computer work of others
- Using technology at home and school
- Gathering, organizing, and displaying data
- Using word processing
- Exploring multimedia
- Responsible care of resources
- Observing online resources

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Identify, discuss, and represent visually uses of technology (e.g., computers, cell phones, digital cameras) at school and home. 1
- 1.02 Identify and discuss physical components of a computing device (e.g., CPU, monitor, keyboard, disk drive, printer, mouse). 1
- 1.03 Recognize and discuss safe and responsible use and care of technology resources ((AUP/IUP). 1
- 1.04 Discuss ownership of computer-created work. 1
- 1.05 Identify graphing as a tool for organizing information. 3
- 1.06 Identify and discuss graphing software terms/concepts (e.g., graph, patterns, display). 3
- 1.07 Recognize the rights of ownership of computer-created work of others. 4
- 1.08 Recognize the characteristics of multimedia (e.g., text, audio, images, video). 5
- 1.09 Identify and discuss multimedia terms/concepts ( e.g., slide/card, link/button, text box, navigate, transition) as a class/group activity. 5
- 1.10 Recognize and discuss responsible use of multimedia resources. 5
- 1.11 Recognize, discuss, and cite various types of resources as a class. 5
- 1.12 Identify and discuss terms/concepts (e.g., bookmarks/favorites, information). 6
- 1.13 Identify and discuss ownership of creative work online of individuals/groups/companies and the importance of citing sources as a class. 6

## Computer/Technology Skills - Grade 1

**COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

**Objectives:**

- 2.01 Use common computing devices and resources in class activities. 1
- 2.02 Observe, discuss, and use software to enter, calculate, display data, and interpret results as a class/group. 3
- 2.03 Identify, discuss, and use word processing as a tool to enter numbers, words, and phrases. 4
- 2.04 Identify and use basic word processing terms (e.g., file, open, close, menu bar, save, print). 4
- 2.05 Locate and use letters, numbers, and special keys (e.g., arrow keys, space bar, insert Enter/Return, Backspace, Delete) on the keyboard. 4
- 2.06 Identify, discuss, and use menu/tool bar functions in word processing applications. 4
- 2.07 Use multimedia software to illustrate words/phrases/concepts. 5
- 2.08 Explore Internet resources and information using teacher-created bookmarks/favorites and discuss the variety and types of information found as a class activity. 6
- 2.09 Use teacher-selected Internet resources/information to identify, discuss, and chart elements that make an online resource useful, appropriate, and safe as a class. 6



## Computer/Technology Skills - Grade 2

### Focus Areas

- Using technology in the community
- Respecting the computer work of others
- Observing online resource
- Using electronic database to locate information
- Responsible care of resources
- Building word processing skills
- Collecting, sorting, and displaying data
- Exploring multimedia tools
- Using drawing tools

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Identify, discuss and visually represent uses of digital technology in the community (e.g., bar code scanners, handhelds, mobile phones, optical storage devices, GPS's). 1
- 1.02 Demonstrate correct use of common technology terms (e.g., hardware, software, CD, hard drive). 1
- 1.03 Identify and discuss appropriate and safe behaviors online. 1
- 1.04 Recognize individual's rights of ownership of created works. 1
- 1.05 Identify and discuss print and electronic databases (e.g., phone book, automated circulation system, CD-ROM encyclopedias) as a way to collect, organize, and display data. 2
- 1.06 Identify and discuss terms/concepts sort, search/filter, keyword using electronic databases (e.g., automated circulation system, electronic encyclopedias). 2
- 1.07 Identify spreadsheets as a tool to organize, calculate, and graph data to make predictions. 3
- 1.08 Identify and discuss spreadsheet terms/concepts (e.g., sort, classify, line graphs). 3
- 1.09 Recognize an individual's rights of ownership to computer-generated work. 4
- 1.10 Identify and use multimedia terms/concepts (e.g., storyboard, linear/sequential, audio/video clips, images). 5

## Computer/Technology Skills - Grade 2

- 1.11 Identify and discuss issues (e.g., personal information, images, appropriateness and accuracy of information) to consider in selection and use of materials for multimedia projects. 5
- 1.12 Identify terms/concepts (e.g., online, browser, navigation, resources, web address, webpage, weblinks). 6
- 1.13 Identify responsible and safe online behavior and discuss why it is important. 6
- 1.14 Identify online resources as the work of individuals/groups/companies and discuss why citing resources is necessary. 6
- 1.15 Identify and discuss telecommunications/Internet as a tool for communication and collaboration as a class. 6

### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

#### **Objectives:**

- 2.01 Recognize, discuss and use the features/functions of computing devices (e.g., creating, retrieving, saving, printing data). 1
- 2.02 Use prepared electronic database (e.g., automated circulation, CD-ROM encyclopedias, NC Wise OWL) as a class/group activity to conduct keyword search/filters to meet information needs. 2
- 2.03 Enter/edit data in a prepared spreadsheet as a class/group and observe the changes that occur to make predictions. 3
- 2.04 Use spreadsheet software in content areas to enter, display, and identify sources of data as a class. 3
- 2.05 Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments. 4
- 2.06 Use and discuss basic word processing terms/concepts (e.g., desktop, menu/tool bar, document, text). 4
- 2.07 Identify and use correct finger placement for home row keys. 4
- 2.08 Identify and use menu/tool bar features/functions in word processing documents. 4
- 2.09 Identify and use multimedia tools to combine text and graphics as a class/group assignment. 5
- 2.10 Identify, discuss, and cite resources for a class/group multimedia project.
- 2.11 Modify/edit an existing linear/sequential multimedia story to include student narration as a class/group activity. 5
- 2.12 Use teacher-selected Internet resources to locate, discuss, and compare information about your local community as a class/group. 6

**NETS\*S National Educational Technology Standards for Students  
Profiles for Technology Literate Students**

**PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS  
Pre-K-2**

**All students should have opportunities to demonstrate the following performances.**

**Prior to completion of Grade 2, students will:**

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)<sup>6</sup>  
( ) indicates NETS\*S Goal(s)

---

<sup>6</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

## Computer/Technology Skills - Grade 3

### Focus Areas

- Awareness of Copyright Law
- Responsible and safe use of resources
- Exploring information technologies
- Building word processing techniques
- Using multimedia tools
- Exploring spreadsheets

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Identify, discuss, and chart uses of technology in the community (e.g., farmers, grocery, restaurant, veterinarian, medical and emergency services). 1
- 1.02 Identify the function of common computing devices (e.g., input, output, processing). 1
- 1.03 Recognize, discuss, and use responsible and safe behavior in the use of technology resources. 1
- 1.04 Demonstrate knowledge of individual's rights of ownership of created works by citing sources. 1
- 1.05 Identify, discuss, and visually represent uses of databases in the community (e.g., school, grocery, pharmacy, business) to collect, organize, and display information. 2
- 1.06 Identify, discuss, and use database terms (e.g., data entry, field, record, list, sort, search/filter, keyword). 2
- 1.07 Recognize spreadsheets as a tool to organize, calculate, and graph information to make predictions. 3
- 1.08 Identify and discuss spreadsheet terms/concepts (e.g., cell, column, row, values, labels, chart, graph). 3
- 1.09 Identify and use formatting terms/concepts (e.g., font size/style, line spacing, margins, italic). 4
- 1.10 Recognize that Copyright Laws protect creative works of individuals/groups/companies. 4

### Computer/Technology Skills - Grade 3

- 1.11 Identify and discuss guidelines for media (e.g., personal information, images, content, language) to consider in developing multimedia projects as a class. 5
- 1.12 Identify and discuss Copyright and Fair Use Guidelines as a class. 5
- 1.13 Identify and discuss use of rubrics to define and evaluate elements (e.g., content, purpose, usefulness) of class multimedia projects. 5
- 1.14 Identify, discuss, and use terms/concepts (e.g., web browser, URL, keyword, search engine, weblinks). 6
- 1.15 Recognize, discuss, and demonstrate responsible and safe online behavior as a class/group. 6
- 1.16 Cite sources of information (print and nonprint) for a class project. 6
- 1.17 Identify and discuss collaborative tools (e.g., email, messaging, videoconferencing). 6

#### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

##### **Objectives:**

- 2.01 Select and use appropriate features and functions of hardware and software for class assignments. 1
- 2.02 Discuss and select appropriate technology tools (e.g., probeware, digital cameras, handhelds) to collect, analyze, and display data. 1
- 2.03 Use prepared databases to search/filter and sort alphabetically/numerically in ascending/descending order. 2
- 2.04 Modify prepared databases to enter/edit additional information and cite the source. 2
- 2.05 Plan, discuss, and use keyword search/filter using one criterion in prepared databases. 2
- 2.03 Enter/edit data in a prepared spreadsheet to perform calculations. Identify and discuss the changes that occur as a class/group. 3
- 2.04 Demonstrate correct finger placement for home row keys. 4
- 2.05 Use menu/tool bar functions (e.g., font size/style, line spacing) to format and change the appearance of word processing documents as a class/group. 4e
- 2.06 Identify, discuss, and use multimedia tools (e.g., capture, create, edit, publish). 5
- 2.07 Modify/edit an existing multimedia project to include branching and identify added sources as a class. 5
- 2.08 Investigate teacher-selected Internet resources about communities; discuss and compare findings for usefulness as a class. 6

## Computer/Technology Skills - Grade 3

**COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

**Objectives:**

- 3.01 Recognize, discuss, and use graphs to display and interpret data in prepared spreadsheets; identify and cite sources. 3
- 3.02 Enter/edit data in a prepared spreadsheet to perform calculations and determine which graph best represents the data as a class/group. 3
- 3.03 Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories. 4
- 3.04 Identify, discuss, and use multimedia to present ideas/concepts/information in a variety of ways as a class. 5



## Computer/Technology Skills - Grade 4

### Focus Areas

- Using databases
- Using spreadsheets
- Responsible and safe use of online resources
- Locating information on the Internet
- Evaluating information found through telecommunications
- Developing word processing documents
- Exploring e-mail
- Identifying ways technology has changed North Carolina

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Identify, discuss, and visually represent ways technology has changed the lives of people in North Carolina. 1
- 1.02 Recognize, discuss, and use network terms/concepts (e.g., stand alone, network, file server, LANs, network resources). 1
- 1.03 Recognize, discuss, and use responsible, ethical, and safe behaviors when using technology resources (AUP/IUP). 1
- 1.04 Recognize that Copyright Laws protect creative work of individuals/groups/companies by citing sources. 1
- 1.05 Identify and discuss the benefits of non-networked and networked computers. 1
- 1.06 Explore and discuss occupations/careers that use computers/technology tools in North Carolina. 1
- 1.07 Identify, discuss, and visually represent how and why databases are used in North Carolina (e.g., schools, government, business, and science) to collect and organize information. 2
- 1.08 Identify and discuss how spreadsheets are used to calculate and graph data in a variety of settings (e.g., schools, government, business, industry). 3
- 1.09 Recognize and discuss the importance of citing sources of copyrighted materials in documents. 4
- 1.10 Use published documents (e.g., letter, memo, newspaper) to identify and discuss document design and layout as a class. 4

## Computer/Technology Skills - Grade 4

- 1.11 Identify and discuss the use of multimedia tools to report content area information. 5
- 1.12 Recognize, discuss, and use multimedia terms/concepts (e.g., navigation buttons, transitions, links/hyperlinks, animation). 5
- 1.13 Recognize, discuss, and use Copyright and Fair Use Guidelines in multimedia projects by explaining selection and use of resources as a class. 5
- 1.14 Recognize and discuss telecommunications terms/concepts (e.g., browser, keyword, URL, hypertext, www). 6
- 1.15 Recognize, discuss, and model responsible and safe behavior using online resources as a class/group/individual. 6

### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

#### **Objectives:**

- 2.01 Sort and search/filter a prepared content area database for information and use correct terms/concepts to explain strategies used as a class activity. 2
- 2.02 Plan and use two criteria to search/filter prepared databases to locate and organize information for content assignments. 2
- 2.03 Identify, discuss, and use the spreadsheet terms/concepts (e.g., cell, column, row, values, labels, graph, formula). 3
- 2.04 Enter/edit data in prepared spreadsheets to perform calculations using simple formulas (+, -, \*, /) and observe the changes that occur. 3
- 2.05 Use spreadsheets and graphs to organize, calculate, and display data in content areas. 3
- 2.06 Identify, discuss, and use terms/concepts of menu/tool bar (e.g., print preview, WYSIWIG, page setup, Spell Check, thesaurus) in word processing documents as a class. 4
- 2.07 Recognize, discuss, and use proper keyboarding techniques. 4
- 2.08 Use menu/tool bar features (e.g., print preview, Spell Check, thesaurus) to edit and make corrections to documents as a class/group activity. 4
- 2.09 Recognize and discuss guidelines for media (e.g., personal information, images, content, language) to consider in developing multimedia projects as a class/group. 5
- 2.10 Storyboard and modify multimedia projects with menus, branching and/or multiple outcomes for content areas, citing sources as a group activity. 5
- 2.11 Recognize, discuss, and use rubrics to evaluate elements (e.g., content, organization, appropriateness of materials, citations) of multimedia projects/products. 5

## Computer/Technology Skills - Grade 4

- 2.12 Plan, discuss, and use search strategies with two or more criteria to find information online about North Carolina as a class/group. 6
- 2.13 Identify, discuss, and use online collaborative tools (e.g., email, surveys, videoconferencing) to collect data for content area assignments/projects. 6

### **COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

#### **Objectives:**

- 3.01 Select and use technology tools (e.g., probeware, digital camera, scanners) to collect, analyze, and display information for content assignments. 1
- 3.02. Use databases to analyze and evaluate information in content areas and cite sources. 2
- 3.03 Discuss, plan, and develop simple databases in content area to enter/edit, collect, organize, and display content data as a class. 2
- 3.04 Enter data into prepared spreadsheets and select graph to best represent data and cite sources of data. 3
- 3.05 Use spreadsheet data and graphs to make predictions, solve problems, and make decisions in content areas as a class/group. 3
- 3.06 Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments. 4
- 3.07 Locate, select, organize, and present content area information from the Internet for a specific purpose and audience, citing sources. 6
- 3.08 Use a rubric as a guide to select, evaluate digital resources and information for content and usefulness in content area assignments as a class. 6



## Computer/Technology Skills - Grade 5

### Focus Areas

- Using search strategies
- Responsible and safe use of online resources
- Awareness of Copyright and Fair Use Guidelines
- Exploring the need for protection against viruses and vandalism
- Participating in curriculum-based telecommunication projects
- Developing word processing document using proper keyboarding techniques
- Developing multimedia presentation citing sources
- Developing a product using a database
- Evaluating resources and information for accuracy and usefulness
- Selecting and using a variety of technology tools

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Recognize, discuss, and visually represent changes in information technologies and the impact changes have in schools, workplace, and society in the United States. 1
- 1.02 Recognize, discuss, and use terms/concepts related to the protection of computers, networks and information (e.g., virus protection, network security, passwords, firewalls, privacy laws). 1
- 1.03 Recognize, discuss and use appropriate behavior related to computers, networks, digital information (e.g., security, privacy, passwords, personal information), and identify possible consequences of unethical behavior. 1
- 1.04 Recognize and discuss how Copyright Laws protect ownership of intellectual property and discuss consequences of misuse. 1
- 1.05 Recognize and discuss methods used to protect computers, networks, and information from viruses, vandalism and intrusion. 1
- 1.06 Identify and discuss appropriate technology tools (virus software) to protect computers, networks, and information from vandalism and intrusion. 1
- 1.07 Explore and discuss occupations/careers that use computers/technology as a class/group. 1
- 1.08 Recognize and discuss how and why databases are used in society. 2

## Computer/Technology Skills - Grade 5

- 1.09 Recognize, discuss, and explore how spreadsheets are used to calculate, graph, and represent data in a variety of settings (e.g., schools, government, business, industry, mathematics, science). 3
- 1.10 Recognize and explain the advantages and disadvantages of using word processing to create content area projects/products. 4
- 1.11 Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/assignments. 4
- 1.12 Recognize and explain the advantages and disadvantages of using multimedia to develop content area projects/products. 5
- 1.13 Identify and discuss multimedia terms/concepts (e.g., menu, branching, navigation, multimedia, design). 5
- 1.14 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of resources in content projects/assignments. 5
- 1.15 Recognize, discuss, and use online terms/concepts (e.g., search strategies, citing resources, filters, AUP/IUP). 6

### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

#### **Objectives:**

- 2.01 Use knowledge of database terms/concepts and functions to find information in prepared content area databases and describe strategies used. 2
- 2.02 Cite sources of information from content area databases used in assignments. 2
- 2.03 Create/modify simple content area databases to enter/edit, collect, organize, and display content data for class/group assignment/project, citing resources. 2
- 2.04 Use spreadsheet terms/concepts and functions (e.g., median, range, mode) to calculate, represent, and explain content area assignments. 3
- 2.05 Modify/create and use spreadsheets to solve problems by performing calculations using simple formulas and functions (e.g., +, -, \*, /, average). 3
- 2.06 Create/modify simple content area spreadsheets to enter/edit, calculate, organize, and display content data for class/group assignment/project, citing resources. 3
- 2.07 Identify, discuss and use WP/DTP menu/tool bar terms/concepts (e.g., import, portrait, landscape, copy and paste between two documents) to describe assignments/projects. 4
- 2.08 Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation. 4
- 2.09 Demonstrate knowledge of WP/DTP tools to develop documents, which include data imported from a spreadsheet/database as a class/group. 4

## Computer/Technology Skills - Grade 5

- 2.10 Select and use WP/DTP menu/tool bar features to edit/revise and change existing documents/projects/assignments. 4
- 2.11 Use menus and branching to modify/create non-linear projects/products in content areas. 5
- 2.12 Use student-generated rubrics to evaluate multimedia presentations for elements (e.g., organization, content, design, presentation, citation). 5
- 2.13 Plan, discuss, and use search strategies with two or more criteria to find information for assignments/projects/products about the Western Hemisphere. 6
- 2.14 Model and explain the importance of ethical, responsible, and safe behavior when using networked digital information (e.g., Internet, mobile phone, wireless, LANs). 6
- 2.15 Select, discuss and evaluate digital resources and information for content, accuracy, usefulness and cite sources. 6
- 2.16 Recognize, discuss, and/or use email/videoconferencing/webconferencing as a means of interactive communications. 6

### **COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

#### **Objectives:**

- 3.01 Select and use search strategies with two or more criteria in prepared databases to locate, organize, and present information for content area assignments. 2
- 3.02 Use content area databases to analyze, evaluate, organize, and compare information for assignments. 2
- 3.04 Cite sources of copyrighted data used in spreadsheets to analyze, interpret, and display findings in content areas. 3
- 3.05 Enter/edit data into a spreadsheet to test simple “what if...” statements to solve problems and make decisions in content area. 3
- 3.06 Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group. 5
- 3.07 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments. 6

**NETS\*S National Educational Technology Standards for Students  
Profiles for Technology Literate Students**

**PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS  
GRADES 3-5**

**All students should have opportunities to demonstrate the following performances.**

**Prior to completion of Grade 5, students will:**

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)<sup>7</sup>  
*() indicates NETS\*S Goal(s)*

---

<sup>7</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

## Computer/Technology Skills - Grade 6

### Focus Areas

- Responsible and safe use of online resources
- Using Copyright and Fair Use guidelines
- Refining application skills
- Using formulas in a spreadsheet
- Using search strategy two or more criteria in a database
- Increasing productivity and accuracy in keyboarding
- Using word processing, spreadsheet, database, and multimedia for assignments in all subject areas
- Locating and retrieving information using telecommunications
- Evaluating resources and information for accuracy and usefulness
- Selecting and using a variety of technology tools

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Recognize, discuss, and visually represent knowledge of changes in information technologies and the impact changes have on schools, workplaces and society. 1
- 1.02 Recognize and discuss how Copyright Laws protect ownership of intellectual property and discuss consequences of misuse. 1
- 1.03 Identify and discuss minor hardware and software issues/problems as a class/group. 1
- 1.04 Identify and discuss technology skills needed in the workplace and how they impact school students today as a class/group. 1
- 1.05 Recognize and discuss how and why databases are used to collect, organize, and analyze information in a variety of settings. 2
- 1.06 Identify and use database terms/concepts (e.g., reports, layout, format) to describe and explain findings. 2
- 1.07 Cite sources of information used in content area databases. 2
- 1.08 Recognize and discuss use of spreadsheets to calculate, graph, and present data in a variety of settings (e.g., schools, government, business, industry, mathematics, science). 3

## Computer/Technology Skills - Grade 6

- 1.09 Identify, discuss and use WP/DTP terms/concepts (e.g., minimize document, resize document, toggle between two open documents on the desktop). 4
- 1.10 Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/assignments. 4
- 1.11 Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group. 5
- 1.12 Recognize, discuss, and model correctly formatted citations for copyrighted materials and adhere to Fair Use Guidelines. 5
- 1.13 Identify and discuss terms/concepts associated with safe, effective, and efficient use of the telecommunications/Internet (e.g., password, firewalls, Spam, security, Fair Use, AUP/IUP's). 6
- 1.14 Demonstrate knowledge of responsible, safe, and ethical use of networked digital information (e.g., Internet, mobile phone, wireless, LANs). 1
- 1.15 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of Internet resources in content projects/assignments. 6

### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

#### **Objectives:**

- 2.01 Recognize, discuss, and use multi-tasking concepts (e.g., windows, toggle between two windows on the desktop, copy and paste data between two windows on the desktop). 1
- 2.02 Investigate, discuss, and explain why computers, networks, and information must be protected from viruses, vandalism and intrusion, both malicious and mischievous (AUP/IUP). 1
- 2.03 Use spreadsheet terms/concepts and functions to calculate, represent, and explain content area findings. 3
- 2.04 Use proper keyboarding techniques to improve accuracy, speed and general efficiency in computer operation. 4
- 2.05 Use WP/DTP menu/tool bar features to publish for a specific audience and purpose. 4
- 2.06 Demonstrate knowledge of the advantages/disadvantages of using multimedia to develop, publish, and present information to a variety of audiences. 5
- 2.07 Identify, discuss, and use multimedia terms/concepts (e.g., multimedia authoring, web tools) to develop content projects as a class/group. 5
- 2.08 Use menu/tool bar features to edit/modify/revise multimedia projects to present content information for a different audience and purpose. 5

## Computer/Technology Skills - Grade 6

- 2.09 Select and justify the use of appropriate online collaborative tools (e.g., surveys, email, discussion forums, webpages) to develop content area presentations for the intended audience and purpose. 6

### **COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

#### **Objectives:**

- 3.01 Select and use responsibly a variety of computing devices (e.g., probeware, handhelds, digital cameras, scanners) to collect, analyze and present content area information. 1
- 3.02 Plan and develop database reports to organize, explain, and display findings in content areas as class/group. 2
- 3.03 Develop and use search strategies with two or more criteria to solve problems and make decisions in content areas. 2
- 3.04 Use database sort and search/filter strategies to organize, analyze, interpret, and evaluate findings in content areas and cite sources. 2
- 3.05 Enter/edit data and use spreadsheet features and functions to project outcomes and test simple “what if...” statements in content assignments. 3
- 3.06 Select and use chart/graph functions to analyze and display findings in content projects, citing data sources. 3
- 3.07 Modify/create spreadsheets to calculate and graph data to incorporate into content area projects (e.g., word processing, multimedia, webpages). 3
- 3.08 Modify/create and use spreadsheets to solve problems, make decisions, support, and display findings in content areas projects. 3
- 3.09 Demonstrate knowledge of the advantages/disadvantages of using word processing to develop, publish, and present information to a variety of audiences. 4
- 3.10 Select and use WP/DTP features/functions to design, format, and publish assignments/products. 4
- 3.11 Use rubrics to evaluate multimedia presentations for elements (e.g., content, organization, accuracy, design, purpose). 5
- 3.12 Plan, collect, evaluate, interpret, and use information from a variety of resources to develop assignments about the Eastern Hemisphere, Europe, and Former Soviet Republics. 6
- 3.13 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments. 6

## Computer/Technology Skills - Grade 7

### ***Focus Areas***

- Responsible and safe use of online resources
- Using Copyright and Fair Use Guidelines
- Refining application skills
- Using formulas in a spreadsheet
- Using search strategy with two or more criteria in a database
- Increasing productivity and accuracy in keyboarding
- Using word processing, spreadsheet, database, and multimedia for assignments in all subject areas
- Locating and retrieving information using telecommunications
- Evaluating resources and information for accuracy and usefulness
- Selecting and using a variety of technology tools

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### **Objectives:**

- 1.01 Identify and describe the effect technological changes have had on business, transportation, communications, industry, and agriculture in a global society. 1
- 1.02 Use network terms and concepts related to local and wide area networks (LANs, WANs) and Internet connectivity. 1
- 1.03 Use ethical, safe, and responsible behavior relating to issues (e.g., security, privacy, passwords, personal information) and recognize possible consequences of misuse. 1
- 1.04 Recognize and discuss how Copyright Laws protect ownership of intellectual property and identify and discuss consequences of misuse. 1
- 1.05 Investigate technology knowledge and skills needed for the workplace now and in the future. 1
- 1.06 Demonstrate knowledge of why databases are used to collect, organize, and report information in a variety of settings. 2
- 1.07 Use knowledge of database terms/concepts, functions, and operations to describe and explain content area findings. 2
- 1.08 Cite sources of information used in content area databases. 2

## Computer/Technology Skills - Grade 7

- 1.09 Demonstrate knowledge that spreadsheets are used to process information in a variety of settings (e.g., schools, government, business, industry, mathematics, science). 3
- 1.10 Use spreadsheet and graphing terms/concepts to present and explain content area assignments. 3
- 1.11 Cite sources of information used in content area spreadsheets. 3
- 1.12 Demonstrate knowledge of the advantages/disadvantages of using word processing to develop, publish, and present information to a variety of audiences. 4
- 1.13 Demonstrate knowledge and use of WP/DTP terms/concepts (e.g., columns, tables, using multiple files and/or applications) to create and publish assignments/projects. 4
- 1.14 Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/assignments. 4
- 1.15 Demonstrate knowledge of multimedia tools/concepts used by media (e.g., games, video, radio/TV broadcasts, websites) to entertain, sell, and influence ideas and opinions. 5
- 1.16 Demonstrate knowledge of multimedia by using terms/concepts to describe and explain content projects/products. 5
- 1.17 Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group. 5
- 1.18 Recognize, discuss, and model correctly formatted citations for copyrighted materials and adhere to Fair Use Guidelines. 5
- 1.19 Recognize and use terms/concepts (e.g., IP address, Intranet, private networks, discussion forum, threaded discussion). 6
- 1.20 Demonstrate knowledge of responsible, safe, and ethical use of networked digital information (e.g., Internet, mobile phone, wireless, LANs). 6
- 1.21 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of Internet resources in content projects/assignments. 6

### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

#### **Objectives:**

- 2.01 Demonstrate knowledge of strategies for identifying and solving minor hardware and software problems. 1
- 2.02 Enter/edit data and use spreadsheet features and functions to project outcomes and test simple “what if...” statements in content assignments. 3
- 2.03 Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation. 4

## Computer/Technology Skills - Grade 7

- 2.04 Demonstrate knowledge and use of WP/DTP features (e.g., columns, tables, headers/footers) to format and publish content projects/products. 4
- 2.05 Use a variety of collaborative tools to survey, collect, communicate information for content area assignments. 6

### **COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

#### **Objectives:**

- 3.01 Select and use appropriate technology tools to solve problems and make decisions in content areas. 1
- 3.02 Select and use two or more criteria to organize, interpret, and display content data and explain strategies used. 2
- 3.03 Modify/edit databases to organize, analyze, interpret data, and create reports (e.g., documents, multimedia project, webpages). 2
- 3.04 Evaluate and use database data and reports to solve problems and make decisions in content areas. 2
- 3.05 Modify/create spreadsheets and graphs/charts to analyze and interpret data for content assignments. 3
- 3.06 Create/modify spreadsheets to test simple “what if...” statements to solve problems and make decisions in content areas. 3
- 3.07 Demonstrate use of WP/DTP features/functions to design, format, layout, and publish assignments. 4
- 3.08 Plan, design, and develop a multimedia product using data (e.g., graphs, charts, database reports) to present content information in the most effective way, citing sources. 5
- 3.09 Create/modify and use rubrics to evaluate multimedia presentations for elements (e.g., organization, content, design, appropriateness for target audience, effectiveness, ethical use of resources). 5
- 3.10 Select, evaluate, and use a variety of digital resources and information to research and present findings about Eastern Hemisphere: Africa, Asia, and Australia. 6
- 3.11 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments. 6

## Computer/Technology Skills - Grade 8

### Focus Areas

- Responsible and safe use of online resources
- Using Copyright and Fair Use Guidelines
- Using spreadsheets and databases relevant to classroom assignments
- Choosing charts/tables or graphs to best represent data
- Conducting online research and evaluating the information found
- Using word processing/desktop publishing for classroom assignments/projects
- Selecting and using a variety of technological tools to develop projects in content areas

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

### Objectives:

- 1.01 Demonstrate, discuss, and visually represent knowledge of changes in information technologies and the effect those changes have on North Carolina and society. 1
- 1.02 Use technology terms/concepts to describe and explain strategies used to collect, organize, and present findings for assignments/projects. 1
- 1.03 Model ethical behavior relating to security, privacy, passwords, and personal information, and recognize possible consequences of misuse. 1
- 1.04 Recognize and discuss how Copyright Laws protect ownership of intellectual property and identify and discuss consequences of misuse. 1
- 1.05 Investigate computer/technology-related careers/occupations in North Carolina, past, present, and future. 1
- 1.06 Demonstrate knowledge of and explain how databases are used in an information-intensive society. 2
- 1.07 Use knowledge of database terms/concepts, functions, and operations to explain strategies used to organize, analyze, and report information in content area assignments. 2
- 1.08 Cite sources of information used in content area databases. 2
- 1.09 Recognize, discuss, and investigate how spreadsheets in a variety of settings (e.g., schools, government, business, industry, transportation, communications). 3

## Computer/Technology Skills - Grade 8

- 1.10 Use spreadsheet and graphing terms/concepts to present and explain content area assignments. 3
- 1.11 Cite sources of information used in content area spreadsheets. 3
- 1.12 Demonstrate knowledge of the advantages/disadvantages of using word processing to develop, publish, and present information to a variety of audiences.4
- 1.13 Review and use WP/DTP terms/concepts to describe and explain how assignments/projects were created. 4
- 1.14 Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/assignments. 4
- 1.15 Demonstrate knowledge of multimedia tools/concepts used by media (e.g., games, video, radio/TV broadcasts, websites) to entertain, sell and influence ideas and opinions. 5
- 1.16 Use multimedia terms/concepts correctly to describe and explain projects/products. 5
- 1.17 Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group. 5
- 1.18 Recognize, discuss, and model correctly formatted citations for copyrighted materials and adhere to Fair Use Guidelines. 5
- 1.19 Use appropriate terms/concepts to describe telecommunications tools and resources used to develop and complete assignments. 6
- 1.20 Demonstrate knowledge of responsible, safe, and ethical use of networked digital information (e.g., Internet, mobile phone, wireless, LANs). 6
- 1.21 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of Internet resources in content projects/assignments. 6

### **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

#### **Objectives:**

- 2.01 Recognize and describe strategies for identifying, solving, and preventing minor hardware and software problems. 1
- 2.02 Modify/create and use databases to organize, report, and display data. 2
- 2.03 Select and use spreadsheet formulas and functions to solve problems in content areas. 3
- 2.04 Use spreadsheet features/functions to calculate and present findings for content area assignments. 3
- 2.05 Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation. 4

## Computer/Technology Skills - Grade 8

- 2.06 Select and justify use of appropriate collaborative tools to survey, collect, share, and communicate information in content areas. 6

### **COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

#### **Objectives:**

- 3.01 Select and use a variety of technology tools to collect, analyze, and present information. 1
- 3.02 Select and use appropriate database features and functions to collect, organize information to solve problem in content areas and explain strategies used. 2
- 3.03 Modify/create and use databases to analyze, interpret, and evaluate data and report findings. 2
- 3.04 Create/modify spreadsheets to analyze and interpret information, test simple “what if...”, solve problems, and make decisions in content areas. 3
- 3.05 Select and use WP/DTP features/functions to develop, edit/revise, and publish documents/assignments. 4
- 3.06 Develop and use rubrics to evaluate the quality of published documents/projects for content, design, and appropriate use of resources. 4
- 3.07 Plan, design, and develop a multimedia product using data (e.g., graphs, charts, database reports) to present content information. 5
- 3.08 Create/modify and use rubrics to evaluate multimedia presentations for content, design, appropriateness for target audience, and effective and ethical use of resources. 5
- 3.09 Plan, select, evaluate, interpret and use a variety of digital resources to develop assignments/projects about North Carolina History. 6
- 3.10 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments. 6



**NETS\*S National Educational Technology Standards for Students  
Profiles for Technology Literate Students  
PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS  
GRADES 6-8**

**All students should have opportunities to demonstrate the following performances.  
Prior to completion of Grade 8, students will:**

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
  2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
  3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
  4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3)
  5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
  6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
  7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
  8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
  9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
  10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6).<sup>8</sup>
- () indicates NETS\*S Goal(s)*

---

<sup>8</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

## Computer/Technology Skills - Grades 9-12

### Subject Area Objectives

**COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

**Objectives for ALL content areas:**

- 1.01 Practice Safe, responsible, and ethical behavior in using technology resources and information.
- 1.02 Identify issues surrounding complex technology environments.

**COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

**Objectives for ALL content areas:**

- 2.01 Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.
- 2.02 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

**COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

#### **Arts Education (Dance, Music, Theatre Arts, Visual Arts)**

**Objectives:**

- 3.01 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.02 Select and use appropriate technologies as a means of artistic expression.
- 3.03 Use electronic resources for research.
- 3.04 Use technological tools for class assignments, projects, and presentations.
- 3.05 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

#### **English**

**Objectives:**

- 3.01 Use word processing and/or desktop publishing for a variety of writing assignments/projects.
- 3.02 Use electronic resources for research.
- 3.03 Select and use technological tools for class assignments, projects, and presentations.
- 3.04 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## Computer/Technology Skills - Grades 9-12

### Foreign Languages

#### Objectives:

- 3.01 Select and use appropriate technologies to communicate in other languages with other cultures.
- 3.02 Select and use technological tools for class assignments, projects, and presentations.
- 3.03 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

### Health/Physical Education

#### Objectives:

- 3.01 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.02 Use technology for experiments and/or research.
- 3.03 Use electronic resources for research.
- 3.04 Select and use technological tools for class assignments, projects, and presentations.
- 3.05 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

### Mathematics

#### Objectives:

- 3.01 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.02 Use spreadsheets to solve problems and display data.
- 3.03 Use a calculator, scientific calculator, or graphing calculator for problem-solving.
- 3.04 Select and use technological tools for class assignments, projects, and presentations.
- 3.05 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

### Science

#### Objectives:

- 3.01 Use scientific instruments to perform experiments.
- 3.02 Use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.03 Use electronic resources for research.
- 3.04 Use spreadsheets and/or databases to collect, record, analyze, and present data.
- 3.05 Select and use technology tools for class presentations.
- 3.06 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## Computer/Technology Skills - Grades 9-12

### Social Studies

#### Objectives:

- 3.01 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.02 Use databases to collect, record, analyze, and display data.
- 3.03 Use electronic resources for research.
- 3.04 Select and use technological tools for class assignments, projects, and presentations.
- 3.05 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

### Career – Technical Education (Agricultural Education, Business and Marketing, Industrial Technology and Human Services, Biotechnology, Health Care, and Career Development)

#### Objectives:

- 3.01 Select and use appropriate technologies to prepare for the workplace.
- 3.02 Use electronic resources for research.
- 3.03 Select and use technological tools for class assignments, projects, and presentations.
- 3.04 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.



**NETS\*S National Educational Technology Standards for Students  
Profiles for Technology Literate Students**

**PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS  
GRADES 9-12**

**All students should have opportunities to demonstrate the following performances.**

**Prior to completion of Grade 12, students will:**

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)<sup>9</sup>

*( ) indicates NETS\*S Goal(s)*

---

<sup>9</sup> Reprinted with permission from *National Education Technology Standards for Students - Connecting Curriculum and Technology*, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

# GLOSSARY

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>Application/Software</b>	Programs that allow to you accomplish certain tasks such as write letters, analyze numbers, sort files, manage finances, draw pictures, and play games.	K-8	ALL
<b>Arrow keys</b>	The keys on computer keyboard used to move the cursor up, down, left, or right on your screen.	K-8	ALL
<b>AUP Acceptable Use Policy</b>	A set of rules and guidelines that are set up to regulate Internet use and to protect the user.	K-8	SI
<b>CPU (Central Processing Unit)</b>	The main chip that allows computers to do millions of calculations per second and makes it possible for users to write letters and balance your checkbook.	K-8	SI
<b>Cursor</b>	This is where the action is located on your screen, represented by a flashing line. When you type on your keyboard, the information appears at the cursor.	K-8	ALL
<b>Delete</b>	A key used to erase characters.	K-8	DTP
<b>Enter/Return</b>	The key used to begin a new line in a word processor, or to enter information into a spreadsheet. It is the same as clicking OK in a dialog box.	K-8	ALL
<b>Hardware</b>	Part of the computer system such as a keyboard, screen, mouse, joystick, printer, speakers, etc.	K-8	ALL
<b>Keyboard</b>	The hardware device used to enter letters into the computer.	K-8	ALL
<b>Monitor</b>	The device with a screen used to show computer images.	K-8	SI
<b>Mouse</b>	A tool used to move the cursor and pointer around the screen.	K-8	SI
<b>Multimedia</b>	To use a combination of text, pictures, sounds, movies, and/or animation in a presentation.	K-8	MM
<b>Numeric Keypad</b>	The portion of a keyboard, set up like an adding machine or calculator used to enter numbers and equations quickly into the computer.	K-8	ALL
<b>Online Safety</b>	Precautions taken to protect personal information and images from being misused by others.	K-8	SI
<b>Password</b>	A code for the security protection to allow access to a computer or the computer programs.	K-8	SI
<b>Printer</b>	A hardware device used to make a paper copy of what is created on the computer.	K-8	SI
<b>Software/Application</b>	Programs that allow you to accomplish certain tasks such as write letters, analyze numbers, sort files, manage finances, draw pictures, and play games.	K-8	ALL

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>Stand Alone Computer</b>	A computer that does not rely upon any other computer or server to work.	K-8	SI
<b>Text</b>	Words on a page.	K-8	ALL
<b>Vandalism</b>	The intentional act of destroying computer files or computer networks.	K-8	SI
<b>Highlight or Select</b>	To choose part of a document by clicking and dragging over it with the mouse to highlight the text.	1-8	DTP
<b>Internet</b>	Term given to the network of computers that provide information world-wide.	1-8	T
<b>Select or Highlight</b>	To choose part of a document by clicking and dragging over it with the mouse to highlight the text.	1-8	DTP
<b>Word processing</b>	Using keyboarding skills to produce documents such as letters, reports, manuals, and newsletters.	1-8	DTP
<b>Bar graph</b>	One type of graph developed from spreadsheet data that uses parallel bars to compare data and changes in data over time.	2-8	SS
<b>Button bar</b>	A horizontal strip of buttons near the top of a window. It provides shortcuts for commonly used commands. Some programs let you choose to hide or display the button bar, and mix and match buttons to customize a button bar. Also known as a toolbar.	2-8	ALL
<b>Buttons</b>	A hot spot used in multimedia applications to navigate from one place to another or to activate elements (e.g., sound, movies, animation).	2-8	MM
<b>Chart</b>	A way to present information from a spreadsheet in the form of graphs or tables.	2-8	SS
<b>Clip art</b>	Drawings you can add to your documents or presentations. Clip art includes items such as cartoons, maps, symbols, and flags. Some software packages include clip art. Clip art can be purchased separately.	2-8	DTP
<b>Database</b>	Software application that helps manage large collections of information. A simple database might be a single file containing many records, with the same set of fields. Data can be sorted and searched by one or more criteria.	2-8	DB
<b>Desktop</b>	The background on the windows, menus, and dialog boxes on a PC. It is supposed to represent a desk.	2-8	ALL
<b>Desktop publishing</b>	Using features of word processing/DTP software to format and produce documents, letters, reports, flyers, and newsletters with graphics.	2-8	DTP
<b>Graph</b>	A picture shows the relationship of one or more sets of numbers to each other. Some graph types are line, bar, area, and pie graphs.	2-8	SS
<b>Home row</b>	Keys on the keyboard with fingers of the left hand are on A-S-D-F and fingers on the right hand on J-K-L-;	2-8	DTP

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>Host</b>	The name given to a computer directly connected to the Internet. Host computers are associated with computer networks, online services, or bulletin board systems.	2-8	T
<b>Pictogram</b>	Pictures used to create a bar graph chart	2-8	SS
<b>Print</b>	To put what is on the computer screen on paper. It creates a paper copy of the document created on the computer.	2-8	ALL
<b>Retrieve</b>	Open a saved document.	2-8	DB
<b>Sort</b>	Arranging information in a specific order (usually ascending and descending).	2-8	DB, SS
<b>Storyboard</b>	A graphic organizer used for planning and developing a multimedia report/presentation. The contents, layout, and formatting of each card/slide and the linking together of the cards/slides.	2-8	MM
<b>Telecommunication</b>	The act of sending and receiving information, such as data, text, pictures, voice, and video. The exchange of information can be within a building or around the globe.	2-8	T
<b>Word wrap</b>	This occurs when you get to the end of a line and continue typing the text will then go to the next line.	2-8	DTP
<b>Active cell</b>	The thick-bordered cell where you can enter numbers or formulas in a spreadsheet.	3-8	SS
<b>Alignment</b>	How your text conforms to the left and right margins of a page. The text can be right-aligned, centered, left-aligned, or fully-aligned/justified.	3-8	ALL
<b>Application</b>	Program or software.	3-8	SI
<b>Axis</b>	A feature of a chart, on which you can plot numbers. The horizontal line is called the X-axis, and the vertical line is called the Y-axis.	3-8	SS
<b>Bold</b>	A style of text that makes a letter or word darker and thicker to stand out in a document.	3-8	DTP
<b>Button bar</b>	A little box on your screen that you click on with your mouse to accomplish a task. Most buttons contain small pictures (icons) that display what they do, such as a small printer that can be clicked on to print a document.	3-8	MM, T
<b>Cell</b>	The space at the intersection of a row and column in a spreadsheet.	3-8	SS
<b>Circle graph</b>	A picture showing the relationship of two or more sets of data using a circle.	3-8	SS
<b>Column</b>	The vertical divisions in a spreadsheet that are named with an alphabetical letter	3-8	SS
<b>Copy</b>	To make an exact copy of information in your document, so you can place in order to duplicate it in a new location.	3-8	ALL
<b>Credits</b>	To give reference to the creator and source of the information used in a presentation.	3-8	SI
<b>Edit</b>	To make changes in a document or presentation.	3-8	DTP

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>Entry bar</b>	The field where information is entered in a spreadsheet.	3-8	SS
<b>Font</b>	The shape and style of text.	3-8	DTP
<b>Freeware</b>	Software written and then donated to the public, so anyone is free to copy it and share it with their friends. This is not the same as shareware or commercial software, which is supposed to be paid for.	3-8	SI
<b>Gif (<i>Graphic Interchange Format</i>)</b>	(Pronounced "jiff.") A file format for pictures, photographs, and drawings that are compressed so that they can be sent across telephone lines quickly. Format widely used on electronic bulletin boards and the Internet and are limited to 256 colors, so they cannot be used for high-end desktop publishing.	3-8	DTP
<b>Graphic</b>	Images/pictures created, edited, and/or published using a computer.	3-8	DTP
<b>Home page</b>	An introductory screen on a web page on the World Wide Web, used to welcome visitors. A home page can include special text or graphics on which you click to jump to related information on other pages on the Web.	3-8	T
<b>Hyperlink or Hypertext</b>	Special text when clicked jumps the user from one related topic to another.	3-8	MM, T
<b>Illustration</b>	Clip art, graphics or drawings on a computer.	3-8	DTP
<b>Indent</b>	To set the first line of a paragraph in from the margin in a word processing document.	3-8	DTP
<b>Jpeg (<i>Joint Photographic Experts Group</i>)</b>	A standard for shrinking graphics so they can be sent faster between modems and take up less space on your hard drive. These graphics can be reduced to 5 percent of their original size, but the image quality deteriorates. However, compressing graphics to 30 or 40 percent of their original size results in minimal loss of quality.	3-8	DTP
<b>Label</b>	The term given to the words entered on a spreadsheet usually naming a column.	3-8	SS
<b>Landscape</b>	The page setup that permits a document to be printed in a horizontal position.	3-8	ALL
<b>Line graph</b>	A graph used to display trends and compare data.	3-8	
<b>Line spacing</b>	The span between lines of text	3-8	DTP
<b>Linear</b>	Moving in a straight line or path; a multimedia presentation that moves in a straight line from image to image.	3-8	MM
<b>Links</b>	Connections that bridge one image, page, or word to another by clicking on a highlighted word or phrase.	3-8	MM, T
<b>Non-linear</b>	Not moving in a straight line or path; a multimedia presentation that transitions from one image to another in an order that is preset, but not necessarily in a straight path - Example: a non-linear presentation can transition from image 1 to image 3 and back to image 1. using menus/branching.	3-8	MM, T
<b>Online Resources</b>	Internet information available to a computer user.	3-8	T

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>Paste</b>	To insert the last information that was cut or copied into a document. Cut and paste can be used to move information within or between documents.	3-8	ALL
<b>Pie graph</b>	Circle graph divided into pieces that look like portions of a pie.	3-8	SS
<b>Portrait</b>	The default page setup that prints the document vertically.	3-8	ALL
<b>Public Domain</b>	Software written and then donated to the public. Anyone can use and copy public domain software free of charge, but it is not always the same quality as commercial software.	3-8	SI
<b>Row</b>	The horizontal divisions in a spreadsheet named with a number.	3-8	SS
<b>Save</b>	To storing information on a floppy disk, hard drive or CD for later use. Work should be saved often, every 5 or 10 minutes, to make sure your latest changes are safely recorded.	3-8	ALL
<b>Save As</b>	To save a document with a new name.	3-8	ALL
<b>Server</b>	A special computer used to store programs and files, and then sends it out to other computers one or all at a time.	3-8	SI
<b>Shareware</b>	Software that can be tried before you purchase.	3-8	SI
<b>Spreadsheet</b>	An application that can be used to do calculations, analyze and present data. It includes tools for organizing, managing, sorting and retrieving data and testing "what if " statements. It has a chart feature that displays numerical data as a graph.	3-8	SS
<b>Table</b>	Columns and rows of cells that can be filled with text that are used to organize information	3-8	SS
<b>Thesaurus</b>	A feature in most word processors used to replace a word in a document with one that is more suitable and adds variety to your writing.	3-8	DTP
<b>URL Address - Uniform Resource Locator</b>	Website address. Example: <a href="http://www.carteretcountyschools.org">http://www.carteretcountyschools.org</a>	3-8	T
<b>Value</b>	The term for a number in a spreadsheet that can be added, subtracted, multiplied or divided.	3-8	SS
<b>Web address</b>	Universal Resource Locator (URL). Example: <a href="http://www.carteretcountyschools.org">http://www.carteretcountyschools.org</a>	3-8	T
<b>WWW (World Wide Web)</b>	The section of the Internet that allows access to text, graphics, sound, and even video. A lot of free information can be found on the WWW.	3-8	T
<b>WYSIWYG</b>	WYSIWYG is an acronym for "What You See Is What You Get" and is pronounced "wizzy wig." WYSIWYG simply means that the text and graphics shown on your screen exactly match your printouts.	3-8	T

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>AND</b>	A way to search for information using the words AND, OR and NOT. Boolean logic was created by English mathematician George Boole 150 years ago.	4-8	DB
<b>Ascending Order</b>	Organizing or sorting information in order from smallest to largest, or A-Z or 1-9	4-8	SS
<b>Calculate</b>	The working of mathematical equations. Formulas that are usually used in spreadsheets allow the computer to automatically perform calculations.	4-8	SS
<b>Descending Order</b>	Organizing or sorting information in order from largest to smallest, Z-A or 9-1	4-8	SS
<b>Domain</b>	The part of an Internet address that identifies where a person's account is located. For example, in the address <a href="mailto:jdoe@dpi.state.nc.us">jdoe@dpi.state.nc.us</a> the domain is everything after the @.	4-8	T
<b>E-mail</b>	Sending and receiving messages through a computer network. This process requires a computer, modem or network connection, and an e-mail address. It is convenient because all messages are sent and received immediately over short or long distances.	4-8	T
<b>Field</b>	A place in a database record where a category of information can be entered or located.	4-8	DB
<b>File</b>	A set of related records in a database	4-8	DB
<b>Format</b>	To set the margins, tabs, font or line spacing in layout of a document.	4-8	DTP
<b>Keyword</b>	A word or reference point used to describe content on a web page that search engines use to properly index the page.	4-8	T
<b>Math Symbols to Use When Searching</b>	<p><b>Symbols used in a search.</b></p> <p>&gt; <b>Greater than symbol</b></p> <p>&lt; <b>Less than symbol used in a search</b></p> <p>≥ <b>Greater than or equal to</b></p> <p>≤ <b>Less than or equal to</b></p> <p>≠ <b>Not equal</b></p> <p>= <b>Equal</b></p>	4-8	DB
<b>OR</b>	Formal name given to advanced search strategies using AND, OR and NOT connectors. Boolean logic was created by English mathematician George Boole 150 years ago.	4-8	DB
<b>Page Set Up</b>	The term in reference to the way a document is formatted to print.	4-8	DTP
<b>Record</b>	A collection of related field and entries.	4-8	DB
<b>Search</b>	To look for specific information on the internet or computer.	4-8	DB, T
<b>Search Engines</b>	Software that searches, gathers and identifies information from a database based on keywords, indices, titles and text.	4-8	T

<b>Term</b>	<b>Definition</b>	<b>Grade Levels</b>	<b>Strands</b>
<b>Search Strategies</b>	There are 3 basic ways to begin a search. <ol style="list-style-type: none"> <li>1. Try to guess at the URL.</li> <li>2. Use Subject directories provided by some search engines. The selected resources are grouped by subject, categories, and subcategories that can be used for keyword search or to browse the categories.</li> <li>3. Use a search engine for large searches using unique keywords or combinations of keywords to narrow the search.</li> </ol>	4-8	T
<b>Security</b>	Protection of computer, computer files or a computer network from use without permission of the owner or owners.	4-8	SI
<b>User name</b>	First part of an e-mail address. Example: jmwinton is the user name of the following e-mail address. <a href="mailto:jmwinton@carteret.k12.nc.us">jmwinton@carteret.k12.nc.us</a>	4-8	T
<b>Animated clip art</b>	A moving clip art graphic.	5-8	DTP
<b>Anti-Virus</b>	An application designed to search for viruses and repair files on a computer.	5-8	SI
<b>Firewall</b>	Technology that prevents users from visiting inappropriate web sites, and protects the network from unauthorized users.	5-8	SI
<b>Hacker</b>	An unauthorized person who secretly gains access to computer files.	5-8	SI
<b>Network</b>	A system of connected computers that allows the sharing of files and equipment. There are two types of networks: local area network (LAN) and wide area network (WAN).	5-8	T
<b>Virus</b>	A computer program designed to damage computer files.	5-8	SI
<b>Worm</b>	A computer file designed to do damage that goes through a computer and possibly a network	5-8	SI
<b>Probeware</b>	Computer assisted data collection tools	6-8	SS

Maran, Ruth. **3D Dictionary (2002)**. MaranGraphics Inc. September 2003.  
<http://www.maran.com/dictionary/index.html>

Stewart, Donna. **Kaleidoscope**. NC Wise OWL, North Carolina Department of Public Instruction. (2001). December 2003. <http://www.ncwiseowl.org/kscope/>

Special thanks to Janet McLendon, Instructional Technology Facilitator, Carteret County Schools for permission to reprint glossary and alignment.

## Bibliography

Statham, Dawn S., and Torell, Clark R. *Computers in the Classroom: The Impact of Technology on Student Learning*, Boise State University College of Education, p. 10.

*The New ABC's of Public Education*, May, 1995 p. 5.

Reprinted with permission from National Education Technology Standards for Students - Connecting Curriculum and Technology, copyright (c) 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved. Permission does not constitute an endorsement by ISTE.

Maran, Ruth. **3D Dictionary (2002)**. MaranGraphics Inc. September 2003.

<http://www.maran.com/dictionary/index.html>

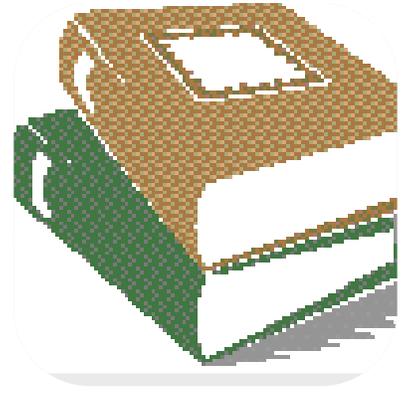
Stewart, Donna. **Kaleidoscope**. NC Wise OWL, North Carolina Department of Public Instruction. (2001). December 2003. <http://www.ncwiseowl.org/kscope/>

Special thanks to Janet McLendon, Instructional Technology Facilitator, Carteret County Schools for permission to reprint glossary and alignment.





# ENGLISH LANGUAGE ARTS



Standard Course of Study and  
Grade Level Competencies

**K-12**



# TABLE OF CONTENTS

Introduction .....	ix
Foreword .....	3
Acknowledgments .....	4
Preface .....	5
Outcomes .....	6
Purpose.....	7
Philosophy.....	8
Program Description.....	11
Grade Level Curriculum	
K-2 Grade-Level Goals and Objectives.....	14
3-5 Grade-Level Goals and Objectives.....	31
6-8 Grade-Level Goals and Objectives.....	57
9-12 Grade-Level Goals and Objectives.....	83
Advanced Placement (AP) English Goals and Objectives .....	122
Appendices	
A – Information on Beginning Reading Instruction.....	132
B – Grade Span Continuums	
K-2 .....	160
3-5 .....	161
6-8 .....	162
9-12 .....	163
C – Strand Continuums	
Written Language.....	164
Oral Language .....	166
Other Media/Technology .....	167
D – Content of a Reading and Literature Program K-12.....	168
E – Glossary .....	176



# FOREWORD

North Carolina has had a **Standard Course of Study** since 1898. Since that time, curricula have been revised periodically to reflect the changing needs of students and society. The most recent revision of the complete K-12 state English Language Arts curriculum occurred in 1992. That curriculum reflected the shift in the knowledge, skills, and attitudes needed by business, industry, and society to function in an information-driven world. Current revisions continue to build upon those efforts.

The revised curriculum is based upon surveys of the effectiveness of the previous curriculum, current educational research, and input from public school teachers, administrators, college and university faculties, parents, and business and community leaders. In addition, the revised curriculum is based on national curriculum standards developed jointly by the National Council of Teachers of English and the International Reading Association and on language arts standards developed by the National Assessment of Educational Progress.

The **North Carolina English Language Arts Standard Course of Study** clearly defines a curriculum supporting the ABC's school reform effort as well as the North Carolina Testing Program. These revisions maintain a forward focus by looking at what students will need to know and to be able to do as successful and contributing citizens in our state and nation in the years ahead.

# ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of *the North Carolina Standard Course of Study* would not have been possible.

We wish to express a special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of this document;
- the many local educators, parents, and businesspeople who participated in the current revision process by serving on committees and reacting to draft documents;
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum;
- the members of the elementary, middle, and high school curriculum revision committees who gave their time and expertise; and
- the Department of Public Instruction English Language Arts staff who carried the primary responsibility for revision and editing the curriculum.

The 1999 revision process involved on some level the entire English Language Arts community resulting in a document that North Carolina educators find useful. The 2004 process involved minor clarifications of the goals and objectives to allow more understanding of the intent of the original document. We will regularly revise the curriculum in order to meet the needs of the students of North Carolina.

# PREFACE

## **Intent of SCS**

The intent of the *North Carolina English Language Arts Standard Course of Study* (SCS) is to establish competency goals and objectives for the teaching and learning of English Language Arts in North Carolina. The document details the English Language Arts content that should be taught in all schools. Optional documents are available that support the SCS. These support documents offer suggestions for methodology and materials to implement the curriculum.

The primary goal of English Language Arts instruction in North Carolina is to ensure that all students learn how to use language effectively in order to function as individuals and as contributing members of society.

---

## **Revisions of SCS**

The entire K-12 *North Carolina English Language Arts Standard Course of Study* was last revised in 1999. The beginning reading portion was revised in 1997 in response to legislative mandate to include more emphasis on early and systematic phonics instruction within a balanced reading program.

The curriculum contains specific goals and objectives for each grade level. This 2004 curriculum includes clarifications and specificity designed to make the competency objectives more comprehensible and to support teachers' implementation of the standards.

# OUTCOMES OF ENGLISH LANGUAGE ARTS STUDY

**Outcomes** The outcomes of a successful English Language Arts curriculum are that students can use language effectively.

---

**Student Language Competencies** Students who successfully complete a balanced and effective English Language Arts program will be able to perform the following activities:

Use strategies and processes to improve their language use:

- by planning, adjusting, evaluating, and refining the language they use for different purposes and audiences.

Use language to acquire, interpret, and apply information:

- by identifying, collecting, or selecting information and ideas;
- by analyzing, synthesizing, and organizing information to discover related ideas, concepts, or generalizations; and
- by applying, extending, and expanding on information and concepts.

Use language to critically analyze and evaluate information:

- by assessing the validity and accuracy of information and ideas determining the value of information and ideas; and
- by developing criteria and evaluating the quality, relevance, and importance of information and ideas.

Use language to express aesthetic and personal responses:

- by responding to personal situations and events in selections and to personal situations and events;
- by responding to the personal, social, cultural, and historical significance of selections or personal experiences; and
- by responding critically and creatively to selections or personal experience.

# **PURPOSE OF ENGLISH LANGUAGE ARTS STUDY**

**Purpose** The ultimate purpose of the English Language Arts curriculum is to teach students the language abilities they need to communicate effectively as individuals and as contributing members of society.

---

**Language Abilities** Students will develop the language skills necessary to function in society as the following individuals:

Self-directed learners who possess:

- a desire to learn for a lifetime;
- the competence to learn in real-life situations;
- a knowledge of pragmatics in communication;
- the motivation and ability to produce quality work and products; and
- the disposition to make personal and aesthetic responses.

Collaborative workers who possess:

- the ability to function as both effective receivers and senders of information;
- leadership and group skills to function effectively within interpersonal relationships;
- sensitivity to social, historical, and cultural diversity; and
- the desire to contribute to the improvement of society.

Complex thinkers who possess:

- awareness and ownership of their own learning; and
- the ability to reason, make decisions, and solve complex problems in a variety of contexts.

# PHILOSOPHY

## **Societal Needs**

Futurists predict new challenges in preparing students for the demands of an information age. These visionaries expect the need for an increasingly high level of literacy. While students continue to need mastery of enabling skills such as reading, writing, and computing, they must also prepare for the new basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively. The intent of the *North Carolina Standard Course of Study for English Language Arts* is to equip students with the level of literacy needed to participate as informed citizens in a democratic society, to function effectively in the world of work, and to realize personal fulfillment.

---

## **Curriculum Priority**

The first priority of an English Language Arts program is language development. Use of oral and written language sets human beings apart from other forms of life and allows for the expression of the human spirit, the development of ethical responsibility, and the ability to interact with and influence others. Indeed, it is this use of language which challenges us to examine and clarify our thinking as we search for the best means to communicate our thoughts and ideas.

---

## **Guiding Principles**

An effective English Language Arts program must be concerned with both process and content—with how students learn and what they learn. In such an environment, teachers and students are guided by the following principles:

- Learning to communicate through written and oral language and media should be a rewarding experience.
- Students learn to communicate by using language in natural and purposeful ways.
- Language skills are interrelated processes utilized by the learner to comprehend and convey meaning: oral (listening and speaking), written (reading and writing), and media use.
- Teachers provide many kinds of support including skills emphasis and meaning emphasis.
- Teachers balance both direct and indirect instruction.
- Students learn to value their own language when it is valued by others who hold high expectations for all students.
- Learning is enhanced in an environment where students are encouraged to: think critically and creatively about ideas, relate the content of the message to personal experiences, understand and use the patterns and structures of language.

- Learners employ three curing systems on an intuitive and conscious or metacognitive level. Cues used in communication are:
  - knowledge of sound-symbol relationships (graphophonic information),
  - personal knowledge of language/word order (syntactic information),
  - personal knowledge of the student (semantic information).
- Growth in the ability to use language to communicate is an on going and life-long process. Assessment of a curriculum should be continuous and integrated with the instructional process.
- Assessment procedures should be balanced to include multiple-choice testing, open-ended questions, portfolios, demonstrations, debates, reports, investigations, etc. Generally, assessment should be focused on improving instruction and should promote quality, depth, and extensions of student work.
- Students should share the responsibility for their learning. They must develop an increasing awareness of their own thinking, including attitudes, habits, and dispositions. Student-initiated learning involving choice, collaboration, and active participation is more likely to produce a high level of interest and accomplishment than teacher-centered exposition.
- Using oral and written language and media enable learners to clarify their thinking, to investigate, and to increase knowledge in all subject areas. Integrating the teaching of English Language Arts with other subjects enhances the learner’s ability to move from the known to the unknown, to see relationships, and to make generalizations.

---

**ELA  
Content**

Language and literature are the content of an integrated English Language Arts program. The study of these areas should include the structure of the English language, its social and historical perspective, and a respect and appreciation for the cultural diversity of those who speak English. Essential to this study is the systematic exploration of literature with a clear emphasis on the comprehension and response to the beauty and legacy of the English language.

A balanced English Language Arts curriculum focuses on the student as an active participant in the learning process. Included in the study is the selective and strategic use of monitoring, self-questioning, and focusing strategies. In a similar manner, engaged learners explore options in presentation: films or videotapes in the study of literature and language; audiotapes in the study of oral language; and word processors and other media in composing, revising, and publishing compositions.

---

**Summary**

As local school systems begin the implementation of this curriculum, they will recognize much information that is familiar and some that is new. It is the belief of the English Language Arts Section that the information included in this curriculum reflects current research and best teaching practices. The document

has been a collaborative effort among the Department of Public Instruction, local education agencies, and institutions of higher education. It is intended to assist educators as they create conditions that enable students to learn and that encourage their desire to learn.

# ENGLISH LANGUAGE ARTS PROGRAM DESCRIPTION

## **Spiraling Curriculum**

The English Language Arts Curriculum is a spiraling curriculum in the sense that many of the same skills develop over time.

---

## **Strands**

Students at any grade level continue to develop skills in the three language **strands**:

- oral language,
- written language, and
- media/technology use.

The specific expectations for what students study at different grade levels vary. First graders and tenth graders, for example, all read and write and use technology, but the expectations about what they read and write and how they use media are different.

(See Strand Continuums, Appendix C.)

---

## **Common Content**

Likewise, at all grades students study some **common content**:

- language of the discipline (plot, theme, setting, etc.);
- language conventions (sentence structure, mechanics, spelling and punctuation, etc.); and
- different genre (fiction, non-fiction, poetry, and drama).

This common content study, however, also involves age-appropriate materials and different grade level expectations.

(See Grade Span Continuums, Appendix B.)

---

## **Common K-5 Goals**

In order to provide continuity of language study and increasing language skill development across grade levels, grades K-5 have common goals.

These goals are:

- The learner will develop and apply enabling strategies and skills to read and write.
- The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- The learner will make connections through the use of oral language, written language, and media and technology.
- The learner will apply strategies and skills to create oral, written, and visual texts.
- The learner will apply grammar and language conventions to communicate effectively.

**Common  
6-12  
Goals**

In order to provide continuity of language study and increasing language skill development across grade levels, grades 6-12 also have common goals.

These goals are:

- The learner will use language to express individual perspectives drawn from personal or related experience.
- The learner will analyze information from a variety of sources.
- The learner will examine the foundations and use of argument.
- The learner will refine critical thinking skills and create criteria to evaluate text and multimedia.
- The learner will interpret and evaluate a wide range of literary texts.
- The learner will develop an understanding of the application of grammar conventions and language usage.

**Different  
Grade  
Level  
Objectives**

The differences in English Language Arts study at each grade level are reflected in the objectives under each goal at different grade levels. These differences in objectives result in different emphases at grade level spans.

Students at a specific grade will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

***Grades K-2 Emphasis***

Students develop and refine oral language skills while learning basic written language skills and use of media. They develop understandings, knowledge, strategies, and skills which enable them to become independent readers and writers who can continue learning throughout the years to follow.

***Grades 3-5 Emphasis***

Students continue to develop basic language skills and develop the use of these skills to learn content in other disciplines such as science, social studies, and the arts. They use a variety of media to demonstrate their learning.

***Grades 6-8 Emphasis***

Students in the middle grades continue to refine previously learned skills in increasingly complex presentations, reading selections, and written products. They use language to communicate skillfully and effectively for a variety of purposes, for different audiences, and within diverse contexts.

***Grades 9-12 Emphasis***

Students continue to develop language use in different contexts and for different audiences and purposes. They engage in the formal study of literature, write more complex compositions, engage in research, and develop skill in evaluating professional authors' as well as their own language use. They develop sophisticated media productions to showcase their learning.

# English Language Arts Curriculum Grades K-2

## **Purpose/ Overview**

Children enter school eager to learn and make sense of their world. This search for meaning and interest in becoming a literate member of a community should be used to facilitate present and future learning. In grades K-2 the curriculum provides a framework for planning learning activities that promote the acquisition of a variety of strategies and skills that become habitual and automatic.

These children use their language, knowledge, skills, and personal experiences to comprehend literature and other texts. During these first years children need to be given many daily opportunities to connect what they know to new skills and information as they grow cognitively and socially. Young children are able to be self-directed learners, collaborative partners in a community of learners, and complex thinkers when provided experiences with written and oral language that are relevant and appropriate for them as individual learners.

Wixson and Dutro (CIERA Report #3-001) recommend that the content of state standards and benchmarks that are a part of a state's curriculum should "derive from information based on current research conducted among linguistically and culturally diverse children." The curriculum for young children in North Carolina schools is based on the research as presented in Appendix A. Research has shown that children learn the foundation skills that enable them to become independent readers through direct instruction of decoding and comprehension skills and through strategies appropriate for individual student's strengths, patterns of development, rate of learning, and specific learning needs. In addition, research indicates that children improve their reading skills by reading self-selected texts daily (Adams, 1990; Allington and Pressley, 1999; Clay, 1991; and Snow, 1998).

---

## **Competency Goals And Objectives**

The five competency goals and objectives selected to accomplish program aims are designed to foster the development of strategies and skills in oral and written language abilities while using media and technology to learn to communicate. In the early grades students need to learn to use enabling skills and strategies which help readers to read (decode) texts in order to understand the message written by another author. They learn how texts are constructed as they become authors who compose and convey messages, using the conventions of oral and written language.

The dominant focus of the curriculum for students in grades K-2 is the

acquisition and development of language abilities while learning how to learn. When students complete second grade, they need to be able to apply the enabling strategies and skills to read a new (unseen) text independently, using appropriate decoding strategies and skills that may be necessary. These students must also be competent comprehenders who are able to construct meaning by making connections and applying comprehension strategies. They can create complete oral, written, and visual texts which are understood by other listeners/readers because they use the oral and written language conventions that are appropriate for the intended purpose and audience.

When students are led to use their own experiences to comprehend and convey messages, they anchor their learning in what they know and extend their learning to new behaviors and competencies. When texts which are read, heard, and/or viewed are used as models of language and children are led to understand the purposes of authors, how authors select and use words and language structures, and how authors and speakers use genres to convey ideas, information, and experiences, they are able to apply these models to their own efforts to create texts. As children encounter various models and develop a greater repertoire of strategies and skills, they also develop their understanding of how to learn. As they experiment with these understandings and experience the responses of other readers and writers to their creations, they extend their understanding of how language is used and learning is constructed.

The goals which address the conventions of oral and written language development are designed to promote students' understanding of standard forms and conventions as aids which allow them to tell and write their ideas, feelings, experiences, and new learnings in ways others can understand. Second graders must be able to apply these conventions in texts and/or products they create using oral and written texts and/or non-print media.

Building the foundation skills for decoding and comprehending, connecting prior learning with new learning, and using conventions as aids to communication enable students to begin their academic careers with deep understandings, not surface behaviors, which facilitate further learning. Through school experiences which develop these goals, young students are provided opportunities to engage in the social and academic context of learning that facilitates competence in understanding and being understood while using oral and written language as well as print and non-print media and technology.

---

**Strands**

Experiences with written language used in different genres, oral language used by peers and other more competent language users, and media and

technology use provide the learning contexts in which children can construct and practice strategies and skills used throughout their academic careers. The group environment that is provided for young children enables these learners to benefit from sharing their comprehension and responses to texts. Within the group children have opportunities to refine and extend their thinking, to listen to and appreciate the viewpoints of others, and to acquire different ways to communicate. As they experience success in learning and increase their level of competence, they are able to develop the metacognitive skills and strategies that enable them to articulate their thinking and discuss the problem-solving processes they use. These skills and strategies provide a solid foundation for extending their learning as they use written and oral language and media and technology to read, comprehend, interpret, evaluate, generate, and create various kinds of texts.

Teaching children how to use written and oral language in conventional forms that are appropriate to accomplish purposes they establish and purposes assigned to them facilitates later opportunities that are not limited because of inadequate language usage. Using media and technology as tools for thinking and communicating is intended to enable children to experience learning and sharing ideas through different models adapted for different purposes and contexts.

The curriculum provides learning opportunities for children to interact with various kinds of texts for various purposes. Children who learn to listen to and read fiction, non-fiction, drama, and poetry and who can engage in self-selected reading extend their understanding of the many forms of communication. These children can also learn about the world and the diversity of the people in the world. Discussions with peers and more knowledgeable readers and writers facilitate children's understanding of vocabulary and the conventions of written and oral language. From these experiences children develop a store of words, literary forms, and rules which they can use to understand more sophisticated texts and to construct their own texts.

---

**Connections** Emergent readers and writers learn the regularities and irregularities of the English language as they listen to, interact with, read, and write literary, informational, and practical texts at increasing levels of sophistication. These students also learn to use media and technology to experience texts (fiction, non-fiction, drama, poetry) and share ideas and information as they interact with and create texts. During these early experiences children link their previous life experiences and literacy experiences to their current understanding of how readers read and writers write. Meeting the competency goals in oral language, written language, and media and technology use will create a firm foundation for

further learning that is not constrained by inept use of language and thinking skills. Rather, it is a foundation built on deep understanding that facilitates application of knowledge and skills, analysis of tasks, generation of strategies for problem solving, and motivation to persevere and succeed.

Students in grades K-2 will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

---

Adams, M. *Beginning to Read: Thinking and Learning About Print*. Cambridge, MAS: MIT Press, 1991.

Allington, R. and M. Pressley. "The Nature of Effective First-Grade Literacy Instruction." National Research Center on English Learning and Achievement. Albany, NY: University of Albany, SUNY, 1991.

Clay, Marie. *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann, 1991.

Wixson, K. and E. Dutro. "Standards for Primary-Grade Reading: An Analysis of State Frameworks." Center for the Improvement of Early Reading achievement. Ann Arbor, MI: University of Michigan, 1999.

## KINDERGARTEN

During the kindergarten year, students need to experience the enjoyment of reading while they learn the foundational strategies and skills that will enable them to read independently. Students learn these enabling skills of phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary, and comprehension skills as they listen and respond to a variety of texts. They enjoy listening to stories, relating characters and events to their own life experiences, dramatizing stories, and responding to stories through art and writing activities. They can extend their oral language skills when given opportunities to express themselves, and they can learn how oral language is recorded to convey experiences and ideas as they observe their experiences and ideas being written. Kindergarten students will:

- Engage in word play.
- Listen and respond to children’s literature.
- Build reading and writing concepts, skills, and strategies.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1** **The learner will develop and apply enabling strategies and skills to read and write.**

1.01 Develop book and print awareness:

- identify the parts of books and function of each part.
- demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- demonstrate an understanding of letters, words, sentence and story.
- identify the title, name of the author and the name of the illustrator.

1.02 Develop phonemic awareness and knowledge of alphabetic principle:

- demonstrate understanding that spoken language is a sequence of identifiable speech sounds.
- demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
- demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).

1.03 Demonstrate decoding and word recognition strategies and skills:

- recognize and name upper and lower case letters of the alphabet.
- recognize some words by sight including a few common words, own

name, and environmental print such as signs, labels, and trademarks.

- recognize most beginning consonant letter-sound associations in one-syllable words.

1.04 Read or begin to read:

- read or attempt to read own dictated story.
- attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.

1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.

**Competency  
Goal 2**

**The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**

2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).

2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).

2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.

2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).

2.05 Predict possible events in texts before and during reading.

2.06 Understand and follow oral-graphic directions.

2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.

2.08 Distinguish fantasy from reality when reading text.

2.09 Identify the sequence of events in a story.

**Competency  
Goal 3**

**The learner will make connections through the use of oral language, written language, and media and technology.**

- 3.01 Connect information and events in text to experience.
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge.
- 3.03 Associate target words with prior knowledge and explore an author's choice of words.
- 3.04 Use speaking and listening skills and media to connect experiences and text:
- listening to and re-visiting stories.
  - discussing, illustrating, and dramatizing stories.
  - discovering relationships.

**Competency Goal 4**    **The learner will apply strategies and skills to create oral, written, and visual texts.**

- 4.01 Use new vocabulary in own speech and writing.
- 4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).
- 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
- 4.04 Maintain conversation and discussions:
- attending to oral presentations.
  - taking turns expressing ideas and asking questions.
- 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).
- write from left to right and from top to bottom.
  - write most letters and some words when dictated.
- 4.06 Write and/or participate in writing behaviors by using authors' models of language.

**Competency Goal 5**    **The learner will apply grammar and language conventions to communicate effectively.**

- 5.01 Develop spelling strategies and skills by:
- representing spoken language with temporary and/or conventional

spelling.

- writing most letters of the alphabet.
- analyzing sounds in a word and writing dominant consonant letters.

5.02 Use capital letters to write the word *I* and the first letter in own name.

5.03 Use legible manuscript handwriting.

## FIRST GRADE

First grade students extend their understanding of the enabling skills of phonemic awareness and decoding and word recognition while they extend their comprehension and use of conventions for written language. They read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, environmental print, and self-selected reading materials. They expand their oral language skills and their knowledge about recording oral language to express themselves clearly. As they participate in discussing texts and constructing texts, they expand their store of words. They begin to use new vocabulary and formats for their written products as a result of their examination of models of speaking and writing.

First grade students will:

- Read a variety of texts in different settings.
- Respond to texts in different ways.
- Use conversational and literary language to express themselves.
- Begin to develop effective listening and speaking skills.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1**    **The learner will develop and apply enabling strategies and skills to read and write.**

1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:

- count syllables in a word.
- blend the phonemes of one-syllable words.
- segment the phonemes of one-syllable words.
- change the beginning, middle, and ending sounds to produce new words.
- create and state a series of rhyming words that may include consonant blends (e.g., *flag*, *brag*).

1.02 Demonstrate decoding and word recognition strategies and skills:

- generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns.
- use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
- recognize many high frequency and/or common irregularly spelled

words in text (e.g., *have said, where, two*).

- read compound words and contractions.
- read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking).
- read appropriate word families.

1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.

1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).

1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

<b>Competency Goal 2</b>	<b>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b>
--------------------------	---

2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.

2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).

2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using:

- prior knowledge.
- summary.
- questions.
- graphic organizers.

2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.

2.05 Predict and explain what will happen next in stories.

2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).

2.07 Respond and elaborate in answering *what, when, where, and how*

questions.

2.08 Discuss and explain response to *how*, *why*, and *what if* questions in sharing narrative and expository texts.

2.09 Read and understand simple written instructions.

**Competency Goal 3**    **The learner will make connections through the use of oral language, written language, and media and technology.**

3.01 Elaborate on how information and events connect to life experiences.

3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.

3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

3.04 Share personal experiences and responses to experiences with text:

- publishing non-print texts.
- discussing interpretations.
- recording personal responses.

3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

3.06 Discuss authors’/speakers’ use of different kinds of sentences to interest a reader/listener and communicate a message.

3.07 Compare authors’ uses of conventions of language that aid readers including:

- kinds of sentences.
- capitalization of first word in a sentence and proper names.
- punctuation to end a declarative and interrogative sentence.

**Competency Goal 4**    **The learner will apply strategies and skills to create oral, written, and visual texts.**

4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).

4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did \_\_\_ do) in simple texts.

4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as *frog* and *toad* when discussing a nonfiction text).

4.04 Extend skills in using oral and written language:

- clarifying purposes for engaging in communication.
- using clear and precise language to paraphrase messages.
- engaging in more extended oral discussions.
- producing written products.
- completing graphic organizers.

4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).

4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.

**Competency  
Goal 5**

**The learner will apply grammar and language conventions to communicate effectively.**

5.01 Use phonic knowledge and basic patterns (e.g., *an*, *ee*, *ake*) to spell correctly three- and four-letter words.

5.02 Apply phonics to write independently, using temporary and/or conventional spelling.

5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.

5.04 Use complete sentences to write simple texts.

5.05 Use basic capitalization and punctuation:

- first word in a sentence.
- proper names.
- period to end declarative sentence.
- question mark to end interrogative sentence.

5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).

5.07 Use legible manuscript handwriting.



## SECOND GRADE

Second grade students use the listening, speaking, and reading foundational skills they have developed to extend their understanding of written language and their skills in using written language. They need to read a wider variety of texts that require strategies and skills with more complex vocabulary and ideas. These students need to be able to write sentences to express multiple ideas about a topic. Second grade students will:

- Use acquired concepts and metacognitive skills to read and write more independently.
- Comprehend and respond to texts using multiple skills and strategies.
- Extend vocabulary skills to use oral and written communication effectively.
- Use reading and listening, speaking and writing, and media and technology resources to accomplish a purpose.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1**    **The learner will develop and apply enabling strategies and skills to read and write.**

1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.

1.02 Read most high frequency and many irregularly spelled words accurately in text.

1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.

1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.

1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

**Competency Goal 2**    **The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**

2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:

- determining purpose (reader's and author's).
- making predictions.
- asking questions.

- locating information for specific reasons/purposes.
- recognizing and applying text structure.
- comprehending and examining author’s decisions and word choice.
- determining fact and opinion.
- recognizing and comprehending figurative language.
- making inferences and draw conclusions.

2.02 Use text for a variety of functions, including literary, informational, and practical.

2.03 Read expository materials for answers to specific questions.

2.04 Pose possible *how*, *why*, and *what if* questions to understand and/or interpret text.

2.05 Self-monitor own difficulties in comprehending independently using several strategies.

2.06 Recall main idea, facts and details from a text.

2.07 Discuss similarities and differences in events, characters and concepts within and across texts.

2.08 Interpret information from diagrams, charts, and maps.

**Competency  
Goal 3**

**The learner will make connections through the use of oral language, written language, and media and technology.**

3.01 Use personal experiences and knowledge to interpret written and oral messages.

3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.

3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author’s message, connections, topic, key vocabulary, key concepts, text features).

3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).

3.05 Locate and discuss examples of an author’s use of:

- kinds of sentences (declarative, interrogative, exclamatory).

- capitalization (titles, dates and days, names of countries).
- punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).
- use of paragraphs in texts and their effects on the reader.
- genre(s) and specific word choice(s).

3.06 Discuss the effect of an author’s choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.

**Competency  
Goal 4**

**The learner will apply strategies and skills to create oral, written, and visual texts.**

4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.

4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.

4.03 Read aloud with fluency and expression any text appropriate for early independent readers.

4.04 Use oral communication to identify, organize, and analyze information.

4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).

4.07 Compose first drafts using an appropriate writing process:

- planning and drafting.
- rereading for meaning.
- revising to clarify and refine writing with guided discussion.

4.08 Write structured, informative presentations and narratives when given help with organization.

4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.

**Competency  
Goal 5**

**The learner will apply grammar and language conventions to communicate effectively.**

5.01 Spell correctly using:

- previously studied words.
- spelling patterns.
- analysis of sounds to represent all the sounds in a word in one's own writing.

5.02 Attend to spelling, mechanics, and format for final products in one's own writing.

5.03 Use capitalization, punctuation, and paragraphs in own writing.

5.04 Use the following parts of the sentence:

- subject.
- predicate.
- modifier.

5.05 Use editing to check and confirm correct use of conventions:

- complete sentences.
- correct word order in sentences.

5.06 Use correctly in written products:

- letter formation, lines, and spaces to create readable documents.
- plural forms of commonly used nouns.
- common, age - appropriate contractions.

5.07 Use legible manuscript handwriting.

# ENGLISH LANGUAGE ARTS GRADES 3-5

## **Purpose/ Overview**

The English Language Arts curriculum for grades 3-5 is designed to sustain and expand growth of the foundational skills that students acquire in the primary grades as well as promote growth of strategies, skills, and conceptual understandings. The priority of the English Language Arts curriculum is oral and written language development and use. A primary focus is using language to obtain and communicate information, for literary response and expression, for reflection and self-evaluation, and for problem solving and application. In this way, students will be able to function effectively in their world of home, school, and community and realize personal learning and fulfillment. The expectation in our society today is for one hundred percent literacy. Literacy requires the ability to think and reason as a literate person with a focus on thinking critically and creatively using oral language, written language, and other media and technology as tools.

The goal in grades 3-5 is to move students toward increasing independence in the use of communication skills and strategies. In this grade span, students become independent readers and writers and continue to expand their literacy proficiency. They learn to apply their foundational skills automatically and flexibly to reading and writing fiction, nonfiction, drama, and poetry. If students are not independent readers by the end of third grade, they tend not to become proficient enough in their reading and writing to graduate from high school (Snow, et al., 1998). However, it is a reasonable expectation that with appropriate instruction all students can become independent readers by the end of third grade (Stahl, June, 1999).

It is desirable that students enter third grade reading simple chapter books and other texts with comfort and understanding. In third grade, students build their capacity to comprehend more difficult and varied texts and continue to develop proficiency as readers throughout their school careers. Therefore, it is imperative that lower level skills be automatic so that students' attention is focused on the active processing of text. By fourth grade, students read sufficiently well to comprehend, analyze, criticize, abstract, respond, and reflect on text. By using literacy as a tool, students profit from the learning opportunities ahead (Snow, et al., 1998).

---

## **Competency Goals And Objectives**

The English Language Arts competency goals and objectives are intended to capture the essentials of oral and written communication at these grade levels. They reflect what students should know and be able to do in order to communicate critically, creatively, and effectively.

The competency goals and objectives reflect interrelated aspects of the dynamic process of communication.

The curriculum identifies specific competency goals and objectives that are crucial for continued success in subsequent years of students' public school careers and beyond. While the curriculum identifies specific goals and objectives, a major consideration also includes making connections between the school setting, personal experience, and real world application. The grade level competencies lay the groundwork for shaping a knowledgeable, literate, and responsible citizenry.

### ***Word Recognition Strategies and Skills and Vocabulary***

The word recognition strategies and skills goal refines and builds upon the foundational skills of decoding so that students are able to develop word recognition automatically. Readers extend their knowledge of prefixes, suffixes, and root words and apply their phonics knowledge to manipulate increasingly larger parts of words to identify unfamiliar words quickly and efficiently. Students increase their repertoire of sight words through wide reading, involvement in writing process elements, discussion, vocabulary study, and the repeated use of high frequency words. Their vocabularies expand quickly as they read widely and engage in content area study, discussion and word study, and explore word origins related to a range of topics.

### ***Strategic Comprehension***

Strategic comprehension focuses on reading, listening, and viewing for a variety of purposes: for literary experience, to inform, and to perform a task. It deals with the acquisition, interpretation, and application of information and ideas. Readers develop an initial understanding by identifying, collecting, and selecting information and ideas. They develop a more complete understanding by organizing and using information and ideas. They learn to establish a critical stance to form opinions, make judgments, and evaluate the quality and usefulness of information and ideas. Readers stand apart from the selection(s), information, idea(s), or experience(s) and consider it/them objectively. This goal involves readers' ability to assess validity and accuracy, determine value, and judge relevance and importance of information and ideas. Students learn the strategies proficient readers apply before, during, and after reading a text. They learn to use metacognitive strategies as they read.

Metacognition involves the awareness of, manipulation of, and control over one's thinking processes including perseverance, attitudes, and

attention. Readers are aware of their own thinking, learn strategies, and apply the strategies in preparation, engagement, and response to text(s).

### ***Making Connections***

The English language arts program for grades 3-5 is a spiraling program with strong connections among the goals, objectives, and strands. The interrelationships include:

- the study and use of the functions of oral and written language.
- the study of language and the conventions of grammar.
- vocabulary development and word study.
- reading broadly and deeply from a variety of genres.
- writing for a variety of purposes and audiences in a variety of forms.
- comprehending literally, critically, strategically, and creatively.
- awareness of thinking and understanding through self-monitoring and reflection.
- connections between personal experiences and text(s).
- expanding literacy through research and inquiry.

Teachers will want to note and build upon the connections and the overlapping areas of the curriculum asking students to note and find connections, revisit significant concepts, participate in meaningful dialogue and develop knowledge and skills within the context of appropriate use. In this way we will develop students who can read and compose. When students are successful and realize the usefulness of what they are doing they become competent and confident readers and writers and effective communicators. They use oral language, written language, and media and technology to communicate effectively and as tools for learning and personal fulfillment for a lifetime.

Students learn to clarify meaning and respond critically and creatively to texts, situations, and events. Responding and making connections involves comprehending, formulating personal reactions, predicting, summarizing, supporting, justifying, assessing other points of view, and evaluating. Readers make connections by reflecting upon and reacting to selections, situations, and events. They respond and reflect from a personal perspective as they connect background knowledge and experiences.

### ***Effective Communication***

Effective oral and written communication requires keen awareness of the purpose, message, audience, and contexts for communication. Students learn to use language clearly, strategically, critically, and

creatively. This goal focuses on using language for a variety of functions:

- instructional (to get what we want).
- regulatory (to control others and the world around us).
- interactional (to establish and maintain relationships with others).
- personal (to develop and maintain one's own unique identity).
- informative (to represent the world to others and to impart what one knows).
- heuristic (to speculate and predict what will happen).
- aesthetic (to express imagination, to entertain, and to use language for its own sake).

This goal teaches students to use writing, speaking, and viewing as thinking processes and as tools for learning. Students learn and develop proficiency with a number of variables: mode, tone, form, purpose, and audience. While writing, speaking, and viewing students select from and combine these variables as appropriate to the task. While writing to learn, students discover connections, describe processes, express emerging understandings, raise questions, and find answers. Thinking, speaking, and writing are recursive processes.

### ***Grammar and Language Conventions***

Grammar and language conventions focus on students' increasing proficiency in the understanding of and control of their language. Language use includes vocabulary development, word choice, and syntax in both oral and written communication. Students learn how to use effective and increasingly sophisticated language:

- standard English for clarity.
- technical language for specificity.
- informal usage for effect.

Students continue to develop increasing control over grammatical conventions including sentence formation, conventional usage, punctuation, capitalization, and spelling.

### ***Literature***

The study of literature is crucially important in grades 3-5. It offers countless opportunities for students to make connections between language and their own personal experiences. Literature describes the human experience and involves an interaction with and conversation between the reader and the text. Students need to develop some

understanding of the distinguishing features and structures of texts and of the visual and linguistic systems out of which texts are created. Language learning involves the exploration and careful study of a wide array of texts, both print and non-print. Students need to hear and read literature from the classics to contemporary selections. When students read texts that reflect the diversity of our culture in terms of gender, age, social class, religion, and ethnicity among individuals, they deepen their personal learning. They grow in their ability to understand our society, its history, and the contributions made by all people.

Read-aloud settings provide a functional context for engaging students in and developing their listening comprehension, critical thinking, critical questioning, word choice, and authors' craft. Reading aloud from a variety of books and genres as well as multiple readings of the same book promote the art of listening, alert students to the rhythms and patterns of language, enhance their experiences, stimulate their discussions, and provide models for oral reading.

It is imperative that students regularly share what they think, know, and feel about literature through response logs, dialogue journals, book talks, conferences, role play, artistic extensions of literature, and other mediums.

Equally important is the study of some texts in detail. Another major goal is for students to read broadly with the benefit of exposure to the defining features of a variety of genres. Literature study provides many benefits to readers:

- knowledge of the world and human experiences.
- awareness of self and others.
- appreciation of diversity among peoples and cultures.
- an understanding of societies and their histories.
- the development of an ethical and moral sense.
- understanding of what it means to be human.
- development of an understanding of other perspectives.
- connections to people in our time and other times and places.
- perspective on one's experience within the contexts of others' experiences.
- appreciation of the richness and complexity of human nature.
- experience with different text structures and the defining features of various genres.

---

**Strands**

Oral language, written language, and media and technology permeate all communication. Oral language is the foundation on which all communication is based. It is now—and is even more likely to be—a

primary means of acquiring and transmitting information in the future. Oral language proficiency continues to develop in grades three to five and can be improved upon with instruction and guidance. Students who experience positive feedback to their efforts to use language and have opportunities to hear language used in a variety of social contexts have a broader base for their reading and writing development.

Listening and speaking skills develop as students use them for meaningful purposes and with varied audiences. Opportunities to speak for different purposes to different audiences assist students in becoming more efficient in their application of oral language. They can use oral language to relate experiences; to explain processes; to support opinions; to describe experiences, information, and ideas; and to converse with others. Through discussion of texts and content area study, students build upon, expand, and refine their vocabularies and concept knowledge. Through group work opportunities students gain information, ideas, and in-depth understanding and share with others.

Competent communicators are sensitive to the needs of different audiences and the ways in which the purpose of a communication shapes the kinds of ideas and information selected and the way in which they are presented. Depending on whether they are explaining something, arguing, persuading, or telling a story, good communicators have learned how to vary their organizational strategies. They adapt the level of detail they provide and the language they use according to the context of the communication.

Throughout the school years, oral language is both a means whereby students learn about reading and a goal of reading. Listening and speaking aid reading comprehension whether the teacher is sharing a book aloud with students or students are discussing a text they have read. Discussions guide students to respond to the meanings and interpretations of texts they read. Students make predictions as they read and either confirm or adjust those predictions based on verbal interactions with others. Discussions can reveal differences in interpretation, support for or evidence against a particular interpretation, and lead to shared meaning and deeper understanding. Listening and speaking permit students to respond to text and make connections before, during, and after reading.

To ensure that they can communicate effectively with a wide range of audiences, all students need to learn standard English. As students adapt and modify their language to suit different purposes, they become more proficient and efficient communicators.

Oral language sophistication pays dividends as students develop in their

reading and writing. Background knowledge, vocabulary knowledge, and listening comprehension are the cornerstones of written language development in third, fourth, and fifth grades.

Students need an array of strategies for comprehending, interpreting, evaluating, and appreciating texts they read and texts they compose. Good readers and writers demonstrate: a sense of purpose, an ability to frame expectations of a task by drawing on prior reading and writing experiences, a knowledge of various approaches and how to apply them, and the capacity to reflect on written language processes. In order to learn these skills, students need frequent opportunities to read and write about different topics for varying audiences and purposes. Personal experiences, readings, and discussions provide the raw material for writing. Students need direct instruction, guidance, and practice to develop effective reading and writing skills. Also, students need to understand the varying demands of different kinds of reading and writing tasks and how to adjust their efforts accordingly.

To become confident and effective readers and writers, students need to learn how to use various elements of writing and various reading strategies flexibly and adaptively. Students develop their knowledge of form and convention as they create their own texts and critique those of others. Students who can draw on a deep knowledge of language structure as they read and compose communicate more effectively. When students connect the study of grammar and language patterns to the wider purposes of communication and artistic development, they are more likely to incorporate the models they encounter into their spoken and written language.

Oral and written language are valuable research tools. The ability to formulate questions, plan, predict, investigate, analyze, hypothesize, and speculate provides students a way to frame and address issues in their studies and everyday life. The application of oral and written language to problem solving and negotiation is pervasive and effective in the everyday life of students. These experiences provide the context for developing students' research and inquiry skills. The ability to identify good topics, to gather information, and evaluate, assemble, and interpret findings from among many sources is a critical skill for students to learn.

Media and technology offer many resources that students can use to access information. In order to take advantage of the resources that are available, students need to learn how to use an array of technologies. Media and technology resources such as databases, bibliographies, other data resources, and human resources give students information, ideas, and images for their exploration and incorporation into daily

classroom and personal inquiry. Students need instruction in accessing these resources, gathering information, synthesizing, and evaluating the information and ideas. By using media and technology as a tool, students are able to create, enhance, critique, select, and modify products, information, and ideas. Therefore, critical analysis and evaluation is one of the most useful and necessary skills students in grades 3-5 can develop and apply.

Students in grades 3-5 will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

---

International Reading Association. *Standards for The English Language Arts*. Newark, Delaware, 1996.

National Center on Education and the Economy. *Performance Standards: Elementary School. Vol. 1*. New Standards Project, 1997.

Snow, Catherine, et. al. (eds.). *Prevention of Reading Difficulties in Young Children*. National Academy Press, Washington, D.C., 1998.

Stahl, Steven. *Four Questions about Assessment*. K-2 Literacy Assessment Training. Greenville, North Carolina, June, 1999.

## THIRD GRADE

Students in third grade apply the foundational skills learned earlier automatically and flexibly to decode and comprehend fiction, nonfiction, poetry, and drama. They use critical thinking skills which they apply strategically across the disciplines to comprehend and clarify information and ideas. They compose fiction, nonfiction, poetry, and drama for a variety of purposes and audiences. Third graders become increasingly independent and flexible in their use of communication skills and strategies. The learner will:

- Read with fluency and comprehension fiction, nonfiction, poetry, and drama.
- Apply strategies flexibly and strategically for recognizing words, learning new words, and constructing meaning from text(s).
- Expand vocabulary through wide reading, word study, and discussion.
- Write for a variety of audiences and purposes using appropriate formats.
- Use active listening and effective oral communication.
- Use media, a variety of information sources, and technological resources as tools for learning.
- Apply grammar and language conventions to access and communicate information and ideas.
- Reflect upon and make connections among language, texts, and personal experience.
- Apply comprehension strategies and skills to a wide variety of genres.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency** The learner will apply enabling strategies and skills to read and write.  
**Goal 1**

1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).

1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.

1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.

1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:

- wide reading.
- word study.
- listening.

- discussion.
- book talks.
- book clubs.
- seminars.
- viewing.
- role play.
- studying author's craft.

1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- extend vocabulary.

**Competency Goal 2** **The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**

2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).

2.02 Interact with the text before, during, and after reading, listening, or viewing by:

- setting a purpose.
- previewing the text.
- making predictions.
- asking questions.
- locating information for specific purposes.
- making connections.
- using story structure and text organization to comprehend.

2.03 Read a variety of texts, including:

- fiction (short stories, novels, fantasies, fairy tales, fables).

- nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).
- poetry (proverbs, riddles, limericks, simple poems).
- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- author's purpose.
- plot.
- conflict.
- sequence.
- resolution.
- lesson and/or message.
- main idea and supporting details.
- cause and effect.
- fact and opinion.
- point of view (author and character).
- author's use of figurative language (e.g., simile, metaphor, imagery).

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

2.06 Summarize main idea(s) from written or spoken texts using succinct language.

2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).

2.08 Listen actively by:

- facing the speaker.
- making eye contact.
- asking questions to clarify the message.
- asking questions to gain additional information and ideas.

**Competency** The learner will make connections through the use of oral language,

**Goal 3** written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- considering the differences among genres.
- relating plot, setting, and characters to own experiences and ideas.
- considering main character’s point of view.
- participating in creative interpretations.
- making inferences and drawing conclusions about characters and events.
- reflecting on learning, gaining new insights, and identifying areas for further study.

3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.

3.03 Use text and own experiences to verify facts, concepts, and ideas.

3.04 Make informed judgments about television productions.

3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).

3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

**Competency Goal 4** The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.

4.02 Use oral and written language to:

- present information in a sequenced, logical manner.
- discuss.
- sustain conversation on a topic.
- share information and ideas.
- recount or narrate.

- answer open-ended questions.
- report information on a topic.
- explain own learning.

4.03 Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).

4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).

4.08 Focus reflection and revision (with assistance) on target elements by:

- clarifying ideas.
- adding descriptive words and phrases.
- sequencing events and ideas.
- combining short, related sentences.
- strengthening word choice.

4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

4.10 Explore technology as a tool to create a written product.

**Competency  
Goal 5**

**The learner will apply grammar and language conventions to communicate effectively.**

5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).

5.02 Use correct subject/verb agreement.

5.03 Demonstrate understanding by using a variety of complete sentences

(declarative, imperative, interrogative, and exclamatory) in writing and speaking.

5.04 Compose two or more paragraphs with:

- topic sentences.
- supporting details.
- appropriate, logical sequence.
- sufficient elaboration.

5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).

5.07 Edit (with assistance) to use conventions of written language and format.

5.08 Create readable documents with legible handwriting (manuscript and cursive).

## FOURTH GRADE

Students in fourth grade apply reading strategies and skills automatically, flexibly, and strategically to comprehend fiction, nonfiction, poetry, and drama. They read for literary experience, to gain information, and to perform a task. They use a variety of strategies and writing process elements to compose fiction, nonfiction, poetry, and drama. They become increasingly proficient in active listening, speaking, and using media and technology. They deepen and extend their understanding and use of English language conventions in oral presentations and written products. The learner will:

- Explore a wide range of texts and their distinguishing features.
- Expand vocabulary through wide reading, word study, exposure to content area words, and discussion.
- Routinely spell high frequency words and use resources to check spelling.
- Write for a variety of purposes and audiences and use writing as a tool for learning.
- Communicate effectively with different audiences through spoken, written, and visual formats.
- Use media and technological resources for research and as tools for learning.
- Use increasingly sophisticated knowledge of grammar and language conventions in oral and written products and presentations.
- Apply comprehension strategies critically, creatively, and strategically.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency**    **The learner will apply enabling strategies and skills to read and write.**  
**Goal 1**

1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).

1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.

1.03 Identify key words and discover their meanings and relationships through a variety of strategies.

1.04 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- knowledge of homophones, synonyms, antonyms, homonyms.
- knowledge of multiple meanings of words.

- writing process elements.
- writing as a tool for learning.
- seminars.
- book clubs.
- discussions.
- examining the author’s craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to:

- increase fluency.
- build background knowledge.
- expand vocabulary.

**Competency Goal 2** **The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**

2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction).
- nonfiction (autobiographies, informational books, diaries, journals).
- poetry (concrete, haiku).

- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- plot.
- theme.
- main idea and supporting details.
- author's choice of words.
- mood.
- author's use of figurative language.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

2.07 Determine usefulness of information and ideas consistent with purpose.

2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.

2.09 Listen actively by:

- asking questions.
- paraphrasing what was said.
- interpreting speaker's verbal and non-verbal messages.
- interpreting speaker's purposes and/or intent.

**Competency Goal 3** **The learner will make connections with text through the use of oral language, written language, and media and technology.**

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.

- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events and themes.

3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

3.04 Make informed judgments about television and film/video productions.

3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

**Competency Goal 4** **The learner will apply strategies and skills to create oral, written, and visual texts.**

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the

topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

- word choice.
- sequence of events and ideas.
- transitional words.
- sentence patterns.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

**Competency  
Goal 5**

**The learner will apply grammar and language conventions to communicate effectively.**

5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).

5.02 Demonstrate understanding in speaking and writing by appropriate usage of:

- pronouns.
- subject/verb agreement.
- verb tense consistency.
- subject consistency.

5.03 Elaborate information and ideas in writing and speaking by using:

- simple and compound sentences.
- regular and irregular verbs.
- adverbs.
- prepositions.
- coordinating conjunctions.

5.04 Compose multiple paragraphs with:

- topic sentences.
- specific, relevant details.
- logical progression and movement of ideas.
- coherence.
- elaboration.
- concluding statement related to the topic.

5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.

5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).

5.07 Use established criteria to edit for language conventions and format.

5.08 Demonstrate evidence of language cohesion by:

- logical sequence of fiction and nonfiction retells.
- time order sequence of events.
- sustaining conversations on a topic.

5.09 Create readable documents through legible handwriting (cursive) and/or word processing.

## FIFTH GRADE

Students in fifth grade expand and deepen concepts, skills, and strategies learned at earlier grades. They make new connections as they experience more sophisticated ideas and begin to study subjects in more formal ways. They read and write a variety of texts with greater breadth and depth, critically analyzing and evaluating information and ideas. Fifth graders revisit and refine concepts and their knowledge of English Language Arts conventions as they become more sophisticated, independent learners. The learner will:

- Use reading and writing to learn about and understand their world and other cultures.
- Evaluate text to determine the author's purpose and point of view.
- Increase vocabulary knowledge through wide reading, word study, discussion, and content area study.
- Use print and non-print media to persuade an audience.
- Use metacognitive skills to accomplish a task independently or as a group member.
- Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas.
- Apply comprehension strategies critically, creatively, and strategically.
- Use media and technology as resources for extended research and as tools for learning.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency**    **The learner will apply enabling strategies and skills to read and write.**  
**Goal 1**

1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.

1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.

1.03 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- word reference materials.
- content area study.
- writing process elements.
- writing as a tool.

- debate.
- discussions.
- seminars.
- examining the author’s craft.

1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.

1.05 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to:

- increase fluency.
- build background knowledge.
- expand and refine vocabulary.

**Competency Goal 2**    **The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- making predictions.
- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, such as:

- fiction (tall tales, myths).
- nonfiction (books of true experience, newspaper and magazine articles, schedules).
- poetry (narrative, lyric, and cinquains).

- drama (plays and skits).

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- plot development.
- author's choice of words.
- effectiveness of figurative language (e.g., personification, flashback).
- tone.

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).

2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.

2.08 Explain and evaluate relationships that are:

- causal.
- hierarchical.
- temporal.
- problem-solution.

2.09 Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

**Competency Goal 3**    **The learner will make connections through the use of oral language, written language, and media and technology.**

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing word choice and content.
- examining reasons for a character’s actions, taking into account the situation and basic motivation of the character.
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.
- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events, and themes.

3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.

3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).

3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.

3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

3.07 Make informed judgments about:

- bias.
- propaganda.
- stereotyping.
- media techniques.

**Competency Goal 4**    **The learner will apply strategies and skills to create oral, written, and visual texts.**

4.01 Read aloud grade-appropriate text with fluency, comprehension,

expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.02 Use oral and written language to:

- formulate hypotheses.
- evaluate information and ideas.
- present and support arguments.
- influence the thinking of others.

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

4.04 Select a self-evaluated composition for publication and justify rationale for selection.

4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).

4.08 Focus revision on target elements by:

- improving word choice.
- rearranging text for clarity.
- creating simple and/or complex sentences for clarity or impact.
- developing a lead, characters, or mood.

4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).

4.10 Use technology as a tool to enhance and/or publish a product.

**Competency  
Goal 5**

**The learner will apply grammar and language conventions to communicate effectively.**

5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list,

commas in apposition, commas used in compound sentences).

5.02 Demonstrate understanding in speaking and writing by using:

- troublesome verbs.
- nominative, objective, and possessive pronouns.

5.03 Elaborate information and ideas in speaking and writing by using:

- prepositional phrases.
- transitions.
- coordinating and/or subordinating conjunctions.

5.04 Determine the impact of word choice on written and spoken language.

5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.

5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

5.07 Edit final product for grammar, language conventions, and format.

5.08 Create readable documents through legible handwriting (cursive) and word processing.

# ENGLISH LANGUAGE ARTS GRADES 6-8

## **Purpose/ Overview**

The North Carolina English Language Arts curriculum for grades 6-8 is written to address the distinctly different educational needs and characteristics of middle school students. Middle school students are responsible for increasingly complex and demanding tasks. Therefore, it is imperative that the middle school English Language Arts curriculum guide students through a sequenced program of study that is clear, focused, and measurable.

The ultimate goal of the middle school English Language Arts curriculum is to foster personal, social, and civic literacy. Since our society depends upon language as communication, students must be provided daily opportunities to enhance control of the skills needed to communicate effectively. Students should have multiple opportunities to deepen their understanding of language by applying what they have learned.

The English Language Arts curriculum for grades 6-8 is constructed around communication environments—settings for exchanging information that all of us enter when we need to communicate with clarity, purpose, and care. By teaching specific aptitudes that each environment requires from users of oral language, written language and other media/technology, the curriculum strives to create real life learning experiences for students to communicate in different contexts, for different purposes, and with different audiences.

---

## **Competency Goals And Objectives**

The goals and objectives for grades 6-8 reinforce the skills and processes learned in elementary school. These goals and objectives are embedded in the following learning contexts or environments, all of which bring together oral language, written language and other media/technology. The environments are the same for grades 6-12. However, while the environments may stay the same, grade level goals and objectives become more complex from grade to grade – from middle school to high school.

### *Expressive*

Expressive communication involves exploring and sharing personal insights and experiences. The writer/speaker of expressive text addresses the reader/listener as a confidante, a friendly, though not necessarily personally known, audience who is interested in how thoughtful people respond to life. As authors, students write, speak,

and use media for expressive purposes; as readers/listeners, they learn to appreciate the experiences of others. As students enter adolescence, they begin to question their role in the world around them. Understanding self and others is a part of expressive communication as are autobiographies, journals, friendly letters, and fictional accounts. The expressive environment is emphasized in grade six and reinforced in grades seven and eight. By the end of middle school, students should be thoughtful, reflective learners who actively interact in a wide variety of settings.

### ***Informational***

Informational communication involves giving information to explain realities or ideas, to teach people who want to know what the writer/speaker knows. The writer/speaker of informational text should be knowledgeable and should communicate so that the audience may gain the knowledge as well as circumstances required. Informational texts often depend upon the traditional prompts of who, what, when, where, and how and can include definitions, instructions, directions, business letters, reports, and research. Grades six and seven provide the foundation for the emphasis of the informational environment in grade eight where students are expected to create a research product in both written and presentational form.

### ***Argumentative***

Argumentative communication involves defining issues and proposing reasonable solutions. Argumentative works include but are not limited to debates, problem/solutions, speeches, and letters to the editor. In middle school, students must learn the differences between an informal hallway confrontation and a logical, detailed, coherently organized argumentative work; therefore, sixth grade students learn the foundations of argument. After establishing the foundations of argument in grade six, the argumentative environment is emphasized in grade seven with refinement occurring at grade eight. By the end of middle school, students should be able to construct engaging, thoughtful solutions to problems as well as detailed, well-argued, coherent, and convincing responses.

### ***Critique***

With the influx of technology and as more and more materials become available, students will need to be conscious consumers and make informed choices and decisions. Critical communication involves interpreting, proposing, and judging. The critic approaches the reader/listener as an independent consumer who is interested in

thinking more keenly about the subject. Critical works include media or book reviews and essays that provide critical analysis. Emphasized throughout middle school, this environment focuses on learning to create standards and on making informed choices. It encourages students to become knowledgeable, discriminating users of text and multimedia.

### *Literary*

The study of literature, which includes print and non-print texts, is extremely important in the English Language Arts curriculum. Students should develop a deep appreciation for literature, understand its personal, cultural, and historical significance, and learn how to analyze its meaning and relevance. They should view reading and studying literature as enjoyable and interesting.

Middle school students should read different authors and genres to learn the scope of what is available and to help define students' taste. They should read literature that is written for them as well as beyond them – literature from the traditional mainstream as well as from outside the mainstream (Wilhelm, 1997).

Literary study should revolve around meaningful and significant conversations about the texts students are reading. Students should learn to participate in, not merely learn about, literary discussions (Applebee, 1996). Written and oral conversation provides students a way to explore, analyze, and develop ideas and concepts of literature. Through conversation, students gain control of their own interpretations, the language and vocabulary of the discipline, and the concepts and conventions of literary study.

Transitioning from the elementary school, literary study in the middle school helps students deepen and expand their understanding and experience. All four major genres (fiction, non-fiction, poetry, and drama)—both contemporary and traditional works—should be taught at each grade level. Students should be encouraged to read in class and outside of class. They should continue to refine strategies for dealing with unfamiliar text and should strengthen their understanding of literary conventions.

Finally, the study of literature should involve the following:

- making connections between literature and personal experiences.
- making connections between features of different pieces of literature.

- connecting themes and ideas in literature.
- making connections between literature and historical and cultural significance.

### ***Grammar and Language Usage***

Emphasized in all grades, this learning environment asks students to refine their grammar and language usage. Students should continue to develop increasing control of sentence formation, conventional usage, punctuation, capitalization, and spelling. Grammar and Language Usage focuses on students' developing increasing proficiency in the understanding and control of their language, including vocabulary development, the importance and impact of word choice and syntax, and the development of the English language in both oral and written forms.

Students should learn how to use effective and interesting language including:

- standard English for clarity.
- technical language for specificity.
- informal usage for effect.

Students should also increasingly develop control over grammatical conventions, including sentence formation, usage, punctuation, capitalization, and spelling. Most students do not learn grammatical conventions efficiently through memorizing the parts of speech and practicing correct usage and mechanics through drills and exercises, with the assumption that students will transfer what they learn in grammar study to their own writing and speaking. Instead conventions are most efficiently learned when studied as part of practical, functional grammar that:

- is concerned with how the language works in context to achieve a particular purpose with a specified audience.
- uses a minimum number of grammatical terms and a maximum number of examples. Students need no more than the terminology specified in the goals of each grade level.
- focuses on grammatical components that relate to meaningful sentences in speaking and writing.
- teaches both correct, standard usage and effective sentence sense and style (for example, the power of dialects in literature and film; the conventions of technical writing).
- Teaches appropriate usage in the context of the students' writing and speaking, through:

- focused, short lessons based on the demonstrated needs of the students.
- discussions of the syntax of student-generated sentences.
- activities such as sentence combining, sentence imitating, sentence expanding.
- self and peer editing and teacher conferences.

---

## Strands

Middle grades students need continued instruction and extended guided practice in *oral language* for formal and informal situations. They should refine strategies and skills learned in the elementary school to articulate ideas clearly, appropriately, and accurately. Middle grades students should recognize when it is appropriate to use informal speech and understand when and how to use conventional language. Students should be thoughtful, careful, and respectful listeners and should contribute to group discussions. Since effective communication grows from understanding the context, purpose, and audience of the communication, oral language instruction should be infused with instruction in written language and with other media/technology in all environments.

In *written language* instruction and practice, students should make connections between their reading and their writing. They should read and write frequently. Middle school students need to write so that they consider the reader who will read their writing (audience), and they need to read so that they consider the author who wrote what they are reading (voice). Students need to read a variety of types of text, and they need to use different types of writing for a variety of audiences and purposes.

Students should read widely and deeply in all environments, in all genres and in diverse traditions; they should read for different purposes, including entertainment, and they should be allowed to choose their own texts at least some of the time. In their reading, students should become more insightful as they progress from grade to grade. They should develop increasing control of how and when to use strategies before, during, and after their reading. Middle school students should read extensively in all content areas, using a variety of media and texts.

Likewise, students need to learn how to use writing processes in all environments. While no one writing process is used by every writer in every piece of writing, students need to understand how to write purposefully and strategically. They need to learn how to generate ideas; to organize and prioritize; to rethink and revise language and ideas; and to edit their own work. They should learn how to use a

range of strategies (such as elaborating, classifying, describing, noting similarities and differences, and constructing outlines and vignettes) to create a final product. They should provide a sense of organization, movement, and closure. Students should also learn how to present their written work in one-to-one interactions, group meetings, and classroom discussions.

Middle school students not only are consumers and viewers, they are also active users and creators of *media/technology*. Communication media and technology can include television, videotapes, radio, film, and computers. Students can access and use a full range of electronic media that can enrich other communication strands—reading/literature, writing, speaking/listening. For example, students can access Internet and CD-ROM technology in reading and research; they can construct and incorporate visual and audio enrichment such as multi-media presentations, charts, graphs, videoclips, audioclips, and photographs into their written and oral communications. They can construct web pages, produce documentaries, or participate in video/audio conferences with peers or experts in other states, even other countries.

Middle school students should learn how to evaluate media/technology. They should also be able to create and use media/technology themselves. Learning how to use media/technology thoughtfully is best accomplished by integrating the use of media with reading, writing, and speaking/listening so that students learn how effective communication constantly incorporates media for specific purposes and effects. Again, students will create and evaluate media/technology in all environments—expressive, informational, critical, argumentative, literary, and language usage.

---

**Connections** The goals and objectives of the 6-8 English Language Arts curriculum are written to include all the strands. For example, in producing narratives, students will need to have read and reflected on narratives written by published authors. Narratives can be oral as well as written; thus students should have opportunities to tell their stories orally as well as listen to others' stories. Teachers should build on the connections and overlapping areas of the curriculum, asking students to find insightful connections, revisit significant concepts, participate in meaningful conversations, and develop knowledge and skills. Thus, the middle school English Language Arts program is a spiraling program that is based on strong connections and interrelationships between:

- the strands of oral language, written language, and other

- media technology.
- the environments that include the study of expressive, informational, argumentative, critical, and literary communication.
  - the study of language and the conventions of grammar—which both undergird and permeate the entire study of English Language Arts.

Students in grades 6-8 will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

---

Applebee, Arthur. *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*. Chicago: University of Chicago Press, 1996.

Wilhelm, Jeffrey. *"You Gotta Be the Book": Teaching Engaged and Reflective Reading with Adolescents*. New York, Teachers College Press, Columbia University, 1997.

## SIXTH GRADE

Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:

- Interpret and synthesize information.
- Develop an understanding of the foundations of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency**    **The learner will use language to express individual perspectives drawn from personal or related experience.**

**Goal 1**

1.01 Narrate an expressive account (e.g., fictional or autobiographical) which:

- uses a coherent organizing structure appropriate to purpose, audience, and context.
- tells a story or establishes the significance of an event or events.
- uses remembered feelings and specific details.
- uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).

1.02 Explore expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- analyzing the characteristics of expressive works.
- determining the effect of literary devices and/or strategies on the reader/viewer/listener.
- making connections between works, self and related topics.
- comparing and/or contrasting information.
- drawing inferences and/or conclusions.

- determining the main idea and/or significance of events.
- generating a learning log or journal.
- creating an artistic interpretation that connects self to the work.
- discussing print and non-print expressive works formally and informally.

1.03 Interact appropriately in group settings by:

- listening attentively.
- showing empathy.
- contributing relevant comments connecting personal experiences to content.
- monitoring own understanding of the discussion and seeking clarification as needed.

1.04 Reflect on learning experiences by:

- describing personal learning growth and changes in perspective.
- identifying changes in self throughout the learning process.
- interpreting how personal circumstances and background shape interaction with text.

**Competency  
Goal 2**

**The learner will explore and analyze information from a variety of sources.**

2.01 Explore informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- studying the characteristics of informational works.
- restating and summarizing information.
- determining the importance and accuracy of information.
- making connections between works, self and related topics/information.
- comparing and/or contrasting information.
- drawing inferences and/or conclusions.
- generating questions.

2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:

- exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).
- distinguishing between primary and secondary sources.
- analyzing the effects of the presentation and/or the accuracy of information.

**Competency  
Goal 3**

**The learner will examine the foundations and the use of argument.**

3.01 Explore argumentative works that are read, heard, and/or viewed by:

- monitoring comprehension for understanding what is read, heard, and/or viewed.
- analyzing the characteristics of argumentative works.
- determining the importance of author's word choice and focus.
- summarizing the author's purpose and stance.
- making connections between works, self and related topics.
- drawing inferences.
- responding to public documents (such as but not limited to editorials and school and community policies).
- distinguishing between fact and opinion.

3.02 Explore the problem solution process by:

- studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.
- preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.

3.03 Study arguments that evaluate through:

- exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.
- preparing individual and/or group essays and presentations that use

evaluative techniques.

**Competency Goal 4** **The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.**

4.01 Determine the purpose of the author or creator by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
- identifying and exploring the underlying assumptions of the author/creator.
- analyzing the effects of author's craft on the reader/viewer/listener.

4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Recognize and develop a stance of a critic by:

- considering alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.
- constructing a critical response/review of a work/topic.

**Competency Goal 5** **The learner will respond to various literary genres using interpretive and evaluative processes.**

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of individual interest.
- reading literature and other materials selected by the teacher.
- discussing literature in teacher-student conferences and small group discussions.

- taking an active role in whole class seminars.
- discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm.
- interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.
- investigating examples of distortion and stereotypes.
- recognizing underlying messages in order to identify theme(s) within and across works.
- extending understanding by creating products for different purposes, different audiences and within various contexts.
- exploring relationships between and among characters, ideas, concepts and/or experiences.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).
- interpreting what impact genre-specific characteristics have on the meaning of the work.
- exploring how the author's choice and use of a genre shapes the meaning of the literary work.
- exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.

**Competency  
Goal 6**

**The learner will apply conventions of grammar and language usage.**

6.01 Demonstrate an understanding of conventional written and spoken expression by:

- using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.
- using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- demonstrating the different roles of the parts of speech in sentence construction.
- using pronouns correctly, including clear antecedents and correct

case.

- using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.
- developing an awareness of language conventions and usage during oral presentations.

6.02 Identify and edit errors in spoken and written English by:

- reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- applying proofreading symbols when editing.
- producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.
- developing an awareness of errors in everyday speech.

## SEVENTH GRADE

Seventh grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in seventh grade is placed on argument, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency**  
**Goal 1**

**The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.**

1.01 Narrate an expressive account which:

- creates a coherent organizing structure appropriate to purpose, audience, and context.
- orients the reader/listener to the scene, the people, and the events.
- engages the reader/listener by establishing a context and creating a point of view.
- establishes the significance of events.

1.02 Respond to expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard, and/or viewed.
- summarizing the characteristics of expressive works.
- determining the importance of literary effects on the reader/viewer/listener.
- making connections between works, self and related topics.
- comparing and/or contrasting information.
- drawing inferences and/or conclusions.

- determining the main idea and/or significance of events.
- generating a learning log or journal.
- maintaining an annotated list of works read/viewed.
- creating an artistic interpretation that connects self and/or society to the selection.
- constructing and presenting book/media reviews.

1.03 Interact in group settings by:

- responding appropriately to comments and questions.
- offering personal opinions confidently without dominating.
- giving appropriate reasons that support opinions.
- soliciting and respecting another person’s opinion.

1.04 Reflect on learning experiences by:

- analyzing personal learning growth and changes in perspective.
- examining changes in self throughout the learning process.
- determining how personal circumstances and background shape interaction with text.

**Competency  
Goal 2**

**The learner will synthesize and use information from a variety of sources.**

2.01 Respond to informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- analyzing the characteristics of informational works.
- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- drawing inferences and/or conclusions.
- generating questions.

2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and

infomercials) through:

- identifying and using appropriate primary and secondary sources.
- comparing, contrasting, and evaluating information from different sources about the same topic.
- evaluating information for extraneous details, inconsistencies, relevant facts, and organization.

**Competency  
Goal 3**

**The learner will refine the understanding and use of argument.**

3.01 Explore and analyze argumentative works that are read, heard and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and /or viewed.
- identifying the arguments and positions stated or implied and the evidence used to support them.
- recognizing bias, emotional factors, and/or semantic slanting.
- examining the effectiveness of style, tone, and use of language.
- summarizing the author’s purpose and stance.
- examining the importance and impact of establishing a position or point-of-view.
- making connections between works, self and related topics.
- drawing inferences.
- responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).

3.02 Explore and analyze the problem-solution process by:

- studying problems and solutions within various texts and situations.
- utilizing the problem-solution process within various contexts/situations.
- constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
- recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

3.03 Study and create arguments that evaluate by:

- understanding the importance of establishing a firm judgment.
- justifying the judgment with logical, relevant reasons, clear examples, and supporting details.
- creating an organizing structure appropriate to purpose, audience, and context.

**Competency  
Goal 4**

**The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.**

4.01 Analyze the purpose of the author or creator by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
- exploring and evaluating the underlying assumptions of the author/creator.
- understanding the effects of author’s craft on the reader/viewer/listener.

4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Develop the stance of a critic by:

- considering and presenting alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.
- creating a critical response/review of a work/topic.

**Competency  
Goal 5**

**The learner will respond to various literary genres using interpretive and evaluative processes.**

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.

- reading self-selected literature and other materials of individual interest.
- reading literature and other materials selected by the teacher.
- assuming an active role in teacher-student conferences.
- engaging in small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.
- analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.
- analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.
- extending understanding by creating products for different purposes, different audiences and within various contexts.
- analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).
- analyzing what genre specific characteristics have on the meaning of the work.
- analyzing how the author's choice and use of a genre shapes the meaning of the literary work.
- analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.

**Competency  
Goal 6**

**The learner will apply conventions of grammar and language usage.**

6.01 Model an understanding of conventional written and spoken expression by:

- using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for

the meaning of the sentence.

- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and correct case.
- using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- determining when and where dialects and standard/nonstandard English usage are appropriate.
- applying language conventions and usage during oral presentations.
- choosing language that is precise, engaging, and well suited to the topic and audience.
- experimenting with figurative language and speech patterns.

6.02 Continue to identify and edit errors in spoken and written English by:

- using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- mastering proofreading symbols for editing.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- listening to and monitoring self to correct errors.

## EIGHTH GRADE

Eighth grade students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1** **The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.**

1.01 Narrate a personal account which:

- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

1.02 Analyze expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- reviewing the characteristics of expressive works.
- determining the importance of literary effects on the reader/viewer/listener.
- making connections between works, self and related topics
- drawing inferences.
- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed,

including personal reactions.

- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

**Competency  
Goal 2**

**The learner will use and evaluate information from a variety of sources.**

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- recognizing the characteristics of informational materials.
- summarizing information.
- determining the importance and accuracy of information.
- making connections to related topics/information.
- drawing inferences and/or conclusions.
- generating questions.
- extending ideas.

2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:

- determining purpose, audience, and context.

- understanding the focus.
- recognizing and/or choosing a relevant topic.
- Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- noting and/or citing sources used.
- recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

**Competency  
Goal 3**

**The learner will continue to refine the understanding and use of argument.**

3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.
- identifying the social context of the argument.
- recognizing the effects of bias, emotional factors, and/or semantic slanting.
- comparing the argument and counter-argument presented.
- identifying/evaluating the effectiveness of tone, style, and use of language.
- evaluating the author's purpose and stance.
- making connections between works, self and related topics.
- responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).

3.02 Continue to explore and analyze the use of the problem-solution process by:

- evaluating problems and solutions within various texts and situations.
- utilizing the problem-solution process within various contexts/situations.
- constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
- recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

3.03 Evaluate and create arguments that persuade by:

- understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.
- noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.
- arranging details, reasons, and examples effectively and persuasively.
- anticipating and addressing reader/listener concerns and counter-arguments.
- recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

**Competency  
Goal 4**

**The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.**

4.01 Analyze the purpose of the author or creator and the impact of that purpose by:

- monitoring comprehension for understanding of what is read, heard, and/or viewed.
- evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
- evaluating the underlying assumptions of the author/creator.
- evaluating the effects of author's craft on the reader/viewer/listener.

4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media

techniques.

- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Use the stance of a critic to:

- consider alternative points of view or reasons.
- remain fair-minded and open to other interpretations.
- constructing a critical response/review of a work/topic.

**Competency  
Goal 5**

**The learner will respond to various literary genres using interpretive and evaluative processes.**

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of interest to the individual.
- reading literature and other materials selected by the teacher.
- assuming a leadership role in student-teacher reading conferences.
- leading small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.
- discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
- analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.
- extending understanding by creating products for different purposes, different audiences, and within various contexts.
- analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).
- evaluating what impact genre-specific characteristics have on the meaning of the text.
- evaluating how the author’s choice and use of a genre shapes the meaning of the literary work.
- evaluating what impact literary elements have on the meaning of the text.

**Competency  
Goal 6**

**The learner will apply conventions of grammar and language usage.**

6.01 Model an understanding of conventional written and spoken expression by:

- using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and case.
- using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- evaluating the use and power of dialects in standard/nonstandard English usage.
- applying correct language conventions and usage during formal oral presentations.

6.02 Continue to identify and edit errors in spoken and written English by:

- using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
- producing final drafts/presentations that demonstrate accurate

spelling and the correct use of punctuation, capitalization, and format.

- self correcting errors in everyday speech.
- independently practicing formal oral presentations.

# ENGLISH LANGUAGE ARTS GRADES 9-12

## **Purpose/ Overview**

The North Carolina curriculum for English Language Arts, grades 9-12, should promote growth in students' use of language within certain contexts crucial for responsible citizenship, for a fulfilling cultural life, and for economic productivity. The curriculum defines these contexts as communication environments, settings for exchanging information that all of us enter when we need to communicate with clarity, purpose, and care. By teaching specific aptitudes that each environment requires from users of oral language, written language, and media and technology, the curriculum strives to involve itself as deeply as possible in the world beyond the classroom.

During grades 9-12, students are guided through a sequence of studies that move from emphasizing relatively familiar, concrete experience to focusing on more generalizable and abstract ideas. The curriculum does not assume, however, that ninth graders should avoid generalizing or that twelfth graders should not continually seek to discern the personal relevance of their studies. Indeed the curriculum seeks to give all students at all levels as full an experience as possible with the most rewarding uses of language.

A communication environment includes the following: a message sender, a message, a message receiver, and a social setting with relevant subject matter. To become proficient and skillful users of language, students should understand and demonstrate control of these elements of communication and employ language for different purposes, to different audiences, and in different contexts (**why**, to **whom**, and in **what situations**). They also should develop sophisticated understanding and control of **how** to communicate by the following strands:

- oral language (speaking/listening),
- written language (reading/writing),
- other media and technology.

Because language is the means by which we construe and communicate most of what is significant in our lives, the curriculum encourages study of language itself as it functions in the communicative environments. Students need to learn about, and develop increasing control of, their language and its conventions as they read, write, speak, and listen; they need to become aware of how different language conventions are used in different contexts.

---

## **Competency Goals And Objectives**

The high school English Language Arts program is based on the following goals, all of which bring together oral language, written language, and using media and technology. These goals and objectives

build upon the sound foundation created by the middle school English Language Arts curriculum, which introduces students to these different types of communication by purpose, audience, and context.

### ***Expressive***

Expressive communication involves exploring and sharing personal experiences and insights. The writer/speaker of expressive text addresses the reader/listener as a confidante, a friendly, though not necessarily personally known, audience who is interested in how thoughtful people respond to life. As authors, students write, speak and use media for expressive purposes; as readers and listeners, they learn to appreciate the experiences of others. Expressive communication is stressed in English I and reinforced in English II, III, and IV. Expressive communication can include personal responses, anecdotes, memoirs, autobiographies, diaries, friendly letters, and monologues.

### ***Informational/explanatory***

Informational/explanatory communication involves giving information to explain realities or ideas, to teach people who want to know what the writer or speaker knows. The writer/speaker of informational text should be knowledgeable and should communicate so that the audience may gain the knowledge as well as circumstances required. Informational texts often depend on the traditional prompts of who, what, when, where, and how, and can include definitions, instructions, histories, directions, business letters, reports, and research. English I introduces informational communication, English II stresses it, and English III and IV reinforce the concepts.

### ***Argumentative***

Argumentative communication involves defining issues and proposing reasonable resolutions. The writer/speaker is an advocate who discerns the grounds of an issue and convincingly supports a claim to resolve it. The reader/listener is considered to be a skeptic who may become another advocate as a result of the communication. Argumentative texts include advertisements, debates, letters of complaint, editorials, sermons, speeches, letters to the editor, and the senior project. English I, II, and III establish the building blocks for sophisticated argumentation, and English IV focuses upon them.

### ***Critical***

Critical communication involves interpreting, proposing, evaluating, and judging. The critic approaches the reader/listener as an independent consumer who is interested in thinking more keenly about the subject. The critic may establish and apply criteria and may offer new ways of discerning how the subject is meaningful. Critical texts include media or

book reviews and essays that provide critical analysis of literature, media, ideas, people, or language. English III stresses critical communication after sufficient background has been built in English I and II, and critique is reinforced in English IV.

### *Literature*

The study of literature, which includes print and non-print texts, is extremely important in the English Language Arts curriculum. Students should develop a deep appreciation for literature, understand its personal, cultural, and historical significance, and learn how to understand and analyze its meaning and relevance. As Robert Probst, in "Five Kinds of Literary Knowing" (1992), has observed, knowing about literature involves different kinds of knowing:

- knowing about self, concentrating on how and why one personally responds to literary texts.
- knowing about others, their experiences, and their ideas through literature and literary responses.
- knowing about texts, especially elements, structure, and characteristics of literature.
- knowing about contexts and how the personal and cultural experiences of the reader influence the reading of the text as well as how the personal and cultural experiences of the author influenced the composing of the text.
- knowing about processes of making meaning, including raising questions, remembering other texts, connecting ideas, hypothesizing, prioritizing relevant information, rereading, and interpreting and reinterpreting.

Literary study should revolve around meaningful and significant conversations about the texts students are reading. Students should learn to participate in, not merely learn about, literary discussions (Applebee, 1996). Written and oral conversation provides students a way to explore, analyze, and develop ideas and concepts of literature. Through conversation, students gain control of their own interpretations, the language and vocabulary of the discipline, and the concepts and conventions of literary analysis.

Finally, the study of literature should involve the following:

- making connections between literature and personal experiences.
- making connections between features of different pieces of literature.
- connecting themes and ideas in literature.
- making connections between literature and historical and cultural significance.

Literary study in high school focuses on building understanding as the

students progress through the courses. English I provides a foundation for literary analysis. Students develop an understanding of literary concepts, elements, genres, and terms as a foundation for further study of world, American, and British literature.

In English II, students learn about both classical and contemporary world literature (excluding British and United States authors). They build upon their understanding of literary concepts, elements, genres, and terms and apply those understandings to the interpretation of world literature. They examine literary works **in** a cultural time and context to appreciate the diversity and complexity of world issues. They learn how literature can grow from historical and cultural contexts, including oral traditions and political conditions. They also connect global ideas to their own experiences.

In English III, students study U. S. literature, including how the literature reflects the culture and history of our nation. In addition to studying a literary work as being situated in a cultural time and place, English III students also study the connections of themes, ideas, and movements in United States literature **across** time. The study of United States literature may be organized by literary and historical periods or by a thematic approach, but students should read and understand representative works from the colonial, romantic, realistic, modern, and contemporary eras.

In English IV, students study British literature, including how the literature of Great Britain has influenced the literature of the United States. English IV students also study the connections of themes, ideas, and movements in British literature. Study of British literature may be organized by literary and historical periods or by a thematic approach, but students are expected to read representative works from various eras.

In English I, II, III, and IV, students learn different approaches to literary criticism. Students should learn many approaches to the interpretation of literature, since no single approach is "privileged." Instead, they understand how different approaches use different perspectives (e.g., historical, cultural, psychological, philosophical, aesthetic, linguistic) to analyze and interpret literature differently.

### ***Grammar and Language Usage***

Grammar and Language Usage is a goal that focuses on students' developing increasing proficiency in the understanding and control of their language, including vocabulary development, word choice and syntax, and oral and written communication. Students should learn how to use effective and interesting language including:

- standard English for clarity.
- technical language for specificity.

- informal usage for effect.

Students should also continue to develop increasing control over grammatical conventions, including sentence formation, conventional usage, punctuation, capitalization, and spelling. Most students do **not** learn grammatical conventions efficiently through memorizing the parts of speech and practicing correct usage and mechanics only through drills and exercises, with the assumption that students will transfer what they learn in grammar study to their own writing and speaking.

Grammar conventions are most efficiently learned when they are learned as part of a practical, functional grammar that:

- is concerned with how the language works in context to achieve a particular purpose with a specified audience.
- uses a minimum number of grammatical terms and a maximum number of examples. The goals of each course specify the important terminology which students should know.
- focuses on grammatical components that relate to meaningful sentences in speaking and writing.
- teaches both correct, standard usage and effective sentence sense and style (e.g., the power of dialects in literature and film, the conventions of technical writing).
- teaches appropriate usage in the context of the students' writing and speaking, through:
  - focused, short lessons based on the demonstrated needs of the students.
  - discussions of the syntax of student-generated sentences.
  - activities such as sentence combining, sentence imitating, sentence expanding.
  - self-editing, peer editing and teacher conferences.

---

## Strands

In all types of communication—expressive, informational, critical, argumentative, literary, and in language usage—students will use the strands of oral language, written language, and media and technology. As students become more sophisticated communicators with oral language, written language, and media and technology, they should also become more self-directed learners, more collaborative workers, and more complex thinkers. The ultimate purpose of the English Language Arts curriculum is to teach students the language abilities they need to communicate effectively, in all three strands, as individuals and as members of society.

High school students need continued instruction and extended guided practice in the skills of oral language for formal and informal speaking situations, including public, small group, and personal settings; they

should identify and use effective strategies to articulate ideas clearly, precisely, accurately, and appropriately. They need to learn and practice conventional language usage in their speech. They also need to use different listening skills in diverse situations and for different purposes; they should demonstrate a willingness, as well as an ability to listen thoughtfully, carefully, and respectfully. They should understand the connections between oral and written language, for example how purpose and audience must be considered in speaking and listening as well as in reading and writing.

Since effective communication grows from understanding the context, purpose, and audience of the communication, oral language instruction and practice should be infused with instruction in written language and using media/ and technology in all environments. For example, as students learn about and practice communicating individual experiences to a friendly audience through a personal narrative, they employ reading, writing, speaking, listening, and using media and technology to explore personal expression.

In written language instruction and practice, students should make connections between their reading and their writing. They need to write so that they consider the reader who will read their writing, and they need to read so that they consider the author who wrote what they are reading. Students need to read and write frequently. They need to read a variety of types of text, and they need to use different types of writing for a variety of audiences and purposes.

Students should read widely and deeply in all environments, in all genres and in diverse traditions; they should read for different purposes, including entertainment, and they should be allowed to choose their own texts at least some of the time. In their reading, students should become more insightful as they progress from course to course. They should develop increasing control of how and when to use strategies before, during, and after their reading. High school students should read extensively in all content areas, using a variety of media and texts.

Likewise, students need to learn how to use writing processes in all environments. While no one writing process is used by every writer in every piece of writing, students need to understand how to write purposefully and strategically. They need to learn how to generate ideas; to organize and prioritize; to rethink and revise language and ideas; and to edit their own work. They should learn how to use a range of strategies (e.g., elaborating, classifying, describing, noting similarities and differences, constructing scenarios and vignettes) to create a final product. They should provide a sense of organization, movement, and closure. Students should also learn how to present their written work in one-to-one interactions, group meetings, forums, and panel discussions.

The focus of technology in the English Language Arts curriculum should

be upon learning with technology, rather than learning about technology as a subject area. Students not only are consumers and viewers, but are also active users and creators of media and technology. Communication media and technology can include television, videotapes, radio, film, and computers. Students can access and use a full range of electronic media that can enrich the other communication strands—reading/literature, writing, speaking/listening. For example, students can access Internet and CD-ROM technology in reading and research; they can construct and incorporate visual and audio enrichment such as multi-media presentations, charts, graphs, videoclips, audioclips, and photographs into their written and oral communications. They can construct web pages, produce documentaries, or participate in video/audio conferences with peers or experts in other states, even other countries.

Students should learn how to evaluate media and technology. They should also be able to create and use media and technology themselves. Learning how to use media and technology thoughtfully is best accomplished by integrating the use of media with reading, writing, and speaking/listening so that students learn how effective communication constantly incorporates media for specific purposes and effects. Once again, students will create and evaluate media/technology in all environments—expressive, informational, critical, argumentative, literary, and language usage.

---

**Connections** While the goals of communication differ in their social context (purposes, audiences), there are elements that overlap. For example, in an editorial that presents an argument, a writer may illustrate a point by relating a personal experience; or a critic interpreting a television show may, for part of the essay, take an informational stance to give the reader some factual background.

Thus, the high school English Language Arts curriculum is a spiraling program that is based on strong connections. The interrelationships include:

- the study of the expressive, explanatory, critical, argumentative, and literary environments.
- the study of language and the conventions of grammar, which both undergird and permeate the entire study of English Language Arts.
- the strands of oral language, written language, and using media and technology.

The high school English Language Arts curriculum also strives to involve itself as deeply as possible in the world beyond the classroom. It provides a solid foundation for communicating effectively in diverse contexts for multiple purposes and roles in life—as a life-long learner, a responsible citizen, a concerned parent, and a productive worker.

Finally, all goals and objectives are written to include all the strands. For example, in producing narratives, students will need to have read and reflected on narratives written by published authors. Narratives can be oral as well as written; thus students should have opportunities to tell their stories orally as well as listen to the narratives of peers. They may also incorporate media and technology in numerous ways, for example using clip art, interactive media, videotaping, audiotaping, or creating a web page.

Teachers should build on the connections and overlapping areas of the curriculum, asking students to find insightful connections, revisit significant concepts, participate in meaningful conversations, and develop knowledge and skills in the context of use. The chart on the following page demonstrates the competencies which high school students should master as they progress through the program.

Students in grades 9-12 will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

---

Applebee, Arthur. *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*: Chicago: University of Chicago Press, 1996.

Probst, Robert E. "Five Kinds of Literary Knowing." In Judith Langer (Ed.) *Literature Instruction: A Focus on Student Response*. Urbana, IL: National Council of Teachers of English, 1992.

## ENGLISH I

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal **expression**, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. In English I, students will:

- Express reflections and reactions to literature and to personal experience.
- Explain meaning, describe processes, and answer research questions.
- Evaluate communication and critique texts.
- Make and support an informed opinion.
- Participate in conversations about and written analysis of literary genres, elements, and traditions.
- Use knowledge of language and standard grammatical conventions.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1** **The learner will express reflections and reactions to print and non-print text and personal experiences.**

1.01 Narrate personal experiences that offer an audience:

- scenes and incidents located effectively in time and place.
- vivid impressions of being in a setting and a sense of engagement in the events occurring.
- appreciation for the significance of the account.
- a sense of the narrator's personal voice.

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of

increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

**Competency  
Goal 2**

**The learner will explain meaning, describe processes, and answer research questions to inform an audience.**

2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.

- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.

2.02 Explain commonly used terms and concepts by:

- clearly stating the subject to be defined.
- classifying the terms and identifying distinguishing characteristics.
- organizing ideas and details effectively.
- using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.
- demonstrating a clear sense of audience and purpose.

2.03 Instruct an audience in how to perform specific operations or procedures by:

- considering the audience’s degree of knowledge or understanding.
- providing complete and accurate information.
- using visuals and media to make presentations/products effective.
- using layout and design elements to enhance presentation/product.

2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by:

- deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media.
- prioritizing and organizing the information.
- incorporating effective media and technology to inform or explain.

- reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.

<b>Competency Goal 3</b>	<b>The learner will examine argumentation and develop informed opinions.</b>
--------------------------	--

3.01 Study argument by:

- examining relevant reasons and evidence.
- noting the progression of ideas that substantiate the proposal.
- analyzing style, tone, and use of language for a particular effect.
- identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.
- identifying and analyzing rhetorical strategies that support proposals.

3.02 Express an informed opinion that:

- states clearly a personal view.
- is logical and coherent.
- engages the reader’s interest or curiosity.

3.03 Support that informed opinion by:

- providing relevant and convincing reasons.
- using various types of evidence, such as experience or facts.
- using appropriate and effective language, reasons, and organizational structure for the audience and purpose.
- demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.

3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader’s response to text.

- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.

**Competency  
Goal 4**

**The learner will create and use standards to critique communication.**

4.01 Evaluate the effectiveness of communication by:

- examining the use of strategies in a presentation/product.
- applying a set of predetermined standards.
- creating an additional set of standards and applying them to the presentation/product.
- comparing effective strategies used in different presentations/products.

4.02 Read and critique various genres by:

- using preparation, engagement, and reflection strategies appropriate for the text.
- identifying and using standards to evaluate aspects of the work or the work as a whole.
- judging the impact of different stylistic and literary devices on the work.

4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.

- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.

**Competency  
Goal 5**

**The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.**

5.01 Read and analyze various literary works by:

- using effective reading strategies for preparation, engagement, reflection.
- recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), non-fiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).
- interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.
- understanding the importance of tone, mood, diction, and style.
- explaining and interpreting archetypal characters, themes, settings.
- explaining how point of view is developed and its effect on literary texts.
- determining a character's traits from his/her actions, speech,

appearance, or what others say about him or her.

- explaining how the writer creates character, setting, motif, theme, and other elements.
- making thematic connections among literary texts and media and contemporary issues.
- understanding the importance of cultural and historical impact on literary texts.
- producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre.

5.02 Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.

**Competency** The learner will apply conventions of grammar and language usage.

## Goal 6

6.01 Demonstrate an understanding of conventional written and spoken expression that:

- uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect.
- selects verb tense to show an appropriate sense of time.
- applies parts of speech to clarify and edit language.
- addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness.
- analyzes the place and role of dialects and standard/nonstandard English.
- uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words.

6.02 Discern and correct errors in spoken and written English by:

- avoiding fragments, run-ons, and comma splices.
- selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs.
- using and placing modifiers correctly.
- editing for spelling and mechanics (punctuation and capitalization).

## ENGLISH II

Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on **explanatory** contexts. In addition to literature study, students will:

- Examine non-literary texts related to cultural studies.
- Research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues.
- Critically interpret and evaluate experiences, literature, language, and ideas.
- Use standard grammatical conventions and select features of language appropriate to purpose, audience, and context of the work.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1** **The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives.**

1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience by:

- using specific and sensory details with purpose.
- explaining the significance of the reminiscence from an objective perspective.
- moving effectively between past and present.
- recreating the mood felt by the author during the reminiscence.

1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by:

- relating personal knowledge to textual information or class discussion.
- showing an awareness of one's own culture as well as the cultures of others.
- exhibiting an awareness of culture in which text is set or in which text was written.
- explaining how culture affects personal responses.

- demonstrating an understanding of media’s impact on personal responses and cultural analyses.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader’s response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

**Competency Goal 2** **The learner will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.**

2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.

- providing textual evidence to support understanding of and reader’s response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.

2.02 Create responses that examine a cause/effect relationship among events by:

- effectively summarizing situations.
- showing a clear, logical connection among events.
- logically organizing connections by transitioning between points.
- developing appropriate strategies such as graphics, essays, and multi-media presentations to illustrate points.

2.03 Pose questions prompted by texts (such as the impact of imperialism on *Things Fall Apart*) and research answers by:

- accessing cultural information or explanations from print and non-print media sources.
- prioritizing and organizing information to construct a complete and reasonable explanation.

**Competency  
Goal 3**

**The learner will defend argumentative positions on literary or nonliterary issues.**

3.01 Examine controversial issues by:

- sharing and evaluating initial personal response.
- researching and summarizing printed data.

- developing a framework in which to discuss the issue (creating a context).
- compiling personal responses and researched data to organize the argument.
- presenting data in such forms as a graphic, an essay, a speech, or a video.

3.02 Produce editorials or responses to editorials for a neutral audience by providing:

- a clearly stated position or proposed solution.
- relevant, reliable support.

3.03 Respond to issues in literature in such a way that:

- requires gathering of information to prove a particular point.
- effectively uses reason and evidence to prove a given point.
- emphasizes culturally significant events.

3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.

- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.

**Competency  
Goal 4**

**The learner will critically interpret and evaluate experiences, literature, language, and ideas.**

4.01 Interpret a real-world event in a way that:

- makes generalizations about the event supported by specific references.
- reflects on observation and shows how the event affected the current viewpoint.
- distinguishes fact from fiction and recognizes personal bias.

4.02 Analyze thematic connections among literary works by:

- showing an understanding of cultural context.
- using specific references from texts to show how a theme is universal.
- examining how elements such as irony and symbolism impact theme.

4.03 Analyze the ideas of others by identifying the ways in which writers:

- introduce and develop a main idea.
- choose and incorporate significant, supporting, relevant details.
- relate the structure/organization to the ideas.
- use effective word choice as a basis for coherence.
- achieve a sense of completeness and closure.

4.04 Evaluate the information, explanations, or ideas of others by:

- identifying clear, reasonable criteria for evaluation.
- applying those criteria using reasoning and substantiation..

4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.

- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.

**Competency  
Goal 5**

**The learner will demonstrate understanding of selected world literature through interpretation and analysis.**

5.01 Read and analyze selected works of world literature by:

- using effective strategies for preparation, engagement, and reflection.
- building on prior knowledge of the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and exploring how those characteristics apply to literature of world cultures.
- analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature.
- analyzing the importance of tone and mood.
- analyzing archetypal characters, themes, and settings in world literature.
- making comparisons and connections between historical and contemporary issues.
- understanding the importance of cultural and historical impact on

literary texts.

5.02 Demonstrate increasing comprehension and ability to respond personally to texts by:

- selecting and exploring a wide range of works which relate to an issue, author, or theme of world literature.
- documenting the reading of student-chosen works.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.

**Competency  
Goal 6**

**The learner will apply conventions of grammar and language usage.**

6.01 Demonstrate an understanding of conventional written and spoken expression by:

- employing varying sentence structures (e.g., inversion, introductory phrases) and sentence types (e.g., simple, compound, complex,

compound-complex).

- analyzing authors' choice of words, sentence structure, and use of language.
- using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, connotation).
- using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.
- examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking.
- using correct form/format for essays, business letters, research papers, bibliographies.
- using language effectively to create mood and tone.

#### 6.02 Edit for:

- subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.
- appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).
- parallel structure.
- clichés trite expressions.
- spelling.

## ENGLISH III

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is **critical analysis** of texts through reading, writing, speaking, listening, and using media.

In addition, the student will:

- Relate the experiences of others to their own.
- Research the diversity of American experience.
- Examine relationships between past and present.
- Build increasing sophistication in defining issues and using argument effectively.
- Create products and presentations which maintain standard conventions of written and oral language.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1** **The learner will demonstrate increasing insight and reflection to print and non-print text through personal expression.**

1.01 Create memoirs that give an audience a sense of how the past can be significant for the present by:

- elaborating upon a significant past episode from the student's current perspective.
- projecting the student's voice in the work through reflective interpretation of relationships to people and events.
- writing for a specific audience and purpose.

1.02 Reflect and respond expressively to texts so that the audience will:

- discover multiple perspectives.
- investigate connections between life and literature.
- explore how the student's life experiences influence his or her response to the selection.
- recognize how the responses of others may be different.
- articulate insightful connections between life and literature.
- consider cultural or historical significance.

1.03 Demonstrate the ability to read, listen to and view a variety of

increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

**Competency  
Goal 2**

**The learner will inform an audience by using a variety of media to research and explain insights into language and culture.**

2.01 Research and analyze ideas, events, and/or movements related to United States culture by:

- locating facts and details for purposeful elaboration.
- organizing information to create a structure for purpose, audience, and context.
- excluding extraneous information.
- providing accurate documentation.

2.02 Examine and explain how culture influences language through projects such as:

- showing the evolution of forms of communication in the United

States (e.g., the Pony Express, telegraph, telephone, fax, e-mail).

- tracing the development of technology in a particular area such as audio or video recordings, radio, television, and film.
- demonstrating proficiency in accessing and sending information electronically, using conventions appropriate to the audience.

2.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.

**Competency  
Goal 3**

**The learner will demonstrate increasing sophistication in defining issues and using argument effectively.**

3.01 Use language persuasively in addressing a particular issue by:

- finding and interpreting information effectively.
- recognizing propaganda as a purposeful technique.
- establishing and defending a point of view.

- responding respectfully to viewpoints and biases.

3.02 Select an issue or theme and take a stance on that issue by:

- reflecting the viewpoint(s) of Americans of different times and places.
- showing sensitivity or empathy for the culture represented.
- supporting the argument with specific reasons.

3.03 Use argumentation for:

- interpreting researched information effectively.
- establishing and defending a point of view.
- addressing concerns of the opposition.
- using logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images).
- developing a sense of completion.

3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.

- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.

**Competency  
Goal 4**

**The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.**

4.01 Interpret meaning for an audience by:

- examining the functions and the effects of narrative strategies such as plot, conflict, suspense, point of view, characterization, and dialogue.
- interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).
- analyzing stylistic features such as word choice and links between sense and sound.
- identifying ambiguity, contradiction, irony, parody, and satire.
- demonstrating how literary works reflect the culture that shaped them.

4.02 Develop thematic connections among works by:

- connecting themes that occur across genres or works from different time periods.
- using specific references to validate connections.
- examining how representative elements such as mood, tone, and style impact the development of a theme.

4.03 Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents by:

- identifying the intent and message of the author or artist.
- recognizing how the author addresses opposing viewpoints.
- articulating a personal response to the message and method of the author or artist.
- evaluating the historical significance of the work.

4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade

level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.

**Competency  
Goal 5**

**The learner will interpret and evaluate representative texts to deepen understanding of literature of the United States.**

5.01 Interpret the significance of literary movements as they have evolved through the literature of the United States by:

- analyzing the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and how the selection of genre shapes meaning.
- relating ideas, styles, and themes within literary movements of the United States.
- understanding influences that progress through the literary movements of the United States.
- evaluating the literary merit and/or historical significance of a work from Colonial Literature, the Romantic Era, Realism, the Modern Era, and Contemporary Literature.

5.02 Analyze the relationships among United States authors and their works by:

- making and supporting valid responses about the text through references to other works and authors.
- comparing texts to show similarities or differences in themes, characters, or ideas.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.

**Competency  
Goal 6**

**The learner will apply conventions of grammar and language usage.**

6.01 Demonstrate an understanding of the conventions of language by:

- decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes.

- using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.
- discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation).
- revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres.
- contrasting use of language conventions of authors in different time periods of United States literature.
- analyzing the power of standard usage over nonstandard usage in formal settings such as job interviews, academic environment, or public speaking events.

6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by:

- reviewing and refining purposeful use of varying sentence types with correct punctuation.
- reviewing and refining correct pronoun usage, antecedents, and case.
- refining subject/verb agreement and choice of tense.
- extending effective use of phrases and clauses.
- discussing parts of speech as they relate to writing.
- editing for correct spelling and mechanics.

## ENGLISH IV

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is on **argumentation** by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will:

- Express reflections and reactions to texts.
- Explain principles inspired by the curriculum.
- Interpret and qualify texts.
- Research and address issues of public or personal concern.
- Create products and presentations which maintain standard conventions of the written and spoken language.

**Strands:** Oral Language, Written Language, and Other Media/Technology

**Competency Goal 1** **The learner will express reflections and reactions to print and non-print text as well as to personal experience.**

1.01 Compose reflective texts that give the audience:

- an understanding of complex thoughts and feelings.
- a sense of significance (social, political, or philosophical implications).
- a sense of encouragement to reflect on his or her own ideas.

1.02 Respond to texts so that the audience will:

- empathize with the voice of the text.
- make connections between the learner's life and the text.
- reflect on how cultural or historical perspectives may have influenced these responses.
- examine the learner's own response in light of peers' responses.
- recognize features of the author's use of language and how the learner relates these features to his/her own writing.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

<b>Competency Goal 2</b>	<b>The learner will inform an audience by exploring general principles at work in life and literature.</b>
--------------------------	--

2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to:

- relate complex issues from a variety of critical stances.
- discern significant differences and similarities among texts that propose different ideas related to similar concepts.

2.02 Analyze general principles at work in life and literature by:

- discovering and defining principles at work in personal experience and in literature.
- predicting what is likely to happen in the future on the basis of those principles.

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by:

- researching experience for relevant principles that relate to themes in literature and life.
- presenting a thesis, supporting it, and considering alternative perspectives on the topic.
- adjusting the diction, tone, language, and method of presentation to the audience.

2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.

**Competency  
Goal 3**

**The learner will be prepared to enter issues of public concern as an advocate.**

3.01 Research and define issues of public concern by:

- using a variety of resources such as the media center, on-line resources, interviews, and personal reflection.

- specifying the nature of an issue, including the various claims made and the reasoning that supports these claims.

3.02 Organize and deliver an argument so that an intended audience respects it by:

- wording the claim clearly.
- specifying reasons in support of the claim that are likely to be convincing.
- adopting an appropriate tone and stance toward the issue.

3.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.

<b>Competency Goal 4</b>	<b>The learner will analyze and critique texts from various perspectives and approaches.</b>
--------------------------	--

4.01 Develop critiques that enable an audience to judge claims and

arguments by:

- establishing and applying clear, credible criteria for evaluation.
- substantiating assessments with reasons and evidence.

4.02 Develop critiques that give an audience:

- an appreciation of how themes relate among texts.
- an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts.
- an understanding of how more than one critical approach affects interpretation.

4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.

<b>Competency Goal 5</b>	<b>The learner will deepen understanding of British literature through exploration and extended engagement.</b>
--------------------------	---

5.01 Explore British literature by:

- recognizing common themes that run through works, using evidence from the texts to substantiate ideas.
- relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities.
- making associations between historical and current viewpoints.
- understanding how literary movements influence writers.

5.02 Extend engagement with selected works of British literature by:

- observing how the imaginative experience of literature broadens and enriches real life.
- relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry).
- applying literary, grammatical, and rhetorical terms of literature.
- demonstrating in various print and non-print media the significance of works.
- discerning the effect of interpreting literature from various critical perspectives.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.

- making connections between works, self and related topics.
- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.

**Competency  
Goal 6**

**The learner will apply conventions of grammar and language usage.**

6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:

- using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.
- understanding how to use and apply grammatical, metaphorical, or rhetorical devices.
- recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs).
- revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres.
- contrasting use of language conventions of authors in different time periods of British literature.
- analyzing the power of standard usage over nonstandard usage in formal settings such as job interviews, academic presentations, or public speaking events.

6.02 Discern and correct errors in speaking and writing by:

- reviewing and refining purposeful use of various sentence types.
- editing for correct punctuation, spelling, mechanics, and standard edited American English.
- using appropriate transitional words and phrases.

# LANGUAGE ARTS COURSES--ADVANCED PLACEMENT (AP) ENGLISH

## **Purpose/ Overview**

An Advanced Placement course in English Language Arts is intended to provide the equivalent in content and difficulty of a college-level introductory English course. The College Board offers programs in both AP English Language and Composition and in AP English Literature and Composition. Students who choose to enroll in either course may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. However, students who take the course are not required to take the examination unless a local system chooses to require AP testing. Participation in an AP course often ensures more thorough preparation for the AP examination, but students are not required to take the course before taking the examination. Colleges and universities reserve the right to determine if students will be awarded college credit for their performance on the examination.

Educators, students, and parents should refer to College Board resources to facilitate preparation for or participation in Advanced Placement Language or Literature courses. While no official AP teacher certification is issued by the College Board or by the North Carolina Department of Public Instruction, the College Board recommends that instructors complete an AP Institute or workshop to prepare for teaching an AP course. Individual school systems may also have developed their own requirements and expectations regarding teacher preparation and continued professional development. Educators seeking additional information on courses, materials, and/or professional development should refer to the College Board web site:

<http://apcentral.collegeboard.com>. Students and parents may visit [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents) for additional information.

With permission of the College Board, the North Carolina Department of Public Instruction has created course standards that reflect both the expectations of the College Board and the philosophy and format of the North Carolina Standard Course of Study (SCS). However, these course outlines are not intended to replace the extensive guidelines provided by the College Board in AP course description books (often referred to as the *acorn books*) for each subject. Since the College Board frequently revises recommended topics and required skills, AP teachers should obtain and follow the current course descriptions for their courses.

## **Connections**

As a part of the High School English Language Arts Program, these courses promote an integrated approach to the strands of oral language, written language, and other media/technology. Moreover, the courses are aligned to

the goals of secondary (6-12) English Language Arts, with students involved in different communication environments, based on purpose, audience, and context. (For more information about the philosophy underlying the High School English Language Arts Program, please see pp. 7-16 and pp. 71-80 of the *North Carolina English Language Arts Standard Course of Study* or visit <http://www.ncpublicschools.org/curriculum/languagearts/indexa.html> ).

**Options for  
Implementation**

Currently, schools and systems throughout North Carolina approach AP English Language Arts courses in different ways. According to the College Board,

Because the AP course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, the AP ... course is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their...students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in the AP class. (AP course description books for AP English Language and Composition and AP English Literature and Composition, available from <http://apcentral.collegeboard.com/courses/descriptions/1,3061,151-162-0-0,00.html> )

In light of this recommendation and the numbers of systems who currently use the 4X4 block schedule, these courses have been designed to stand alone as electives that would be taken in addition to the graduation requirements of English I, II, III, and IV. However, local systems may choose to combine a required course (English III or English IV) with an AP course, as long as the standards for *both* courses are met. AP English courses may not be taken in lieu of any required English course. Allowing such a choice preserves the prerogatives of local systems to offer courses designed to meet the needs of their particular students and situations. The chart below offers a summary and some additional information about the differences between the courses:

<b>AP Courses as Electives</b>	<b>AP Courses combined with English III or</b>
--------------------------------	--

<b>English IV</b>		
Standard Course of Study	AP English Language and Composition AP English Literature and Composition	English III <b>and</b> AP English (Language or Literature) English IV <b>and</b> AP English (Language or Literature)
Fulfills graduation requirements	No	Yes
English courses taken	English I, II, III, IV AP English Language and Composition AP English Literature and Composition *Students may take one or both of the AP courses	English I, II English III / AP English (Language or Literature) English IV / AP English (Language or Literature) *Students may take one or both of the combined English requirement / AP courses
Weighted credit	AP electives as +2 points (English courses, as determined by system, may be honors credits as +1 point)	Combined English requirement /AP as +2 points
Course codes	Codes will be designated for AP elective courses	Codes will be designated for combined English /AP courses

Additional resources for both the separate and combined courses will be developed to support teachers.

Determining which approach (separate AP electives or combined English / AP courses) best fits a particular school or system will require consideration of the specific needs, goals, and resources of the local district and population. The following questions may help guide discussions:

- Will offering separate courses encourage more students, and perhaps a greater diversity of students, to challenge themselves at a higher level because they feel prepared by taking the honors level course first?
- Will students be less likely to take the separate AP course because they have other courses to take for graduation requirements or different interests?
- Will teachers of the separate courses have time to work together, before courses are implemented and/or during the school year, to avoid duplication of assignments and materials?
- How will the different approaches impact student literacy and achievement on local, state, and national assessments?

- How will the different approaches impact class size and teacher position allocation in the English department? in other departments?
- What scheduling challenges and options are presented by the different approaches?

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Students in Advanced Placement English Language and Composition will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

### **Competency Goal 1**    **The learner will react to a variety of texts and media by drawing upon personal experiences, readings, and observations.**

1.01 Draw upon personal experiences, readings, and observations by:

- demonstrating an understanding of the differences between personal and objective responses to text.
- investigating connections between life and literature.

1.02 Respond to a variety of texts and media by:

- defending, qualifying, or refuting the author's position to create a variety of formal and informal responses (e.g. journals, in-class writings, letters, memoirs, parodies).
- projecting his/her voice in reflective writing.

### **Competency Goal 2**    **The learner will use inquiry and research to inform an audience about complex subjects.**

2.01 Research and synthesize information by:

- investigating a variety of media sources.
- evaluating validity and significance of information.
- analyzing rhetorical functions of textual annotation and documentation.
- organizing information for clarity and effectiveness.
- demonstrating awareness of purpose, audience, and context.
- documenting sources accurately.

2.02 Respond to informational texts or media by:

- assessing the language, culture, structure, and historical perspective of the text to explain insights into language.
- explaining significant connections among the speaker's/author's purpose, tone, biases, and the message for the intended audience.

**Competency Goal 3**    **The learner will create and sustain arguments based on readings, research, observations and personal experiences.**

3.01 Understand argumentative structure by:

- identifying the strengths of argumentative strategies and techniques.
- recognizing common argumentative weaknesses such as logical fallacies, the misuse of classical appeals, and inadequate support.

3.02 Create and sustain a response by:

- evaluating print and electronic research materials to determine effectiveness and validity.
- producing expository and argumentative compositions that introduce, defend, qualify or refute a complex central idea.
- developing compositions with appropriate, specific evidence and cogent explanations.

**Competency Goal 4**    **The learner will analyze prose written in a variety of periods, disciplines, and rhetorical contexts.**

4.01 Determine the author's intent/argument by:

- identifying an author's use of rhetorical strategies and devices and the extent to which they impact the development of the theme (e.g., selection of detail, tone, mood, style, attitude, point-of-view, syntax, organization, diction, voice).
- explaining the effectiveness of the author's use of language for the intended audience.

4.02 Analyze the effectiveness of the author's intent/argument by:

- evaluating the author's rhetorical purpose.
- synthesizing connections between text and historical and cultural context.
- critiquing the use of literary devices (e.g., figurative language, irony, imagery).

**Competency Goal 5**    **The learner will develop a deeper understanding of representative literature with a specific emphasis on non-fiction.**

5.01 Explore texts by:

- making connections between text and personal experience.
- making connections and extending comparisons between features of different pieces of print and non-print text (fiction, non-fiction,

poetry, drama, film).

5.02 Analyze the author's rhetorical strategies and linguistic choices by:

- understanding the author's intent.
- recognizing the author's rhetorical style.
- identifying the author's audience.
- evaluating the effectiveness of such choices.

**Competency  
Goal 6**

**The learner will demonstrate understanding and mastery of standard written English and exhibit stylistic maturity.**

6.01 Demonstrate an understanding of the conventions of language by:

- employing appropriate grammar and mechanics.
- revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in consideration of questions being addressed, purpose, audience, and genres.

6.02 Exhibit stylistic maturity by:

- using an effective writing process.
- utilizing a variety of sentence structures.
- incorporating clear transitions.
- developing and appropriately using a wide-ranging vocabulary.
- controlling rhetorical devices effectively, including tone, voice, and diction.

## ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Students in Advanced Placement English Literature and Composition will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

### **Competency Goal 1**    **The learner will reflect on and express reactions to print and non-print resources.**

1.01 Compose reflective texts to:

- express an understanding of complex thoughts and feelings.
- convey a sense of social, historical, political, philosophical, and/or stylistic implications.
- articulate his/her own values and preferences with respect to both the style and substance of other individuals.

1.02 Respond to resources to

- demonstrate an understanding of cultural, historical, and/or social implications with precision, sensitivity, energy, and imagination.
- discern comparisons and contrasts among texts that propose different ideas.
- understand the ways writers use language to provide both meaning and pleasure for their readers.
- recognize features of the author's use of language and how the reader relates these features to his/her own writing.
- examine his/her own response in light of peers' responses.

### **Competency Goal 2**    **The learner will inform an audience by exploring literature to explain its artistry and its underlying social and cultural values.**

2.01 Locate, process, and comprehend texts that:

- explain themes, issues, and concepts in order to relate complex issues from a variety of historical, stylistic, and critical stances.
- examine significant comparisons and similarities among texts that propose different ideas related to similar concepts.

2.02 Analyze the artistry of various works of literature by:

- recognizing historical context in terms of the evolution of language and literature.

- examining literary techniques such as style, syntax, diction, figurative language, tone, purpose, and audience.

2.03 Publish works to enable an audience to understand a principle, theory or artistic technique by:

- presenting a focused thesis with supporting detail and commentary.
- adjusting diction, tone, language and method of presentation to the audience.

**Competency Goal 3**    **The learner will develop an argument which addresses and assesses the human condition through a study of universal themes.**

3.01 Recognize and define universally relevant issues by:

- using a variety of texts and personal reflections.
- specifying their complex nature.
- tracing their commonalities.

3.02 Compose, organize and deliver a convincing argument by:

- making a concise thesis.
- using credible reasoning and convincing detail to support the argument.
- demonstrating an intellectually mature tone and stance.

**Competency Goal 4**    **The learner will explore and provide critical perspectives through deliberate and thorough analysis, interpretation, and evaluation of text.**

4.01 Develop organized critical analyses with focus and support to:

- provide the audience with a clear, credible thesis that establishes intent.
- substantiate the thesis with general and specific textual references including quotations.
- elaborate on textual support with insightful commentary
- develop and organize ideas in coherent, persuasive, precise language culminating in a conclusion that is not a summary.

4.02 Provide organized, structured critical analyses by:

- creating an awareness and appreciation of thematic connections among works.
- conveying an understanding of historical background and social values based on different cultural perspectives.

**Competency Goal 5**    **The learner will engage in an intensive study of representative works of recognized literary merit from various genres and time periods with a strong focus on the 16<sup>th</sup> through the 21<sup>st</sup> century.**

5.01 Demonstrate an understanding of literary works by:

- analyzing textual detail.
- exploring historical context as well as social and cultural values.
- evaluating an author’s style, including syntax, diction, figurative language, and literary devices.
- considering organization, subject, occasion, audience, purpose, and speaker.
- sharing thoughtful discussion in the company of his/her peers.

5.02 Explore works in the context of a variety of critical approaches such as political, societal, and philosophical.

**Competency Goal 6**    **The learner will demonstrate understanding and mastery of standard written English and exhibit stylistic maturity.**

6.01 Demonstrate an understanding of the conventions of language by:

- employing appropriate grammar and mechanics.
- applying knowledge of diction.
- revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in consideration of questions being addressed, purpose, audience, and genres.

6.02 Exhibit stylistic maturity by:

- using an effective writing process.
- utilizing a variety of sentence structures.
- incorporating clear transitions.
- developing and appropriately using a wide-ranging vocabulary.
- controlling rhetorical devices effectively, including tone, voice, and diction.



# APPENDIX A

## Information On Beginning Reading Instruction

### Background

Information about beginning reading instruction was added to the *English Language Arts Standard Course of Study* in 1997 to implement public school law 115C-81.2. This law directed the Department to "...critically evaluate and revise the standard course of study so as to provide school units with guidance in the implementation of balanced, integrated, and effective programs of reading instruction." Furthermore, the law stated "...these programs shall include early and systematic phonics instruction."

Because of the great interest of the public in effective reading instruction and because of specific North Carolina legislation about the content of public school reading instruction, it is essential that those who teach beginning reading and those responsible for implementing reading instruction in each local school system become very familiar with this section of the curriculum and with the reading grade level goals and objectives.

### Reading

Reading is the process of decoding print and constructing meaning and is based on the reader's prior knowledge. It consists of three interconnected processes—graphophonic, syntactic, and semantic processing—which do not function separately. With proficient readers, processing occurs automatically, redundantly, and more or less simultaneously. Reading development is interrelated with listening, speaking, and writing.

### What Is A Balanced Reading Program?

A balanced reading program includes:

- Knowing students individually.
- Balancing both direct and indirect instruction.
- Balancing instructional activities including skills emphasis and meaning emphasis (Strickland, 1996).

Balanced reading is deep-rooted in the belief that teachers should be constantly aware of students' individual needs and progress. Toward this end, teachers should make full use of a variety of assessment tools such as teacher observations, oral reading samples, writing samples, spelling samples, and portfolios, as well as standardized and other tests. Teachers who know students individually provide many kinds of support, enabling students to move to higher levels of reading and literacy development. Teachers of balanced reading provide direct instruction to scaffold learning and make learning to read and write easier. They also provide ample opportunity and support for students to use and extend their instruction in functional reading and writing.

In the classroom, a balance of instructional activities for reading should exist. Modeled reading, shared reading, guided reading, and independent reading, as well as direct instructional activities, are all included in the balance.

Children must spend time—both inside and outside the classroom—reading and writing under conditions for learning that are favorable for individual achievement. Likewise, some time should be spent in individual, small-group, and whole-group direct instruction to support children’s literacy needs.

The reading program should balance an emphasis on helping children acquire relevant skills and knowledge and an emphasis on helping them learn to use those skills and knowledge in service of independent, productive, and thoughtful reading and writing. A comprehensive plan will be effective when teachers provide direct instructional support and the kinds of daily reading and writing that are needed for the complex process of learning to read.

## A Balanced Perspective on Systematic Phonics

Phonics is the relationship between sounds in speech and spelling patterns. The power of phonics for word identification is largely dependent upon knowledge about the sounds of spelling patterns and surpasses simple letter sound correspondence and blending. For example, the sound of the vowel *e* in *be* versus *bet* depends upon the position of *e* in the long versus short vowel spelling pattern. “Phonics instruction,” according to Marilyn Adams, “is not so much about correspondences between single letters and phonemes as it is about correspondences between spelling patterns and speech segments” (1997, p. 3).

Learning phonics is essential. Research shows that early phonics instruction produces students with superior word-identification skills which is a desirable outcome of the balanced reading program. Additionally, phonics knowledge supports spelling development. Phonics is not, however, sufficient for children’s literacy learning. In a balanced reading program word-identification skills do not take dominance over reading comprehension (Routman, 1996). Time must be spent developing all aspects of reading including comprehension and fluency. To this end, time spent on early phonics instruction must be balanced to allow appropriate time spent on reading comprehension, fluency, and writing.

John Shefelbine reports, “Phonics instruction should be systematic and thorough enough to enable most students to become independent, and fluent readers, yet still efficient and streamlined” (1995, p. 2). While characteristics of systematic phonics instruction can vary, phonics should no longer be associated with stacks of worksheets and endless drills. Shefelbine provides the following general characteristics of systematic phonics:

- short but frequent teacher-led lessons
- the introduction, review, and application of an initially limited but growing set of spelling-sounds relationships (rather than working on the entire alphabet at once)
- instruction in blending
- correlated work in spelling (students read what they can spell and spell what they can read) (Shefelbine, 1995, p. 5).

Phonics is directly related to the graphophonic cueing system, one of three generally acknowledged cueing systems that readers use. Balanced reading instruction pays credence to the importance of having children use all three cueing systems when reading. Knowledge about the sounds of spelling patterns—or phonics—is a powerful cue for the reader. In addition, meaning gleaned from semantic cues and grammatical structure gleaned from syntactic cues help the reader determine what a word might mean (Weaver, 1994; Clay, 1991).

Children should be helped to understand phonics skills and the use of graphophonic cueing strategies through direct instruction. To help them internalize phonics skills and strategies as an integral part of reading and writing, phonics skills should be practiced in meaningful context (Routman, 1996; Strickland, 1996) including leveled text (Clay, 1991) and decodable text (Adams, 1997). However, studying spelling patterns and words in and of themselves can also be valuable activity (Templeton, 1992).

A general developmental continuum for phonics and spelling instruction begins with rhyming and the development of phonemic awareness in kindergarten; and it continues with focus on short vowels, common consonants and consonant blends, and a few high-frequency long vowel patterns—all for single-syllable words in first grade. The general continuum provides for continued focus on vowel patterns and generalizations for single-syllable words in second grade and focuses on syllabication and structural analyses in third grade (Gentry, 1997; Shefelbine, 1995).

Not all children need the same amount or same kind of instruction. In the balanced reading program, phonics instruction should fit individual needs. Local flexibility should be exercised in the decision-making process for determining how best to incorporate systematic direct phonics instruction in the balanced reading program.

The Comprehensive Model on the following page illustrates:

### ***Teaching Model of Reading*** ●

**Engagement and Motivation**  
(Reason for and Appreciation of Reading)

**Word Recognition**  
(Phonics and Decoding, Sight Word Development, Spelling Development, Appreciation of Morphemes)

**Comprehension**  
(Understanding Narrative and Expository Text)

**Emergent Literacy**  
(Concepts about Print, Letter Knowledge, Phonemic Awareness, Understanding Alphabetic Principle)

**Vocabulary and Concept Development**  
(Dictionary Use, Inferring Meanings from Context, Proper Usage, Shades of Meaning, General Knowledge)

**Strategies Used by Good Readers**  
(Developing a System for Learning)

**Fluency**  
(Automatic Word Recognition, Good Oral Reading, Good Silent Reading)

### ***Types of Instruction*** ●

Direct Instruction, Contextual Reading, Guided Reading

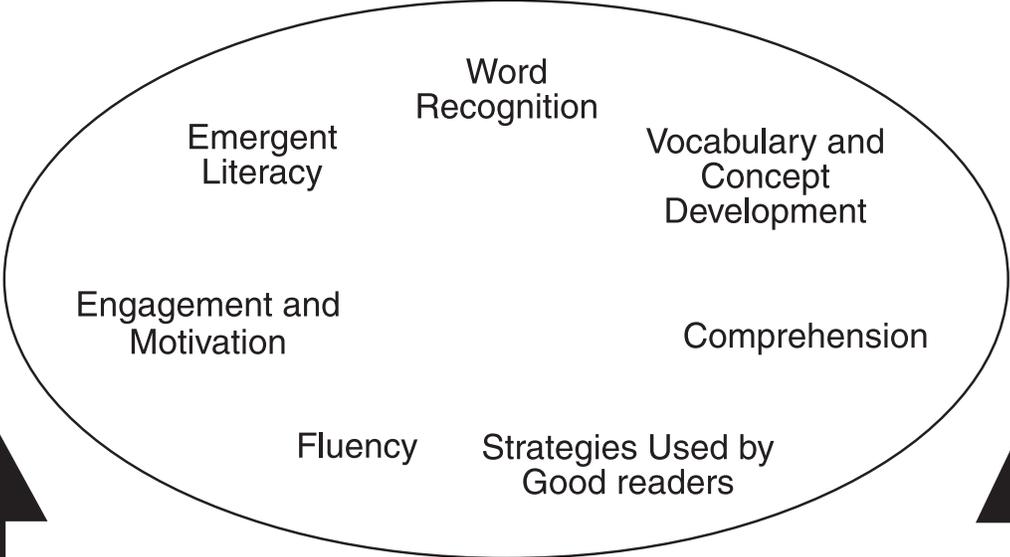
These types of instruction are spiraled in a classroom where children experience immersion in reading and writing, and all are needed in the balanced reading program.

### ***Process Model of Reading*** ●

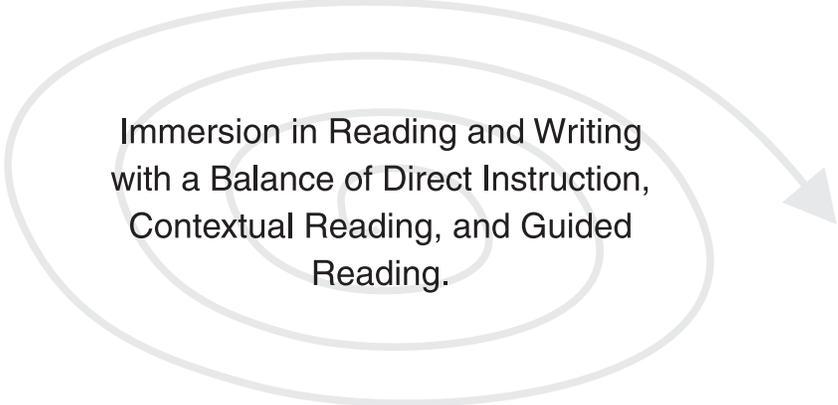
Graphophonic Processing, Semantic Processing, and Syntactic Processing

# North Carolina Comprehensive Model of Reading

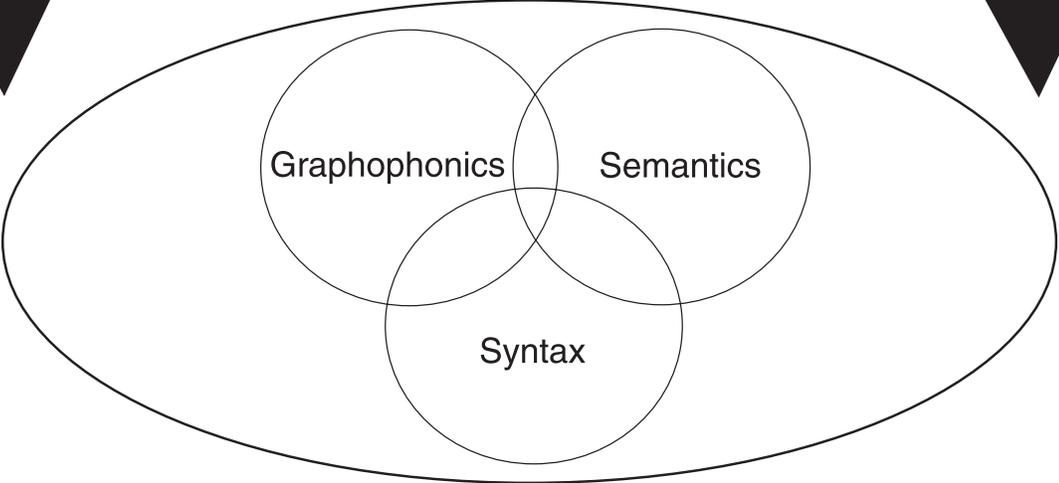
## Teaching Model



## Types of Instruction



## Process Model



This comprehensive model recognizes the child's development of language through both direct instruction and contextual learning, and through both selective skills activities and extensive interaction with varied print materials. Young readers must experience success in every one of the components of this model. Proficient readers process these components automatically and simultaneously. Because reading is essentially a dynamic thinking activity in which the reader interacts with text to create a meaningful understanding of the writing, good readers seek to identify meaning.

In addition to this graphic representation, it may be helpful to make the analogy between the North Carolina Model of Reading and the performance of a symphony, an analogy borrowed from *Becoming a Nation of Readers: The Report on the Commission on Reading* (1985). As in a symphony, reading takes place only when the components are put together in a smooth, integrated manner. Success in reading, as in a powerful musical performance, comes from systematic practice accompanied by constructive feedback over time.

## Description of the Components Engagement and Motivation

Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and purposefulness for reading because children will not become proficient readers if they do not enjoy the experience or see any value in it. Adults must also help students understand that print can reveal wonderful stories, knowledge, and insights—an understanding which can be strong motivation for learning to read (Brewer, 1995).

Some children have experienced as many as 1,000 hours of informal reading and writing encounters before they enter school (Adams, 1990). They have become engaged and motivated by literacy in activities such as being read to, watching adults write letters and lists, trying to write themselves (drawing or “scribble” writing), manipulating magnetic letters or blocks, and talking about environmental print such as labels and signs. Many children enter school without these experiences that all children need; they need to see literacy (reading and writing) as important to adults, as a *useful* and *meaningful* endeavor, and as an *exciting* and *enjoyable* activity.

Since children come to school with varying levels of knowledge about reading and writing, teachers of young children need to discover what each child knows about printed language and then plan individual, small group, and whole group activities and direct instruction that will develop rigorous proficiency and promote continued literacy growth for all students.

Young children also need to be developing formal knowledge about language and text. They need to be taught about the uses of print and about the logic and conventions of its spelling, its morphology and meaning, its syntax or grammar, and its larger rhetorical structures and genres. They need to hear quality literature and interesting, informational text, and they need opportunities to discuss—to select, interpret, and integrate ideas. Older children need to be engaged in reading. They need to read widely, critically, and reflectively, and they need to be given extended time to read and the opportunity to choose what they will read at least part of the time. They also need to be given guidance in thinking about and learning from what they read. They need to be able to support their

responses to reading and share their responses through writing and discussion.

In addition, children need to write as they learn to read. There should be a strong connection between reading and writing, not only because children who read become better writers and children who write become better readers (Stosky, 1983; Tierney and Leys, 1986), but also because the reading and writing connection increases engagement and motivation. Children who are engaged in both writing *and* reading activities learn that meaning is what the writer is trying to communicate, and thus they read for meaning and write for clarity and understanding. Writing helps children to understand purpose and audience, which underlie good writing; that understanding translates into good strategies for reading. "Writers make more sensitive readers and readers make more informed writers" (Cunningham, p. 190).

It is extremely important that young readers have extended practice in reading. They need interesting and well-written books to read, time in which to read, and reasons for wanting to read. In addition, children are more likely to be motivated to read when they feel successful rather than frustrated and when they can sense their own growth and progress. In view of this, the North Carolina Public Schools must seek to develop in every student the knowledge and understanding, as well as the perspective and attitudes, that necessarily underlie true literacy.

Within the North Carolina Comprehensive Model of Reading, thoughtful engagement and motivation are absolutely necessary at all ages and thus provide a foundation for successful reading. Children will learn these attitudes from the context of literacy activities in which they are engaged and from discussions with significant adults.

Some ways to foster *engagement* and *motivation* include:

- Routinely incorporate activities that foster a desire to read, such as reading aloud books with predictable patterns, repetition, and rhyme; books that are related to students' life experiences; and books that stretch students' imaginations and sense of wonder.
- Provide time and opportunities for students to read a variety of materials representing appropriate reading levels and a variety of topics and genres.
- Engage in sharing and discussing texts read independently, in pairs, in small groups, and in large groups.
- Provide live and recorded models of adults and students reading.
- Share favorite books with other students and adults.
- Share nonfiction texts with students in a way that makes the information and puzzles they present come alive.
- Engage students in shared reading experiences from the beginning to foster feelings of success and membership in a community of readers.
- Help students learn to analyze the author's language and craft, to reflect on their understanding and reactions to what is read, and to wonder about the new thoughts and questions that the text invites.
- Demonstrate connections between reading and writing by asking students to create, discuss, and publish their own stories.

# Emergent Literacy

The process of literacy begins much earlier than was previously believed, with early contact with print (for example, soft alphabet blocks, books, legos, etc.) serving as a basis for a lifelong learning process. Also, literacy is now regarded as a social and a linguistic process, rather than merely a cognitive skill to be learned.

The importance of Emergent Literacy is indicated by the following research: IQ, mental age, race, parents' or guardian's levels of education, left or right handedness, and perceptual styles are weak predictors of children's reading success. Rather, these factors of Emergent Literacy are heavily correlated with later reading success:

- Print awareness (knowledge of print)
- Alphabetic knowledge ( graphophonic symbols/sounds)
- Phonemic awareness (linguistic awareness of words, syllables, phonemes)  
(Diamond and Mandel, 1996).

Both direct instruction and extended exploration of these concepts in real reading and writing are necessary for developing emergent literacy. However, different children will require different levels of direct instruction, with some children needing more explicit instruction and more repeated experiences. Children who are not already reading and who cannot successfully decode need phonemic awareness, explicit instruction in the fundamental sound-letter associations, and opportunity to practice in text that they can decode and that is at an individually appropriate level of difficulty. Meanwhile, read-alouds and guided reading sessions should be maintained to ensure ample experience with meaningful, rich literacy and language.

Research in Emergent Literacy indicates the following important points:

- Literacy development begins early in life, long before formal instruction.
- The functions of literacy (how reading and writing are used in real life situations to accomplish various goals) are an integral part of the learning process.
- Reading and writing are interrelated and develop together.
- Children learn about written language through active engagement in reading, writing, and discussion with others.
- Children should be helped to understand skills and strategies through direct instruction.
- To help children internalize skills and strategies as an integral part of reading and writing processes, they should be practiced within a meaningful context.
- Progress should be monitored by ongoing, multiple observations and analysis of reading behaviors and writing samples as children engage in reading and writing meaningful, connected text (The Primary Program: Growing and Learning in the Heartland, 1993).

### *Print Awareness*

Print awareness is an important foundation for students' learning how to read.

Children should possess a broad, general appreciation of the nature of print. They should be aware of how printed material can look and how it works; that its basic meaningful units are specific, speakable words; and that its words are comprised of letters. Of equal importance, they should have a solid sense of the various functions of print—to entertain, inform, communicate, record—and of the potential value of each of these functions to their own lives. To learn to read, a child must learn first what it means to read and that she or he would like to be able to do so (Adams, 1990).

While some children come to school with extended knowledge of print, other children do not; teachers of young children need to assess what each child knows about print and make sure that each child acquires the print awareness he/she needs for success in reading.

Ways to teach print awareness include:

- Teach book concepts and print concepts through demonstrations as part of shared reading and shared writing.
- Use teacher demonstrations/direct instruction with individual students.
- Use teacher modeling to demonstrate book and print concepts such as the concepts that words can be spoken or written and that print corresponds to speech.
- Provide language activities that develop listening and expressive skills (e.g., listening to stories, poems, and expository texts; telling and retelling stories; enacting stories; discussing word meanings, ideas, books, and experiences; etc.).
- Provide a classroom full of print that is varied and meaningful to students (e.g., lists of birthdays and chores, labels on possessions and seat assignments, etc.). Such printed materials could be accessible to students as they go about the reading/writing routines of the day.
- Teach page arrangement, story grammar, and directionality of print with repeated readings and modeling with big books.
- Write students' words (what they say) for teacher and students to read aloud.

### *Letter Knowledge*

To help young children learn to recognize and print upper- and lower-case letters, the following activities are recommended:

- Familiarize students with the alphabet by teaching them alphabet songs and poems, such as the ABC song.
- Play letter recognition games to help them learn to recognize both upper- and lower-case letters.

- Teach students to print their own names and expect them to label their work regularly.
- Play games that teach the children to pair upper- and lower-case forms of each letter.
- Assist students in learning to print the letters with tactile, kinesthetic mediums such as magnetic and sandpaper letters.
- Give students ample and regular opportunity to print the letters of the alphabet using the large motor skills (writing in sand, fingerpaint, salt, or rice, or writing on the chalkboard) as well as the small motor movements.

### *Phonemic Awareness*

Phonemic awareness is the insight that words and syllables are themselves comprised of strings of still smaller sounds, the phonemes. In principle, phonemes are the speech sounds that correspond to letters in an alphabetic language. For this reason, an awareness of phonemes is essential to making sense of the logic of our writing system.

Phonemic awareness is difficult and should be developed in progressive stages. It includes segmenting and blending, and children need to do both (Fox, 1996). To foster children’s awareness of phonemes, engage them in games that encourage word play—rhyming, blending, segmenting, and all manner of play with the initial, final, and medial sounds of words. To complement activities that are specifically designed for developing phonemic awareness, find ways to direct the students’ attention to the sounds of words in their daily interactions with language print.

Research indicates that poor phonemic awareness is a major underlying cause of specific reading difficulties. In order to make sure that lack of phonemic awareness can be detected and corrected before it causes reading problems, teachers should take full advantage of diverse assessment strategies.

Ways to teach phonemic awareness include:

- Gradually move from larger, easier phonological insights to smaller, more subtle ones.
- Share stories, poems, songs, and dances that play with language sounds and patterns.
- Engage the children in games that combine phonemic play with meaning (e.g., “I see something yellow whose name begins with /m/”).
- Engage the children in games that encourage word play and rhyming.
- Engage the children in games that encourage blending of syllables and phonemes.
- Engage the children in games that encourage segmenting of initial, final, and medial phonemes.
- Foster attention on sound elements with words by clapping syllables, manipulating magnetic letters, and manipulating tokens to match sounds or to match sounds during slow word articulation.

- Engage students in segmenting activities such as tapping and counting sounds in words and using a rubber band to illustrate how to segment words into sounds.
- Engage children in blending activities, for example, the use of visuals such as a slide to illustrate how sounds are blended together during pronunciation.
- Carefully monitor and assess the growth of each child’s phonemic awareness.

### *Alphabetic Principle*

In the later stages of Emergent Literacy and as a bridge into the Developing Literacy stage, children should begin to understand the basic alphabetic principle: The letters of written words represent the phonemes of spoken words. Phonemic awareness and letter knowledge are prerequisites to understanding the alphabetic principle, but they are not quite enough. Instruction is also warranted on how the relations between letters and sounds are represented in print.

Research shows that children who have a basic understanding of the alphabetic principle generally move into the challenges of learning to read and write words with ease and confidence. In contrast, children without this basic understanding have great difficulty.

The purpose of teaching children the alphabetic principle and sound-letter relationships is that they will be able:

- In reading to form an approximate pronunciation that must be checked against their knowledge of real words and the context of the text.
- In writing to form an approximate spelling of a word and to move from phonemic or temporary to standard or conventional spelling.

The goal of alphabetic instruction is for readers to be able to use information consistently about the relationships between letters and sounds and letters and meanings to assist in the identification of known words and to figure out unfamiliar words independently.

The alphabetic principle can be taught in the following ways:

- Engage students with alphabet books, both commercial and student-made.
- Provide direct instruction on letter-sound correspondences using key-word displays.
- Create an environmental alphabet with materials brought from home (e.g., napkins, empty cereal boxes, place mats from fast-food restaurants).
- Encourage children to spell independently using their letter knowledge and phonemic awareness.
- Help children realize that the alphabetic principle applies not merely to the first letter and sound of a word but to letters and sounds in every position of a word.

- Play letter-sound games to help the children understand that the sequence of sounds in a word are represented, left-to-right, by the sequence of letters.
- Focus attention on letter-sound patterns through multisensory activities involving visual, auditory, and kinesthetic and tactile experiences.

### *Important Concepts for Teachers of Early Reading Instruction*

Teachers who teach early reading instruction should transform the following ideas into their teaching. These transforming ideas are based on research provided by the Office of Educational Research of the U.S. Department of Education (Sweet, 1993).

- *Children use prior knowledge to construct meaning when reading.*

Reading comprehension is a process of constructing meaning from text based on the reader's background of experiences. Overall prior knowledge comes from past experiences both in and out of school. Prior knowledge for reading a specific text is of two types: text-specific knowledge for understanding a type of text (e.g., elements of fiction versus nonfiction) and topic-specific knowledge for understanding the topic of the text (e.g., knowledge about reptiles). Independent reading and writing are essential for expanding students' overall knowledge. Activating both text-specific and topic-specific prior knowledge helps the reader build meaning when reading a particular text.

- *Effective reading instruction can help develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive.*

Classrooms should have print-rich environments where readers can choose their own reading materials at least part of the time, where readers learn and practice reading strategies, and where they are routinely engaged in self and mutual assessments.

- *Phonemic awareness, the explicit awareness of the sounds of words, is a precursor to competency in identifying words and one of the best predictors of later success in reading.*

Word identification needs to become effortless and automatic for the reader to devote attention to constructing meaning while reading. Efficient, early instruction contains a balance of activities and strategies to improve word recognition, including phonics instruction, reading meaningful text, writing, and spelling activities. Effective teachers interweave these activities in their instruction and make sure that direct teaching of skills is complemented and extended by encouraging students to use and extend those skills in authentic, meaningful reading and writing activities.

- *Teacher modeling is an important form of classroom support for literacy learning.*

Modeling should be both implicit, or a part of the literacy experience (e.g., reading aloud to children and engaging them in conversation about the meaning of the story), and explicit, or direct teaching of how to approach a text (e.g., think-alouds where the teacher shares with students her/his thinking process as she/he completes a task).

- *Reading of storybooks and informational texts—in the context of sharing experiences, ideas, and opinions—is a highly demanding task for children.*

Discussion among readers and listeners of shared text is essential and intellectually demanding for young readers.

- *Responding to text, both fiction and nonfiction, helps students construct their own meaning.*

Students need to be taught to read for inferences which can be substantiated and for personal and aesthetic response. Encouraging personal response can help the reader construct more complex and accurate meaning.

- *Children who discuss what they read daily are more likely to become critical readers, writers, and learners.*

Discussion in which students hear alternative points of view and solve problems encourages logical reasoning skills.

- *Expert readers have strategies to evaluate meaning before, during, and after reading.*

Teachers should instruct students in how to use strategies such as making an inference (or drawing a conclusion), identifying important or relevant information, monitoring their own thinking while reading, summarizing information, and generating questions.

- *Children’s reading and writing abilities develop together.*

Writing leads to improved reading, reading leads to better writing, and combined instruction leads to improvement in both reading and writing.

- *The most valuable student reading assessment occurs day to day for every student. It reflects current understanding about reading and is used to inform instruction.*

Good classroom-assessment practices include using unabridged, rich text for construction meaning; accounting for students’ prior knowledge (including phonological awareness) before they begin to read; encouraging students to self-assess; and collecting samples of students’ work over time.

In addition, teachers of young children need to understand the importance of the role which parents/guardians play, and they need to help parents/guardians understand how they can support and extend literacy at home. Not only are parents/guardians the first tutors in solving the fascinating puzzle of written language, they are equally important in fostering the child’s engagement and motivation. Parents/guardians of efficient readers tend to be knowledgeable about their child’s reading performance, visit and observe in the classroom periodically, and support reading and writing at home (Anderson, 1985).

# Word Recognition

The knowledge and skills underlying competent word recognition and spelling should be introduced through direct instruction and extended and practiced through meaningful reading and writing (Adams, 1997).

Readers of English move their eyes from left to right as they read, word by word and line by line. Word recognition occurs rapidly and automatically for skillful readers. Nevertheless, with technologically sophisticated research methods, including eye-movement recordings and brain-imaging techniques, researchers have determined that readers fixate on nearly every word and in a fraction of a second take in the letters of the word, translate those to speech sounds, and evoke the word's meaning.

The role of effective phonics instruction is to help children understand, apply, and learn the alphabetic principle and conventions of print, to foster independence by helping children identify unknown words on their own, and to increase children's reading vocabulary. Phonics instruction should involve practice in and understanding of spelling-sound correspondences and rules. The most effective phonics instruction takes care to *clarify key points and principles* to students, *gradually builds from basic elements to more subtle and complex patterns*, and *conveys the logic of the system* to invite its extension to new words.

*Phonics* instruction should include the following:

- Teach children the letter-sound and spelling-sound correspondences.
- Teach children a functional command of phonics using both visual, auditory, and tactile/kinesthetic modalities.
- Take opportunities during shared reading to call children's attention to the sounds that are encountered.
- Strengthen the child's understanding of regular patterns of phonics by continuing extensive literacy (reading and writing) experiences.
- Teach children to use phonics to spell while writing as well as to decode new words while reading.
- Help beginning readers see the value of using phonics and decoding strategies in their own reading by reinforcing phonics lessons with decodable books (Juel and Roper/Schneider, 1985).
- Coordinate decoding lessons with spelling lessons on the same phonics patterns.
- Collect examples of the sounds/phonics principles studied in the classroom.
- Invite children to try to sound out well-chosen, decodable words they encounter in shared books and daily activities.

- Provide direct instruction to teach students sound-symbol relationships, how to read single words composed of these sounds, and how to read connected phrases and sentences composed of the same sounds.

Encourage children to write because it is one of the most powerful ways to teach them sound/letter correspondences. As they watch adults record their words and, later, as they learn to encode sounds into letters, they are learning phonics. Writing also provides information about children’s knowledge of phonics as well as engaging them in the sound-letter patterns in words.

Of equal importance to the quality of phonics instruction is the availability of practice in using the phonics instruction in reading meaningful selections. Those selections should come from a range of books that tell complete, interesting, well-written stories and that contain words that can be identified by the phonics instruction that has been taught.

The goal of teaching children phonics is that they gradually become able to decode even never-before-seen words effortlessly and automatically as they read. Toward this end, it is not enough to teach children how to sound out words. They must also be encouraged to use this strategy in reading on their own. Herein lies the value of using decodable stories—that is, stories in which the new words can be sounded out with the phonics that the children have been taught. Research shows that first graders whose phonics is reinforced with decodable texts not only retain their phonics lessons better but extend their knowledge of spelling patterns beyond what has been taught. Complementing children’s early phonics lessons with practice in reading decodable books greatly eases their movements into text with no vocabulary control later in the first-grade year.

Phonics instruction should focus on important patterns, rather than a list of rules. *Becoming a Nation of Readers* warns against trying to teach *too many* sound-letter relationships for *too long*. According to the Commission on Reading, “phonics instruction should aim to teach only the most important and the most regular letter-to-sound relationships, because this is the sort of instruction that will most directly help the child understand the alphabetic principle. Once the basic relationships have been taught, the best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read”(p. 38).

While all children need instruction in phonics, there is no one set of materials that will guarantee success for all readers. Every child will not need the same instruction, or the same amount of instruction, in phonics; rather, instruction must be individualized for the reader. Some students will need intensive help with phonics instruction, and well-documented student data should support the instructional decisions made for these children. Children who have phonological processing difficulty, even after phonological instruction, will need instructional support past second grade in order to become successful readers (Felton, 1993). Because of this need for individualization and because of the need for local autonomy, flexibility for determining appropriate phonics-based instruction must be left to professionals in schools and school systems.

Because reading and writing are so interrelated, students use temporary spelling as a means of developing and reinforcing knowledge of phonics; children become better decoders when they are encouraged to spell phonetically as they write (Cunningham, 1995). The use of temporary spelling is an effective, essential stage in the developmental progression toward becoming an independent reader and writer. Temporary spelling is *temporary*, however; students do need to learn how to spell conventionally. Temporary spelling of common spelling patterns should progress toward more conventional spelling by the second grade, with the students mastering the conventional spelling of increasing numbers of words.

*Spelling* instruction should help students understand patterns, how words are put together, and conventions of correctness. In addition to direct instruction on spelling, extensive reading and writing for real and authentic purposes, including opportunities to edit for final publication, are invaluable in helping students become good spellers.

Ways to teach *spelling* include:

- Teach specific spelling patterns and phonics through demonstrations to small, flexible groups of children.
- Plan specific spelling instruction to support and expand students' writing proficiency and sophistication in whole group, small group, and individual settings.
- Plan mini-lessons for whole group, small groups, or individuals based on identified needs in students' writing drafts (Laminack and Wood, 1996).
- Usually by the second grade and higher—when a preponderance of children's temporary spellings exhibit *visual* conventions of print such as vowels in every syllable, vowel digraphs, the e marker long-vowel pattern, and when spellings exhibit frequently used English letter sequences such as YOUNGIGHTED for *united*; help children develop individual lists of high-frequency words they need to know how to spell (Gentry, 1997).
- Help children find words they need to know how to spell in their writing.
- Teach spelling directly by conducting a shorter spelling check of high-frequency words to help children find words for their individual lists of words they need to know how to spell (Gentry and Gillet, 1993).
- Encourage the use of strategies to master unknown words.
- Organize spelling instruction to help children notice and practice spelling patterns that appear in many words, e.g., night, right, light; table, pickle, middle.
- Connect the study of spelling patterns directly to writing by having children glean some words for spelling study directly from their writing.
- Routinely encourage the use of personal dictionaries, word banks, spell-checks, word charts, word walls, topical word lists, personal word lists, etc., as resources for everyday writing for various purposes.
- Assist students in gaining greater proficiency in phonics and spelling patterns by assisting them in reading and rereading meaningful, connected text.

## Vocabulary and Concept Development

Vocabulary study often fails because it does not honor the insightful understanding (including background knowledge) that a student must have in order to make a vocabulary word a part of his/her speaking, reading, and writing language. There is, for example, a vast difference between “recognizing” a word by thinking “I think I’ve seen that word before” and “That’s something that’s a part of my life experiences.” A child who has been bird-watching with an adult may “understand” the word “migration” on a different level from a child who has not had these experiences but who may have memorized a definition. Vocabulary acquisition thus is intricately tied to academic and life experiences and to discussions about those experiences.

A combination of a definitional approach (where students learn definitions or synonyms of words) and a contextual approach (where students draw conclusions about the meaning of the word from its use in the sentence) is more effective than either approach in isolation (Nagy, 1988).

Context can play an important role in determining the meaning, not the identity, of a word. Using contextual clues in this way does not mean “guessing”; it means that, given that the text is at an appropriate level of difficulty without a large number of unfamiliar words, children need to take time to study an unknown word. They can, for example, study the grammatical structure of the sentence, determining if the unknown word is a verb, a noun, or a modifying word. They can look for similarity to a familiar word. They can look for relevant information in surrounding words, phrases, sentences, and paragraphs. All of these involve the strategic use of contextual clues.

Direct instruction in vocabulary should thus be enhanced by contextual reading and by learning good strategies for studying an unknown word. Incidental learning of vocabulary in reading can seem quite inefficient (an average fifth grader has only a one-in-twenty chance of internalizing a word from context); however, if that fifth grader spends twenty-five minutes a day reading, the student will encounter 20,000 unfamiliar words during the year. If she/he learns one-in-twenty from context, that will be a thousand words per year. If the teacher could add another twenty-five minutes of reading time per day, the student would learn two thousand new words per year just from context (Nagy, 1988).

In the study of vocabulary, the teacher may emphasize instruction in the following:

- Classifying words by meaning
- Classifying words by function
- Finding synonyms/antonyms
- Creating analogies (a strategy in which a reader uses familiar words or word parts to understand unfamiliar words).

Other ways to encourage vocabulary development include:

- Routinely encourage and direct the study and discussion of content area words, technical words, etymologies, Greek and Latin prefixes, suffixes, and roots.
- Play word games individually, in pairs, in small groups, or in whole group settings.

- Encourage students in activities such as synonym building, near-synonym distinctions, and semantic trees to expand and develop more precise, sophisticated vocabulary.
- Ask students to create glossaries of new words they encounter in their reading.
- Routinely ask students not to stop with the definition of the word, but to discuss its usage and shades of meaning in the context in which it was used.
- Encourage students to create and update continually a notebook of new vocabulary items encountered in their reading.
- Teach students how and when to use a dictionary or glossary.

## Comprehension

Comprehension is the focal point of reading—a dynamic, interactive process of constructing meaning. Reading is a complex process which requires the coordination of cues as sources of information: sound/symbol relationships, syntax, semantics, and context. The three cueing systems—the graphophonic, the semantic, the syntactic—come together for the reader in comprehending written text and in providing a foundation for success.

Graphophonic cues deal with the reader’s knowledge of the sound-symbol match. As readers process print, they quickly receive information from print and accurately match their knowledge of words and sound-symbol relationships. Proficient readers ask themselves, “Is this word familiar? Does this sound and look right?”

Semantic cues are meaning cues including words, concepts, prior knowledge, and experience. These are used as readers bring their knowledge of the world, feelings, attitudes, and beliefs to the printed page. Proficient readers are always attuned to the question, “Do I understand what the author is referring to?”

Syntactic cues refer to knowledge about word order or the grammatical structure of language. If readers have opportunity to read a variety of syntactic patterns, they will be more familiar with the sentence structures they encounter and be better able to reconstruct the writer’s message. Proficient readers ask themselves, “Does this sound like language?”

Pragmatics is the way a reader considers the context in which the text occurs. Proficient readers have a wide background of experience with language in many situations such as the home, playground, classroom, and storybooks. They understand that the language one would use in a formal situation is different from that used in an informal situation; the language of science or nonfiction is different from the language of literature. Proficient readers ask themselves, “Is this the language that should be used in this situation?”

In comprehension, proficient readers use all three cueing systems and pragmatics, in different degrees, during the preparation, engagement, and response stages of reading. Proficient readers understand the characteristics of different modes of text, such as the expressive or personal (e.g., journals, learning logs), narrative or story (e.g., folk tales or novels), poetic (e.g., nursery rhymes), dramatic (e.g., skits or puppet plays), and expository or informational (e.g., persuasion or newspaper articles). Proficient readers adapt the strategies they use in preparing to read, engaging in reading, and responding to what they have read according to their purpose for reading and according to the mode of text they are reading.

Proficient readers also use contextual clues as a valuable comprehension strategy. They use text structure, including the organization of the text and their knowledge of the characteristics of the genre they are reading, to aid comprehension. Strategic readers reason their way through text, using problem-solving strategies and context clues to differentiate between what they do and do not understand, to form hypotheses and then test them, to relate previous paragraphs to what they are reading, to look for consistency and completeness in light of available information, and to be open to other possible explanations or interpretations.

### ***Preparation***

Before reading, proficient readers:

- Preview the text.
- Activate and build upon background knowledge.
- Set purpose for the activity (motivation).
- Focus their attention on the task.
- Make predictions about the content.

### ***Engagement***

During the reading process, proficient readers:

- Check their understanding by paraphrasing the author's words.
- Monitor comprehension by using context clues.
- Integrate new information with existing knowledge.
- Reread and revise their purposes, predictions, and understanding.
- Use a "fix-up" strategy when they do not understand.
- Give complete attention to the task.
- Persevere with difficult text.

### ***Response***

After reading, proficient readers:

- Summarize what has been learned.
- Reflect on and evaluate the information and ideas in the selection.
- Respond and make applications of the information and ideas.
- Seek additional information, if needed.
- Decide if they have achieved their purpose.

(Orange County Public Schools, 1988, and Cambourne, 1988)

The proficient reader:

- Understands that different purposes and different texts require particular reading/thinking strategies.
- Identifies the task and sets the purpose of reading.
- Chooses appropriate strategies, such as rereading, summarizing, and looking for relationships.
- Self-monitors for comprehension.

Ways to strengthen comprehension include:

- Read aloud to students every day in every subject and then allow time to discuss reading before, during, and after the reading.
- Provide ample time for text reading, including application of strategies in real-reading situations and independent practice accompanied by constructive feedback.
- Provide guided reading instruction for all students through direct instruction, discussion, guided practice, and modeling of comprehension strategies such as summarizing, using the structural elements of text, drawing conclusions, making generalizations, monitoring understanding, and noting agreement or disagreement with prior knowledge.

- Scaffold and provide guided practice of student reading of different modes of text.
- Provide ample time and opportunity for reflection on independent reading through written or verbal responses and for constructive feedback.
- Provide opportunity for students to work independently and collaboratively, using reading and writing to address real-life problems and concerns.
- Give students opportunities to demonstrate their comprehension through critical and creative responses to reading; for example, with plays, dioramas, discussions, letters, debates, art projects, or puppetry.
- Provide teacher-directed instruction in reading for inference; for example, how to read *between* the lines and *beyond* the lines and to justify their inferences with evidence from the text.
- Use concept maps and diagrams, reciprocal teaching, QAR (Question, Answer, Response), story maps, cloze, and story structure to help students understand and comprehend text.

## Strategies Used By Good Readers

Proficient readers are able to apply strategies flexibly, selectively, independently, and reflectively. They consciously monitor their own thinking as they read, set purposes, ask themselves questions, recall prior information, look for organizational patterns, and assess the efficiency of their strategies. They know how to monitor whether they “know” material as compared to simply having read it and understood it.

Proficient readers also adjust the rate at which they read, depending upon the purpose for reading and upon the genre. For example, a reader who is looking for a specific piece of information may scan the text quickly. The same reader may read much more slowly when reading critically or reading carefully for detail. Some genres, such as a short story, can be read relatively quickly; other genres, such as poetry, may require slower reading, and even rereading.

Pressley and Afflerbach (1995) have demonstrated the importance of study strategies such as (1) overviewing before reading, (2) looking for important information in text and paying greater attention to it than to other information, (3) changing reading strategies when comprehension is not proceeding smoothly, and (4) carrying on a responsive conversation with the author.

Some ways to teach good reading strategies include:

- Use thinking aloud, modeling, and demonstrating the kinds of questions proficient readers ask themselves as they read.
- Provide opportunities for students to model and explain to others how they monitor as they read.
- Teach students to take effective notes by selecting relevant information and recording it in a useful format.

- Conference/debrief with students independently, in small groups, or in whole groups asking them to explain what strategies they used in reading.
- Teach students to use visual organizers, mnemonics, organizational systems, media resources (including dictionaries and glossaries), KWL, mapping, think-alouds, and self-regulating strategies.

## Fluency

Efficient readers take in, very nearly, each and every word of text, translating the words to sounds and evoking the word’s meaning in a process that is so smooth, and so fast, that they are not even aware of doing so (Crowder and Crowder, 1992).

Efficient readers must be able to “break the code” that relates the spelling of a word to its sound and meaning so quickly and so accurately that the decoding process coordinates smoothly with the process of constructing meaning. Fast and accurate word identification is thus correlated with strong reading comprehension.

Ways to foster fluency include:

- Provide time and opportunities for students to read and reread materials on their independent reading level.
- Provide opportunities for repeated reading of text through shared reading, independent reading, choral reading, home reading, reader’s theater, puppetry, etc.
- Give students access to reading materials with increasing levels of difficulty, from materials that can be read independently to materials that are more challenging. Ensure that students spend time every day reading in materials that they can read independently.
- Help beginning students develop a workable number of high-frequency words that can be recognized at a glance (e.g., *the, of, are, you*) so that the student’s focus is not diverted from comprehending.
- Model fluent reading for students and then reread the same text with them to support fluency.
- Use techniques such as taped reading, choral reading, and repeated readings in direct teacher instruction with children who have difficulty with reading fluency.
- Help students learn how to develop essential background knowledge before reading.
- Every day find ways to engage all students in a variety of different reading activities, including independent reading of books of their choice.

## Stages of Literacy Development

Literacy is a process that continues through life. Teachers need to be aware of the stages of literacy so that they can help move each child to the next stage.

*Early Emergent Literacy* usually occurs in preschool. In this stage, children come to view reading and writing as activities in which people engage. They know that books contain stories, but they do not yet understand fully the alphabetic principle or the conventions of print. They show interest in print and begin to develop preferences for particular stories and skills in handling books. Writing is generally scribbling, making letter-like shapes, or imitating cursive writing.

In *Emergent Literacy*, during the earliest primary years, children begin to use concepts about print and understand principles of text. For example, they know that the text, as well as the picture, conveys meaning; they may be able to read some words like their name or familiar environmental print. In writing, children use letters of the alphabet, usually consonants, to represent syllables.

As children move into the primary years, they progress to the *Developing Literacy* stage. They demonstrate phonemic awareness; apply phonics knowledge to decoding unknown words; and comprehend narrative picture books, poems, short chapter books, and informational and practical materials. They have an increasing understanding of print conventions and of the alphabetic principle. They are developing a sight vocabulary of functional words. In writing, they are composing sentences to make sense and learning to develop ideas in a logical progression. They write about topics of personal interest in various modes, letters, stories, notes, poems, etc. Children are also learning conventional spacing, capitalization, and spelling.

*Early Independent Literacy* should occur in the early elementary years. Children should set their own purpose for reading—for interest or for information. They discuss and express their ideas orally or in writing on literary, informational, and practical materials. They begin to read independently for extended periods of time. In writing, they record observations and ask and answer open-ended questions about information or ideas; they use detail and organization in their writing; and they produce writing and artwork to reflect personal response and understanding of text.

*Independent Literacy* occurs by the mid-elementary years. Children should efficiently use strategies for comprehension and they should self-correct quickly. They read confidently and independently in multiple modes of text. In writing, their text is easily understood with good ideas, organization, coherence, and increasing sophistication in the conventions of print.

*Expanding Literacy* is the goal of later elementary and secondary years. Expanding readers read widely, critically, and frequently for a variety of purposes in a variety of modes. These readers understand literary elements as well as the conventions of expository text; they can read analytically and thoughtfully. In writing, they have voice and control, and they write for a variety of reasons and in diverse modes.

## The Importance of Reading and Literature

Reading aloud to students of all ages, every day, is extremely important. It allows students to experience text that is too difficult for them to read independently—exposing them to complex sentence structure, vocabulary, richness of idea, and language they may not otherwise be able to experience. It establishes a sense of the patterns of written language, a basis for literary development, and rich experiences which students can discuss and write about. In addition, it fosters their motivation and love of reading.

Reading itself is the single most valuable activity for developing children’s comprehension. The amount of reading that a child does is correlated with growth in reading comprehension, richness of oral storytelling, vocabulary, verbal fluency, content-area achievement, and general knowledge (Anderson et. al., 1984; Adams, Treiman, and Pressely, 1996; Stanovich, 1993).

Through reading multiple modes of text, students encounter new vocabulary, new syntax, new facts, and new perspectives. When they read good literature, they encounter rich ideas and language, and when the reading-writing connection is stressed, they learn to incorporate that richness of language and idea into their own writing. In order to fulfill their greatest potential, all students should be encouraged to read as broadly, frequently, and reflectively as possible.

## Bibliography

- Adams, M. (1997). Memorandum to Dr. Henry L. Johnson. Notes on reading narrative. February 5, 1997.
- Adams, M. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.
- Adams, M., Trieman, R. and Pressley, M. (1996). Reading, writing, and literacy. In Handbook of child psychology, I. Sigel and A. Renninger, (Eds.) Vol. 4: Child psychology in practice. New York: Wiley.
- Anderson, R., Hiebert, E., Scott, J. and Wilkinson, I. (1985). Becoming a nation of readers: The report on the commission of reading. Washington, DC: National Institute of Education, U. S. Department Of Education.
- Brewer, J. A. (1995). Introduction to early childhood education: Preschool through primary grades. Boston, MA: Allyn and Bacon.
- Cambourne, B. (1988). The whole story: Natural learning and the acquisition of literacy in the classroom. Richmond Hill, Ontario: Scholastic-TBA.
- Clay, M. (1991). Becoming literate: The construction of inner control. Portsmouth, NH: Heinemann.
- Composition in the English language arts curriculum K-12. (1989). Albany, NY: The State Education Department.
- Crowder, R. and Crowder, R. (1992). The psychology of reading: An introduction, second edition. NY: Oxford University Press.
- Cunningham, P. (1995). Phonics they use: Words for reading and writing. New York, NY: Harper Collins.
- Diamond, L. and Mandel, S. (1996). Building a powerful reading program: From research to practice. Sacramento, CA: California State University Institute of Education Reform.
- Felton, R. (1993). Effects of instruction on the decoding skills of children with phonological-processing problems. *Journal of Learning Disabilities*, 26, (9), 583589.
- Fox, B. (1996). Strategies for word identification: Phonics from a new perspective. Columbus, OH: Merrill.
- Gentry, R. (1997). My kid can't spell. Portsmouth, NH: Heinemann.
- Gentry, R. and Gillet, J. (1993). Teaching kids to spell. Portsmouth, NH: Heinemann.

- Guidelines for developing oral communication curricula in kindergarten through twelfth grade. (1991). Annandale, VA: Speech Communication Association.
- Laminack, L. and Wood, K. Spelling in use. (1996). Urbana, IL: National Council of Teachers of English.
- Listening and speaking in the English language arts curriculum k-12. (1989). Albany, NY: The State Education Department.
- Mayer, J., Lester, N. and Pradl, G. (1983). Learning to write/writing to learn. Upper Montclair, NJ: Boynton and Cook.
- Nagy, W. (1988). Teaching vocabulary to improve reading comprehension. Urbana, IL: National Council of Teachers of English.
- Olson, C. (1983). Fostering critical thinking skills through writing. Educational Leadership, 42, 28-39.
- Pressley, M. and Affenbach, P. (1995). Verbal protocols of reading: The nature of constructively responsive reading. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Primary program foundation document. (1990). British Columbia: Ministry of Education.
- Routman, R. (1996). Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas. Portsmouth, NH: Heinemann.
- Shaughnessy, M. (1977). Errors and expectations. New York: Oxford.
- Shelfbline, J. (1995). Learning and using phonics in beginning reading. Scholastic Literacy Research Paper, 10, Scholastic Inc.
- Stanovich, K. (1993). Does reading make you smarter? Literacy and the development of verbal intelligence. In Advances in Child Development and Behavior, H. Reese, (Ed.) 24, 33-180, San Diego, CA: Academic Press.
- Stosky, S. (1983). Research on reading/writing relationships: A synthesis and suggested directions. Language Arts, 60 627-642.
- Strickland, D. (1996). In search of balance: Restructuring our literacy programs. Reading Today, 14, (2), 320.
- Sweet, A. (1993). Transforming ideas for teaching and learning to read. Washington, DC: Office of Educational Research and Improvement.

Teaching reading: A balanced, comprehensive approach to teaching reading in prekindergarten through grade three. (1996). Sacramento, CA: California Department of Education.

Templeton, S. (1992). New trends in an historical perspective: Old story, new resolution – Sound and meaning in spelling. Language Arts, 69, 454-463.

The primary program: Growing and learning in the heartland. (1993). Nebraska Department of Education, Iowa Department of Education, Iowa Area Education Agencies, Head-Start Collaboration Project. Lincoln, NE: Nebraska Department of Public Education.

Tierney, R. J. and Leys, M. (1986). What is the value of connecting reading and writing? In B. T. Peterson (Ed.) Convergences: Transactions in reading and writing. Urbana, IL: National Council of Teachers of English.

Weaver, C. (1994). Reading processes and practice: From socio-psycholinguistics to whole language. Portsmouth, NH: Heinemann.

# Appendix B

## K-2 Grade Span Continuum

Written Language		Oral Language	Other Media/Technology
Reading	Writing		
<p>Students can:</p> <ul style="list-style-type: none"> <li>Use enabling strategies and skills to read texts by using:               <ul style="list-style-type: none"> <li>Phonics</li> <li>Structural analysis</li> <li>Decoding</li> <li>High frequency words</li> <li>Self-monitoring</li> <li>All sources of information.</li> </ul> </li> <li>Use comprehension strategies to read texts designed for early independent readers:               <ul style="list-style-type: none"> <li>Preparation strategies</li> <li>Self-monitoring</li> <li>Summarizing</li> <li>Interpreting information</li> </ul> </li> <li>Connect and compare new concepts and vocabulary with own experiences.</li> <li>Use specific vocabulary to explain new information in own words.</li> <li>Read self-selected texts independently for 20 minutes daily.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Write short paragraphs to narrate events or report information.</li> <li>Compose and create effective communications, using specific vocabulary and appropriate form for the intended audience/purpose.</li> <li>Use grammatical elements –declarative and interrogative sentences, noun, verb, modifier—to elaborate meanings for interest and clarity.</li> <li>Use written language conventions—paragraph form, capitalization, and punctuation—to aid a reader.</li> <li>Write most words using correct spelling and/or using phonetic spelling for specialized, technical vocabulary.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Increase oral and written vocabulary by listening, discussing, and responding to literature that is read and heard.</li> <li>Discuss authors’ /speakers’ use of different kinds of sentences, nouns, verbs, and modifiers and their effects on the comprehension of a listener/reader.</li> <li>Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.</li> <li>Use oral communication to identify, organize, and analyze information.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Use media and technology to demonstrate comprehension.</li> <li>Use media resources to make connections with prior experiences and new information.</li> <li>Use media and technology to compose and convey ideas and information.</li> <li>Use media and technology to enhance communication.</li> </ul>

### 3-5 Grade Span Continuum

<b>Written Language</b>		<b>Oral Language</b>	<b>Other Media/Technology</b>
<b>Reading</b>	<b>Writing</b>		
<p>Students can:</p> <ul style="list-style-type: none"> <li>• Apply phonics and structural analysis to develop automatically in word recognition.</li> <li>• Apply extended knowledge of prefixes, suffixes, and root words to identify unknown words.</li> <li>• Use fix-up strategies when meaning breaks down (self-question, reread, visualize, read on, retell).</li> <li>• Apply a variety of reading and thinking strategies according to purpose and text.</li> <li>• Integrate information and ideas selectively from own experience and text(s).</li> <li>• Comprehend, respond to, and make connections with fiction, non-fiction, poetry, and drama.</li> <li>• Assess validity, accuracy, and value of information and ideas.</li> <li>• Expand literacy through research and inquiry.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Use writing process elements to compose fiction, nonfiction, poetry, and drama for different audiences and purposes.</li> <li>• Use writing as a tool for thinking, learning, and reflection.</li> <li>• Write for informational, persuasive, and narrative purposes.</li> <li>• Apply grammar conventions and language usage appropriately in a variety of contexts.</li> <li>• Compose final draft with few errors in grammar and language conventions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Present information clearly and concisely.</li> <li>• Communicate for a variety of purposes and audiences.</li> <li>• Engage in active listening and clear, precise oral communication.</li> <li>• Apply grammar and language conventions appropriately in a variety of contexts.</li> <li>• Develop increasing control over grammar and language conventions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Enhance written, oral, and visual communication through the use of media and technology.</li> <li>• Use media and technology as a tool.</li> <li>• Use critical analysis to evaluate media messages.</li> <li>• Conduct research using a variety of print and non-print resources.</li> </ul>

## 6-8 Grade Span Continuum

Written Language		Oral Language	Other Media/Technology
Reading	Writing		
<p>Students can:</p> <ul style="list-style-type: none"> <li>Understand the text which includes inferential as well as literal information.</li> <li>Extend the ideas of text by making connections to their own experiences and other readings, drawing conclusions, and by making inferences.</li> </ul> <p><u>Literary Text</u></p> <ul style="list-style-type: none"> <li>Integrate personal experiences with ideas in the text to draw and support conclusions.</li> <li>Appreciate the world and how it is depicted through language.</li> <li>Be able to identify some of the devices authors use in composing text.</li> </ul> <p><u>Informational Text</u></p> <ul style="list-style-type: none"> <li>Apply text information appropriately.</li> <li>Connect background information with ideas in the text to draw and support conclusions.</li> </ul> <p><u>Practical Text</u></p> <ul style="list-style-type: none"> <li>Apply information or directions to complete a task.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Write to different audiences for a variety of purposes.</li> <li>Create an effective response to the task in form, content, and language.</li> <li>Express analytical, critical, and/or creative thinking.</li> <li>Demonstrate an awareness of the purpose and intended audience.</li> <li>Use logical and observable organization appropriate to the task.</li> <li>Show effective use of transitional elements.</li> <li>Use sufficient elaboration to clarify and enhance the central idea.</li> <li>Use language (for example variety of word choice and sentence structure) appropriate to the task.</li> <li>Compose with few errors in spelling, grammar, punctuation, and capitalization that interfere with communication.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Speak and listen appropriately and effectively for different purposes, in varied contexts, and to different speakers/audiences.</li> <li>Participate in formal and informal discussions and seminars as articulate speakers.</li> <li>Present to groups fluently and effectively.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Use word processing and/or desktop publishing for a variety of writing assignments/projects.</li> <li>Use electronic resources for research.</li> <li>Select and use technological tools for class assignments and presentations.</li> <li>Engage in ethical behavior in the use of technology.</li> <li>Make translations of their understanding from one communication mode to another (e.g., drama/reading).</li> </ul>

## 9-12 Grade Span Continuum

Written Language		Oral Language	Other Media/Technology
Reading	Writing		
<p>Students can:</p> <ul style="list-style-type: none"> <li>Understand complex text which includes inferential as well as literal information.</li> <li>Extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings.</li> <li>Make connections between inferences and the text that are clear, even when implicit.</li> </ul> <p><u>Literary Text</u></p> <ul style="list-style-type: none"> <li>Integrate their personal experiences with ideas in complex text to draw and support conclusions.</li> <li>Explain the author’s use of literary devices.</li> </ul> <p><u>Informative Text</u></p> <ul style="list-style-type: none"> <li>Apply text information appropriately to specific situations.</li> <li>Integrate their background information with ideas in the text to draw and support conclusions.</li> </ul> <p><u>Practical Text</u></p> <ul style="list-style-type: none"> <li>Apply information or directions appropriately.</li> <li>Use personal experiences to evaluate the usefulness of text information.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Create an effective response to the task in form, content, and language.</li> <li>Demonstrate reflection and insight and evidence of analytical, critical, or evaluative thinking.</li> <li>Use convincing elaboration and development to clarify and enhance the central idea.</li> <li>Use logical and observable organization appropriate to the task.</li> <li>Use effective transitional elements.</li> <li>Reveal personal style or voice.</li> <li>Use language appropriate to the task and intended audience.</li> <li>Compose with few errors in spelling, grammar, punctuation and capitalization that interfere with communication.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Speak and listen appropriately and effectively for different purposes, to different speakers and audiences, and in different contexts.</li> <li>Participate in informal discussions, seminars, and interviews as articulate speakers and insightful listeners.</li> <li>Give formal oral presentations with fluency and effectiveness.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Articulate important issues of a technology-based society.</li> <li>Engage in ethical behavior in the use of technology.</li> <li>Use word processing and/or desktop publishing for a variety of complex assignments/projects.</li> <li>Use electronic resources for research.</li> <li>Select and use technological tools for class assignments, projects, and presentations.</li> <li>Abide by Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.</li> </ul>

# Appendix C

## Strand Skill Continuum

### Written Language: Reading

K-2	3-5	6-8	9-12
<p>Students Can</p> <ul style="list-style-type: none"> <li>Use enabling strategies and skills to read texts by using:               <ul style="list-style-type: none"> <li>phonics</li> <li>structural analysis</li> <li>decoding</li> <li>high frequency words</li> <li>self-monitoring</li> <li>all sources of information.</li> </ul> </li> <li>Use comprehension strategies to read texts designed for early independent readers:               <ul style="list-style-type: none"> <li>preparation strategies</li> <li>self-monitoring</li> <li>summarizing</li> <li>interpreting information</li> </ul> </li> <li>Connect and compare new concepts and vocabulary with own experiences.</li> <li>Use specific vocabulary to explain new information in own words.</li> <li>Read self-selected texts independently for 20 minutes daily.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Apply phonics and structural analysis to develop automatically in word recognition.</li> <li>Apply extended knowledge of prefixes, suffixes, and root words to identify unknown words.</li> <li>Use fix-up strategies when meaning breaks down (self-question, reread, visualize, read on, retell).</li> <li>Apply a variety of reading and thinking strategies according to purpose and text.</li> <li>Integrate information and ideas selectively from own experience and text(s).</li> <li>Comprehend, respond to, and make connections with fiction, non-fiction, poetry, and drama.</li> <li>Assess validity, accuracy, and value of information and ideas.</li> </ul> <p>Expand literacy through research and inquiry.</p>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Understand the text which includes inferential as well as literal information.</li> <li>Extend the ideas of text by making connections to their own experiences and other readings, by drawing conclusions, and by making inferences.</li> </ul> <p><u>Literary Text</u></p> <ul style="list-style-type: none"> <li>Integrate personal experiences with ideas in the text to draw and support conclusions.</li> <li>Appreciate the world and how it is depicted through language.</li> <li>Be able to identify some of the devices authors use in composing text.</li> </ul> <p><u>Information Text</u></p> <ul style="list-style-type: none"> <li>Apply text information appropriately.</li> <li>Connect background information with ideas in the text to draw and support conclusions.</li> </ul> <p><u>Practical Text</u></p> <ul style="list-style-type: none"> <li>Apply information or directions to complete a task.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Understand complex text which includes inferential as well as literal information.</li> <li>Extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings.</li> <li>Make connections between inferences and the text that are clear, even when implicit.</li> </ul> <p><u>Literary Text</u></p> <ul style="list-style-type: none"> <li>Integrate their personal experiences with ideas in complex text to draw and support conclusions.</li> <li>Explain the author's use of literary devices.</li> </ul> <p><u>Information Text</u></p> <ul style="list-style-type: none"> <li>Apply text information appropriately to specific situations.</li> <li>Integrate their background information with ideas in the text to draw and support conclusions.</li> </ul> <p><u>Practical Text</u></p> <ul style="list-style-type: none"> <li>Apply information or directions appropriately.</li> <li>Use personal experiences to evaluate the usefulness of text information.</li> </ul>

**Strand Skill Continuum**

**Written Language: Writing**

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<p>Students Can</p> <ul style="list-style-type: none"> <li>• Write short paragraphs to narrate events or report information.</li> <li>• Compose and create effective communications, using specific vocabulary and appropriate form for the intended audience/ purpose.</li> <li>• Use grammatical elements- declarative and interrogative sentences, noun, verb, modifier- to elaborate meanings for interest and clarity.</li> <li>• Use written language conventions-paragraph form, capitalization, and punctuation-to aid a reader.</li> <li>• Write most words using correct spelling and/or using phonetic spelling for specialized, technical vocabulary.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Use writing process elements to compose fiction, nonfiction, poetry, and drama for different audiences and purposes.</li> <li>• Use writing as a tool for thinking, learning, and reflection.</li> <li>• Write for informational, persuasive, and narrative purposes.</li> <li>• Apply grammar conventions and language usage appropriately in a variety of contexts.</li> <li>• Compose final draft with few errors in grammar and language conventions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Write to different audiences for a variety of purposes.</li> <li>• Create an effective response to the task in form, content, and language.</li> <li>• Express analytical, critical, and/or creative thinking.</li> <li>• Demonstrate an awareness of the purpose and intended audience.</li> <li>• Use logical and observable organization appropriate to the task.</li> <li>• Show effective use of transitional elements.</li> <li>• Use sufficient elaboration to clarify and enhance the central idea.</li> <li>• Use language (for example variety of word choice and sentence structure) appropriate to the task.</li> <li>• Compose with few errors in spelling, grammar, punctuation, and capitalization that interfere with communication.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Create an effective response to the task in form, content, and language.</li> <li>• Demonstrate reflection and insight as well as evidence of analytical, critical, or evaluative thinking.</li> <li>• Use convincing elaboration and development to clarify and enhance the central idea.</li> <li>• Use logical and observable organization appropriate to the task.</li> <li>• Use effective transitional elements.</li> <li>• Reveal personal style or voice.</li> <li>• Use language appropriate to the task and intended audience.</li> <li>• Compose with few errors in spelling, grammar, punctuation and capitalization that interfere with communication.</li> </ul>

## Strand Skill Continuum

### Oral Language

K-2	3-5	6-8	9-12
<p>Students Can</p> <ul style="list-style-type: none"> <li>• Increase oral and written vocabulary by listening, discussing, and responding to literature that is read and heard.</li> <li>• Discuss authors'/speakers' use of different kinds of sentences, nouns, verbs, and modifiers and their effects on the comprehension of a listener/reader.</li> <li>• Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.</li> <li>• Use oral communication to identify, organize, and analyze information.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Present information clearly and concisely.</li> <li>• Communicate for a variety of purposes and audiences.</li> <li>• Engage in active listening and clear, precise oral communication.</li> <li>• Apply grammar and language conventions appropriately in a variety of contexts.</li> <li>• Develop increasing control over grammar and language conventions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Speak and listen appropriately and effectively for different purposes, in varied contexts, and to different speakers/audiences.</li> <li>• Participate in formal and informal discussions and seminars as articulate speakers.</li> <li>• Present to groups fluently and effectively.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Speak and listen appropriately and effectively for different purposes, to different speakers and audiences, and in different contexts.</li> <li>• Participate in informal discussions, seminars, and interviews as articulate speakers and insightful listeners.</li> <li>• Give formal oral presentations with fluency and effectiveness.</li> </ul>

**Strand Skill Continuum**

**Other Media/Technology**

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<p>Students Can</p> <ul style="list-style-type: none"> <li>• Use media and technology to demonstrate comprehension.</li> <li>• Use media resources to make connections with prior experiences and new information.</li> <li>• Use media and technology to compose and convey ideas and information.</li> <li>• Use medial and technology to enhance communication..</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Enhance written, oral, and visual communication through the use of media and technology.</li> <li>• Use media and technology as a tool.</li> <li>• Use critical analysis to evaluate media messages.</li> <li>• Conduct research using a variety of print and non-print resources.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Use word processing and/or desktop publishing for a variety of writing assignments/projects.</li> <li>• Use electronic resources for research.</li> <li>• Select and use the technological tools for class assignments and presentations.</li> <li>• Engage in ethical behavior in the use of technology.</li> <li>• Make translations of their understanding from one communication mode to another (e.g., drama/reading).</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Articulate important issues of a technology-based society.</li> <li>• Engage in ethical behavior in the use of technology.</li> <li>• Use word processing and/or desktop publishing for a variety of complex assignments/projects.</li> <li>• Use electronic resources for research.</li> <li>• Select and use technological tools for class assignments, projects, and presentations.</li> <li>• Abide by Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.</li> </ul>

# APPENDIX D

## CONTENT OF A READING AND LITERATURE PROGRAM K-12\*

A balanced reading and literature program requires that students experience a variety of literary forms and genres. The pages that follow suggest many opportunities for helping students gain independence in reading for aesthetic and personal response, for information, and for critical analysis and evaluation.

### *FICTION*

#### **Picture Books (Mother Goose, ABC and counting books, concept books, wordless books, pattern books, easy-to-read books)**

##### *Distinguishing Features*

- Plots are simple, fast-paced, predictable.
- Characters and their actions appeal to young children.
- Illustrations contribute to story line.
- Rhyme, repetition, refrain encourage reading aloud.
- Story and language appeal to sense of humor through word play, nonsense, surprise, exaggeration.
- Illustrations encourage participation through naming, pointing, seeking.

##### *Comments*

Picture books provide pleasure for beginning readers, familiarize them with the language of books, and enhance understanding of concepts and abstract ideas. Picture books can also be used with advanced readers to introduce story structure, allegory, characterization, or the effects of certain literary devices.

#### **Traditional Literature**

##### *Folktales*

- Time and place are generic (e.g., “Once upon a time in a faraway castle...”)
- Stories are not intended to be accepted as true.
- Plots use predictable motifs (ogres, magic, supernatural helpers, quests).
- Story line is frequently a series of recurring actions.
- Characters are one-dimensional.

Traditional literature continues the oral tradition and reveals the values and beliefs of a culture. It provides opportunities for discussing human problems and solutions, morals and values, and contributions of different cultures to our own society. Folklore is a natural source of material for storytelling, creative dramatics, creative writing, and artistic interpretation.

## Traditional Literature

### *Myths*

- Stories are seen as true in the represented society.
- Plots are usually associated with theology or ritual.
- Accounts frequently explain natural phenomena.

### *Fables*

- Tales concern human conduct with moralistic overtones.
- Animals exhibit human qualities and behaviors.

### *Legends*

- Plots record deeds of past heroes.
- Stories are presented as true.
- Stories are usually secular and associated with wars and victories.

### *Epic literature*

- Long narratives detail the adventures of a single heroic figure.
- The center of action revolves around the relationship between the heroic figure and the gods.
- The main character symbolizes the ideal characteristics of greatness.
- Many were originally written as poetry or songs.
- Language is lyrical, stately, and rich with images.

### *Fantasy and science fiction*

- Characters or settings depart from what is realistic or expected.
- The author makes the impossible believable through logical framework and consistency, characters' acceptance of the fanciful, and use of appropriate language.
- Characters include humanized animals, good and evil stereotypes, eccentrics, heroes and heroines with magical powers, or extraterrestrial beings.
- Plots may reflect a heroic battle for the common good (high fantasy) or adventures of real characters in an enhanced setting (light fantasy).
- Science fiction relies on hypothesized scientific advancements and raises questions about the future of humanity.

Reading fantasy nurtures the imagination and can help young students come to grips with the differences between reality and truth. For older students, fantasy and science fiction can be useful vehicles for examining issues related to human survival in an uncertain future. Well-written fantasy provides exemplars of well-constructed plots, convincing characterization, universal themes, and evocative language.

### *Realistic fiction*

- Content addresses aspects of coping with life (peer relationships, death, identity, family problems, handicapping conditions, courage, survival).
- Plots, settings, and characters reflect those found in real life.
- Endings are not always happy, but reality is frequently relieved by wit and humor.

Realistic fiction that is honest and authentic evokes feelings of personal identifications with the story characters and allows students to discover that their experiences, needs, and emotions are not unique.

Realistic fiction can help students gain insight into their own feelings as well as understand the feelings of others. It can also allow students to try on roles and rehearse possible future experiences. Realistic fiction can stimulate discussion and provide “a way in” to other kinds of reading for reluctant readers.

## *Historical fiction*

- Stories are grounded in history but not restricted by it.
- The historical setting is an authentic and integral part of the story.
- Characters' actions, dialogue, beliefs, and values are true to the historical period.
- Themes include loyalty, friendship, courage, and the conflict between good and evil.

Books and stories of historical fiction can make the past more vivid and interesting to students. They can supplement content-area textbooks at all grade levels, providing knowledge about the people, beliefs, hardships, and events of a particular historical period. Historical fiction helps students to discover their own heritage as well as to see and judge the events of the past.

## *Mystery*

- Tightly woven plots have elements of suspense, danger, or intrigue.
- Plots are fast-paced and frequently involve foreshadowing or flashback.

The best mysteries have well-drawn characters and well-structured plots. Students enjoy reading them and can improve their problem-solving skills, reading rate, reading for details, and vocabulary development through this traditional form.

## **DRAMA**

- The plot is carried by the dialogue.
- The number of characters is limited.
- Description and narration are infrequently used.
- Structure is well-defined, with segments clearly divided by acts or scenes.
- The play's ending marks the resolution of the conflict.

Plays appeal to young students for their immediacy and brevity. Their use provides clear illustration of story structure, allows for participation by several students at a time, and encourages dramatic interpretation of other genres.

For all students, the challenge to *write* a play would underscore the uniqueness of this literary form, in which the plot, theme, and characterization are carried by the dialogue.

## *NONFICTION*

### *Informational books and articles*

- Information is factual and may be supported by detailed descriptions, examples, definitions, or quotations from authorities.
- Mode of presentation may be expository, narrative, or descriptive.
- Content may include history and geography, science and nature, hobbies and crafts, experiments, discoveries, and how things work.
- Organization follows a logical pattern and may include textual aids (e.g., table of contents, chapter headings, marginal notes).
- Illustrations clarify text and add authenticity.

Informational books and articles are excellent resources for reading, writing, or hands-on activities on topics of interest. They are frequently superior to textbooks in that they may provide sharper focus, present more specialized information, or more clearly reveal the author's point of view. They are an effective vehicle for teaching organizational patterns such as cause-effect, comparison-contrast, time order, or sequence. At all levels, informational material provides provocative content for discussion, from how kittens grow to Shakespeare's England.

### *Biography*

- Subjects include explorers; political heroes and heroines; and achievers in literature, science, sports, the arts, and other disciplines.
- Effectiveness depends on accuracy, authenticity, and an appealing narrative style.

Reading about the achievements of others may help students to see history as the lives and events of real people and to appreciate the contributions of all cultures. For adolescents, biographies may help to increase their own aspirations and provide role models for their own lives. They also serve as a useful vehicle for studying bias, fact vs. opinion, and characterization.

### *Books of true experience*

- Content relates to specific episodes or events from a person's life over a limited time span.
- Author may be the central figure or an objective narrator.

Books of true experience provide an in-depth look at a contemporary or historical event or a series of related events. Students will broaden their understanding of those events and situations by seeing them in their cultural and historical context as well as by observing the effects of those events on a number of people.

### *Essays, journals, letters, and personal accounts*

- Content is based upon or adapted from original documents in diary, letter, or essay form.

Documentary records on such diverse topics as slavery, life in 12th-century England, or songs of the American Revolution provide excellent supplements to historical fiction or resources for creative dramatics.

### *Historical documents and speeches*

- Official statements of social and political significance may include information about the author and setting of each document.

Reproductions of original documents help students discover the language and style of early writers as well as provide clues to the lifestyles and attitudes of people in an earlier time.

Contemporary speeches may be used as a source of information about political and social issues, as a basis of comparison with the language and concerns of the past, and as a vehicle for the study of persuasion.

### *Newspapers and news magazines*

- Writing style is simple and direct.
- Current events are reported accurately and objectively.
- Organization is based on who, what, when, where, why, how.
- Vocabulary is functional.
- Content provides something for every student: news, editorial, comics, new discoveries in science, real math problems, etc.

Newspapers and news magazines are adult media, thereby providing motivation for reluctant readers. The best news stories are models of conciseness and clear writing; the best editorials are models for teaching students to write for a particular audience and purpose. Newspapers are practical, flexible, inexpensive supplements to an English language arts curriculum.

## ***POETRY***

### *Ballads*

- Poems give the effect of a song; are told with dramatic flair; usually focus on a single incident; frequently use dialogue, refrain, and repetition.
- Content usually deals with heroic deeds, love, tragedy, feuds.

Ballads continue the oral tradition and are an excellent source of material for dramatization.

### *Narrative*

- Verses tell a story.
- Action is fast; plot develops rapidly and is usually related in chronological order.
- Humor is frequently employed.

Story poems are among students' favorite poetic forms. For this reason, they provide an excellent way of capturing students' interest in poetry.

### *Lyric*

- Poems are rhythmic and melodic, evoking images and inspiring memorization.
- Content is usually personal or descriptive.

Lyric poems are frequently the first poems students want to memorize because of their rhythm, beauty of language, and reflection of a poet's personal response to a topic.

### *Sonnet*

- Verses usually contain 14 lines, usually in iambic pentameter, with an elaborate rhyme scheme.

Sonnets are long enough to allow for development of thought, yet they require precision in language and form. For this reason, sonnets provide excellent examples of disciplined use of rhyme, rhythm, and imagery.

### *Free Verse*

- Poem depends upon rhythm and cadence, rather than rhyme, for its effect.

The lack of rhyme and less predictable meter of free verse make this form a good introduction to the question "What is poetry?" Students are frequently surprised to learn that rhyme is not a requirement of poetry.

### *Patterned Poetry*

#### *Limerick*

- Verses have five lines with first, second, and fifth lines rhyming; third and fourth lines are shorter and rhyme with each other.
- Content is usually humorous, with last line ending in a surprise twist.
- Form consists of 17 syllables within 3 lines (5-7-5).
- Content relates to mood or feelings evoked by nature or the seasons.

Asking students to write their own patterned poetry encourages word play and challenges them to create rhyme and rhythm in a structured format. Both the reading and the writing of patterned poetry demand discipline. Writing it requires searching for the perfect word to express the desired image. Reading it requires constructing inferences to recreate the poem's meaning. Many students enjoy composing patterned poetry in pairs or teams.

### *Cinquain*

- Structure may follow a 2-4-6-8-2 syllable pattern or may follow a simpler form using words per line in a 1-2-3-4-1 pattern.

### *Diamante*

- Structure follows a diamond shape of seven lines, as follows: one noun, two adjectives, three participles, four related nouns or a phrase of four words, three participles, two adjectives, one noun.

### *Tanka*

- Structure follows a 5-7-5-7-7 syllable pattern.

### *Concrete Poems*

- The message of the poem is revealed through the choice and arrangement of words on the page.

Reading and writing concrete poems can help students to appreciate the importance of putting meaning before structure and can aid visual imagery, encourage creative thinking, and make abstract ideas more immediate and tangible. This poetic form is also fun to create at the computer.

\* The information in this chart is adapted from the following:

D. Norton. *Through the Eyes of a Child*. Charles E. Merrill Publishing Co., 1983.

C. Huck. *Children's Literature in the Elementary School*. Holt, Rinehart, & Winston, 1982.

B. Cullinan. *Literature and the Child*. Harcourt Brace Jovanovich, Inc., 1981.

# ENGLISH LANGUAGE DEVELOPMENT



Standard Course of Study and  
Grade Level Competencies

**K-12**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction



## ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the *North Carolina Standard Course of Study* would not have been possible.

We wish to express a special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task.
- office support staff in instructional services who, in addition to their on-going responsibilities, word processed the revised documents,
- the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents.
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum.
- the Communications and Information Division for technical assistance in the publication of the documents.

The curriculum will continue to be revised and improved to meet the needs of the children of North Carolina.

## FOREWORD

North Carolina has had a *Standard Course of Study* since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occurred in 1985. The 1985 *Standard Course of Study* reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the *Standard Course of Study*. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.

## Acknowledgments

The Second Language, ESL, Information and Computer Skills, Arts Education, and Healthful Living Section of the Instructional Services Division of the Department of Public Instruction gratefully acknowledges the efforts of the English Language Development Standard Course of Study Committee members, as well as individuals in the field who gave their input in the creation of this first curriculum for English as a Second Language programs.

We would like to express our gratitude and appreciation to the members of the English Language Development Standard Course of Study Committee:

Alexander Aguilar – ESL Teacher – Sampson County Schools  
Tomeka Blue – ESL Teacher – Sampson County Schools  
Sherry Boyette – ESL Teacher – Wilson County Schools  
Toby Brody – ESL Education Professor – NC State University  
Sandy Brown – ESL Coordinator – Lincoln County Schools  
Cherese Childers – ESL Teacher – Rowan-Salisbury Schools  
Martha Crossley – ESL Teacher – Lincoln County Schools  
Ce Ce Danley – ESL Teacher – Cumberland County Schools  
Ximena Del Corral – LEP Coordinator – Buncombe County Schools  
Tom Destino – ESL Education Professor – Mars Hill College  
Olbi Dilday – Lead ESL Teacher – Bertie County Schools  
Ellen Douglas – ESL Teacher – Hickory City Schools  
Ellen Frerotte – ESL Teacher – Buncombe County Schools  
Mary Leslie Hawk – ESL Teacher – Wayne County Schools  
Sandra Hurd – ESL Teacher – Cumberland County Schools  
Becky Jacinto – ESL Teacher – Montgomery County Schools  
Mark Johnson – Elementary School Principal – Cabarrus County Schools  
Leona Mason – Teacher – Pitt County Schools  
Joy McLaughlin – LEP Coordinator – Asheboro City Schools  
Hope Meyerhoeffer – LEP Coordinator – Wayne County Schools  
Susy Morrison – ESL Teacher – Hickory City Schools  
Maria Rosa Rangel – ESL/Dual Language Coordinator – Chapel Hill/Carrboro Schools  
Sashi Rayasam – Middle School Lead ESL Teacher – Durham County Schools  
Timothy Sims – ESL Coordinator – Hickory City Schools  
Maria Tanner – ESL Teacher – Chatham County Schools  
Lenore Thompson – Elementary Teacher – Kannapolis City Schools  
Heather Whitehead – ESL Teacher – Harnett County Schools  
Deborah Wilkes – ESL Teacher – Lee County Schools  
Susan Witherspoon – ESL Facilitator – Catawba County Schools  
Leslie Ann Yell – ESL Teacher – Chatham County Schools

Kim Bowen – Language Arts Consultant, Grade 9-12 – NCDPI  
Johna Faulconer – Language Arts Consultant, Grades 6-8 – NCDPI  
Fran Hoch – Section Chief – NCDPI  
Alesha McCauley – ESL Consultant – NCDPI  
Mary Rose – Language Arts Consultant, Grades 3-5 – NCDPI  
Claudia Sikes – Language Arts Consultant, Grades K-2 – NCDPI

## PREFACE

### **Intent**

*The North Carolina English Language Development Standard Course of Study (SCS)* establishes competency goals and objectives in English language proficiency for K-12 students whose first language is not English. This document focuses on the progressive development of the English language skills of listening, speaking, reading, and writing for personal, social, and, especially, academic purposes.

The document is designed to set standards for growth leading to the attainment of full English language proficiency in accordance with the cognitive development of children and adolescents as well as the language needs of academic content which becomes progressively demanding as the student moves up the K-12 continuum.

This SCS should serve as a guide to ESL teachers, classroom teachers, administrators, and support personnel as they make decisions concerning services to limited English proficient students. The document provides a framework for schools that should be expanded by local districts to reflect the needs of their own student population.

---

### **English as a Second Language/Second Languages**

This document specifically addresses English as a Second language. While there are obvious similarities between the teaching of English to speakers of other languages and the teaching of second languages to native English speakers, there are many differences as well. The teaching of other languages such as French, German, and Spanish are addressed in the *North Carolina Second Language Standards Course of Study*.

---

### **National Standards**

The *ESL Standards for Pre K-12 Students* were published in 1997 by the Teachers of English to Speakers of Other Languages (TESOL). The standards describe expectations for students in three grade clusters and three proficiency levels. These standards were consulted throughout the development of the NC SCS. However, the North Carolina document has been structured to meet the specific needs of North Carolina schools including linking to the *North Carolina English Language Arts Standard Course of Study*.

## PHILOSOPHY

---

### General Principles

The *English Language Development Standard Course of Study* is based upon a set of principles governing language education. These tenets are anchored in language education research and supported by experience. They are as follows:

- All students can learn and experience success in a second language but they learn in different ways.
  - Language acquisition is a long-term process; students acquire proficiency at different rates.
  - Language learning occurs through meaningful use and interaction.
  - Language processes develop interdependently.
  - Language learning is cultural learning
  - Bilingualism is an individual and societal asset
- 

### Myths About Second Language Acquisition

*Myth 1: Students can learn a language quickly and easily.*

Contrary to popular belief, learning a language is a lengthy and arduous process even for children. To become proficient in another language, students must progress through various overlapping stages spanning several years.

- Pre-Production/Comprehension Stage (“Silent Period”): Students communicate with gestures and actions while building receptive vocabulary and refining listening skills.
- Early Production Stage: Students speak and/or write using simple words and short phrases.
- Speech Emergence Stage: Students speak and/or write in longer phrases and complete sentences, using a wide range of vocabulary.
- Intermediate Fluency Stage: Students engage in conversations
- Advanced Stage: Students speak and write in connected and unified paragraphs about most situations

*Myth 2: Students automatically learn another language when immersed in an environment where everyone speaks that language.*

Simply placing students in an English-only environment in hopes that the students will learn the language through osmosis is not enough. English must be made comprehensible to enable students to access messages through context, knowledge of the world, and other clues including gestures, examples, and visuals or

---

illustrations. Teachers play an important role in making language accessible, exposing students to language just slightly above their current level of competence. Also, they must create a comfortable learning environment where students feel self-confident and willing to experiment with the language.

*Myth 3: All students learn a second language in the same way.*

As with first language acquisition, students follow the same process for language development, but they learn a second language at different rates and in different ways. Language minority students from different cultural backgrounds may have special needs because their ways of learning and communicating may be different from the ways of their American peers. Therefore, teachers will need to use a variety of instructional activities such as demonstrations, group and pair work, cooperative learning, peer tutoring, and individualized instruction which take into account the variety of experiences and cultural backgrounds of second language learners.

*Myth 4: Students have acquired a second language once they can speak.*

Students often learn to speak a language quickly but take longer acquiring the literacy skills necessary to function well in academic subjects. Those students who arrive in this country without reading and writing skills in their first language will have greater difficulty acquiring those skills in English. However, students with strong educational background in their home countries will progress much more quickly learning English.

---

---

## Learner Variables

All English Language Learners are not alike. There are a variety of variables that may affect the way in which they acquire a second language and the rapidity with which they progress in learning academic content. Some of these variables are:

- **Age**—Younger students often develop oral language skills more quickly, especially in regard to pronunciation and fluency. Also, the academic demands of English in the lower grades are not as complex and therefore the students in the earlier grades may appear to attain English language proficiency more quickly and with greater ease.
  - **First language**—The more similar a student’s primary language is to English, the easier it is for him/her to acquire the new language. Students can rely on cognates and similar linguistic structures to aid their English language acquisition. However, when the first language uses a different alphabet, when the vocabulary is unrelated, and when the structures have little in common, then the student has a more difficult task transferring skills from the first language into the second.
  - **Education**—Students with a strong educational background adapt to the American school much more quickly. They are able to transfer content skills and knowledge into the new classroom.
  - **Family**—Language minority students who come from well-educated families generally learn English much more quickly and integrate into their new schools with greater ease.
  - **Life Experience**—Some language minority students have had difficult lives. They often have grown up in poverty, may have survived wars and violence, may have been separated from family members, and may have arrived in this country without documentation. They may also be living in substandard and unstable environments. Their life experience may affect their readiness and willingness to learn.
-

**Native Language  
Maintenance/Support**

---

The maintenance and support of first language skills have a positive effect on English language acquisition. Teachers should not expect students to forget their home language in order to learn English. Instead they should encourage their students to strengthen the skills in that language so that they can transfer those skills into English language learning.

Research by Cummins, Collier, and Thomas support the transfer of cognitive skills across languages and recognize that strong first language literacy contributes positively to academic achievement. Native language support is also underscored in the *National Standards for English Language Arts*. Standard 10 states: “Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.”

---

## PURPOSE

---

### **Overview**

The *English Language Development Standard Course of Study* describes what limited English proficient students should know and be able to do at each level of proficiency along the K-12 continuum. It will assist English as a Second Language teachers in planning lessons and strategies which will target the language learning needs of individual students to ensure that they progress toward full English language proficiency. The SCS will also assist classroom teachers in modifying instruction in the content areas to match the English language proficiency levels of their students.

This SCS is similar to those of other subject areas. It is organized around goals and objectives grade by grade at K-8. The 9-12 level is one grade cluster. However, throughout, each objective is addressed on 6 levels of proficiency. It is not a curriculum guide and therefore does not include teaching methodologies, activities, or sample assessments. Companion documents addressing instructional issues will be developed at a later date. The SCS also serves as the basis for the criteria to be used in the adoption of textbooks in English as a Second Language.

---

### ***No Child Left Behind* Requirement**

Under Section 3113 of Title III of *No Child Left Behind*, states are required to “establish standards and objectives for raising the level of English proficiency that are derived from the 4 recognized domains of speaking listening, reading, and writing....” These standards must be separate from the state’s English language arts standards but must be linked to them and to other academic content and student achievement standards. The English Language Development SCS will comply with the Title III requirements.

---

### **Assessment**

Under both Title I and Title III of *No Child Left Behind*, states are required to assess annually the English language proficiency of limited English proficient students. In addition, under Title III, states must establish Annual Measurable Achievement Objectives (AMAOs) for both progress and attainment of English language proficiency.

North Carolina requires that all local districts and charter schools within the state use the same English language proficiency assessment instrument. The instrument must measure the objectives in the Standard Course of Study. The results of this assessment will be used to determine whether or not the AMAOs have been met.

---

---

***Guides to the Standard  
Course of Study for  
Limited English  
Proficient Students***

In 2000, the NC Department of Public Instruction published and distributed *Guides to the Standard Course of Study* at K-5, 6-8, and 9-12. These documents were developed by ESL teachers, coordinators, and regular classroom teachers to improve instruction for English language learners in math, science, social studies and English language arts. At K-8 the Guides address at least two content objectives at each grade level for each of the four subject areas. At 9-12, they address objectives for five high school courses with End-of-Course tests. The Guides will be revised to incorporate the English Language Development standards and to address the revised curricula in other content areas. Once complete, these documents will serve as the link between the English language development standards and the content standards, as required by *No Child Left Behind*.

---

## PROGRAM DESCRIPTION

---

### Languages

As of October 1, 2002, there were approximately 60,000 limited English proficient students in North Carolina's public schools. Two-thirds of these students indicate Spanish as their home language. The other one-third of these students speak one of 150 different languages.

The following chart lists the top 16 languages of North Carolina's limited English proficient students:

Spanish	45,478
Hmong	2,733
Vietnamese	1,128
Arabic	914
Chinese	883
Korean	529
French	467
Russian	446
Hindi	430
Laotian	342
Japanese	319
Gujarati	274
Bosnian	215
Cambodian	192
German	186
Ukrainian	173

### Population Distribution

Limited English Proficient Students are in schools throughout North Carolina. As of October 1, 2002, there were limited English proficient students in all but three local districts and in 21 charter schools. Numbers vary greatly between districts and between schools within districts. However, the English Language Development standards address what students should be able to know and be able to do, regardless of the local environment or the way in which services to this special population are provided.

### Program Goals

The SCS is organized into four goals representing the four domains of language acquisition: listening, speaking, reading and writing. However, it is important to note that these domains are interdependent and are often developed together.

In addition, the way in which the skills are learned and the rate at which proficiency is acquired are related to the cognitive development of children, adolescents, and young adults and to

---

previous educational experiences. The overall target reflected in the standards is the attainment of English language proficiency within five years.

As students proceed through a sequence of instruction, they should exhibit increased proficiency in the following domains;

**Goal 1: Listening**—The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

**Goal 2: Speaking**—The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

**Goal 3: Reading**—The learner will comprehend written English in personal, social and academic contexts from print and non-print materials.

**Goal 4: Writing**—The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

---

## **Program Delivery**

Limited English proficient students must be provided the services they need in order to acquire English and participate fully in the total school curriculum. However, the local district or charter school may determine the ways in which students are served.

The models of instruction currently used across the state include the following:

**English as a Second Language**—ESL programs instruct students from different language backgrounds in English. They may be delivered through an ESL pull-out program during the school day in conjunction with accommodations in the regular classroom. In middle and high school, English as a Second Language instruction often occurs in a scheduled class period, also accompanied by accommodations in content area classes. Students in ESL programs may also receive native language support but the primary language of instruction is English.

**Sheltered English**—Sheltered English classes generally occur at the middle school or the high school. Limited English proficient students are grouped together for specific content classes. English is the medium of instruction but the teacher adapts the language to the proficiency level of the students. In addition, the teacher assists the students to acquire the prior knowledge necessary to meet the objectives of the Standard Course of Study for the particular content area.

---

**Bilingual program**—Initial instruction in content, especially in reading, is provided in the students' first language while they are acquiring English.

**Two-way/ Dual language**—In Dual language programs language minority students from a single language background are grouped in the same classroom with native English-speaking students. Instruction is provided in both languages and students acquire proficiency in both languages.

---

## ORGANIZATION OF THE CURRICULUM

---

### Overview

The *English Language Development Standard Course of Study* is organized around four goals. Objectives have been developed for each of six proficiency levels grade by grade at K-8 and for the cluster of grades 9-12.

---

### Goals

The four goals of the English Language Development Standard Course of Study are related to the four language skills and define the major program outcomes. They apply to all limited English proficient students K-12. They are:

**Competency Goal 1:** Listening—The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

**Competency Goal 2:** Speaking—The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

**Competency Goal 3:** Reading—The learner will comprehend written English in personal, social and academic contexts from print and non-print materials.

**Competency Goal 4:** Writing—The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

The goals are not listed in order of importance; all are interconnected and dependent on one another.

---

### Levels of English Language Proficiency

English language proficiency is a developmental process. Progress toward proficiency can be measured in six levels. Global descriptions of these levels follow:

**Novice Low:** Students at novice low proficiency have virtually no functional ability in listening, speaking, reading, and writing English. They are often new arrivals.

**Novice High:** Students at novice high proficiency are beginning to understand language and use it in a limited capacity. Typically, they memorize words and phrases and can comprehend and utilize language that they have been taught.

---

***Intermediate Low:*** Students at intermediate low proficiency are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors.

***Intermediate High:*** Students at intermediate high proficiency are able to function well in most everyday situations but still have difficulty with academic language. They may have difficulty understanding text beyond the literal level. They often make errors in structure and idiomatic language.

***Advanced:*** Students at the advanced level of proficiency can handle most personal, social and academic language though they still may make occasional errors in idiom and structure. They may have difficulty with complicated literary and academic texts and may still need to use a dictionary when the language and context are unfamiliar.

***Superior:*** Students at the superior level are no longer limited English proficient and in most cases function like a native speaker. However, they may still have interference from their first language and may have difficulty understanding nuance and tailoring writing to a variety of audiences.

**Please note:** Students often develop proficiency in different levels at different rates. Therefore, they are frequently at different levels of proficiency across the different skills.

---

## Objectives

Under each goal, there are a series of objectives at each grade or grade cluster for each of the 6 levels of proficiency. These objectives are observable and measurable learning targets which contribute to the attainment of the broader goal. They reflect the academic language required at each grade and coincide with the cognitive level of the student. The objectives at the Superior level reflect what all students are expected to know and be able to do in English language arts at each specific grade and are linked directly to the *English Language Arts Standard Course of Study*.

---

---

## Strands

Four strands are woven throughout the *English Language Development Standard Course of Study*. These strands are major elements of the program that are relevant across the grade levels and provide unifying threads of understanding supported by the goals and objectives. The strands are:

- **Grammar and Usage**—Learners will demonstrate progressive capability to apply grammar and language conventions to communicate effectively.
  - **Comprehension**—Learners will develop progressive capability to understand speech and text that is read, heard, and viewed.
  - **Personal Expression**—Learners will develop progressive capability to express themselves orally and in writing to communicate with others.
  - **Content Application**—Learners develop progressive capability to apply vocabulary and language skills to all academic disciplines.
-

<b>English Proficiency Level</b>	<b>Novice Low</b>	<b>Novice High</b>	<b>Intermediate Low</b>
<b>Listening</b>	No functional ability in understanding spoken English	Understands simple questions and statements on familiar topics if spoken very slowly and distinctly; often require restatement in graphic terms.	Understands most questions, statements, and conversations on familiar topics spoken distinctly at normal speed; requires occasional restatement.
<b>Speaking</b>	No functional ability in speaking English	Able to satisfy routine daily speaking needs. Can ask and answer questions on very familiar topics. Speaking vocabulary is inadequate to express anything but the most elementary needs. Should be able to follow simple classroom directions.	Can handle with confidence but not facility most daily speaking situations. Can handle limited scholastic language requirements; will need help for most tasks. Limited vocabulary often reduces the students to verbal groping or momentary silence.
<b>Reading</b>	No functional ability in reading English	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs such as names, addresses, dates, short informative signs (ex. street signs, no smoking, exit). Material understood rarely exceeds a single phrase and comprehension requires rereading and checking. Can recognize all letters in the alphabet. Detail is overlooked or misunderstood.	Sufficient comprehension to understand simple material. Can read messages, greetings, popular advertising, letters and invitation. Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretation still occurs with more complex material. May have to read material several times.
<b>Writing</b>	No functional ability in writing English	Able to copy isolated words or short phrases. Can write simple, memorized material with frequent misspellings and inaccuracies.	Sufficient control of writing system to meet some survival needs. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Evidence of good control of basic sentence construction and inflections such as subject/verb agreement; and straightforward syntactic constructions in present, past, and future time though errors occasionally occur.

<b>English Proficiency Level</b>	<b>Intermediate High</b>	<b>Advanced</b>	<b>Superior</b>
<b>Listening</b>	Understands most informal questions, statements, and conversation at normal speed; comprehends lectures on familiar subjects with some difficulty.	Understands most conversation and most lectures on familiar subjects at normal speed.	Understands academic topical conversation and most lectures with no difficulty.
<b>Speaking</b>	Participates effectively, sometimes hesitatingly, in social and academic conversations; makes occasional errors in idiom and structure, often obscuring meaning.	Able to speak the language in most situations. Comprehension is quite complete for a normal rate of speech. Make occasional errors in idiom and structure obscuring meaning.	Able to use the language fluently on all levels normal to school-related needs. Can understand and participate in almost any conversation with the range of experience with a high degree of fluency.
<b>Reading</b>	Able to read simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Some misunderstandings. Able to read the facts but cannot draw inferences.	Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on current topics related to special interests. Able to read for information and description, to follow a sequence of events, and to react to that information. Able to separate main ideas from lesser ones and to use that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public.	Able to read at a normal rate of speed standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest. Can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions, and conjectures. Able to “read between the lines.” May be unable to appreciate nuance or style.
<b>Writing</b>	Sufficient control of writing system to meet most survival needs. Can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. Can express fairly accurately present and future time. Can produce some past verb forms, but not always accurately or with correct usage.	Can write simple social correspondence, take notes, write summaries, and describe with factual topics. Still makes common errors in spelling and punctuation, but shows some control of the most common conventions. Able to join sentences in limited discourse, but has difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Able to use the written language effectively in most exchanges. Can write short papers and express statements of position, points of view and arguments. Good control of structure, spelling, and vocabulary. Can use complex and compound sentence structures to express ideas clearly and coherently. Still has problem tailoring writing to a variety of audiences and styles.

## GLOSSARY

**ESL** – English as a Second Language; a model of instruction that accommodates students from different language backgrounds in the same class; the language of instruction is English

**ESOL** – English to Speakers of Other Languages; a synonym for ESL

**ENL** – English as a New Language; a new synonym for ESL

**EFL** – English as a Foreign Language; usually in foreign countries

**NOM** – National Origin Minority; a student whose native language is not English who may or may not be proficient in English

**ELL** – English Language Learner; the student who is learning English

**LEP** – Limited English Proficient; a student who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him the opportunity to learn successfully in English-only classrooms

**L1** – first or native language

**L2** – second or new language

**SCS** – Standard Course of Study

**OCR** – The Office for Civil Rights; Washington, D.C.

**NCLB** – No Child Left Behind; federal legislation passed in 2001

**BICS** – Basic Interpersonal Communication Skills; everyday language

**CALPS** – Cognitive Academic Language Proficiency Skills; academic language

**Grade level** – the academic achievement level determined for each specific grade

**Bilingual** – proficient in two languages

**Trilingual** – proficient in three languages

**Multilingual** – proficient in several languages

**Minimal pairs** – words that differ by a single sound in the same position, like mat/sat, pet/pot

**Graphic organizers** – diagrams or illustrations that help students organize information

**Phoneme** – a single unit of spoken language, like a vowel or a consonant

**Morpheme** – the smallest unit of written language that cannot be divided, like “tion.”

**Phonemic awareness** – awareness of the relationship between letters and their sounds

**Blends** – combining two or more consonant sounds, like “br,” or r-controlled vowels like “er.”

**Digraph** – a pair of letters that represents the same speech sound, like “ph.”

**Modulation** – two words spoken that obscure word boundaries

**Pitch** – highness or lowness of the voice

**Intonation** – rising and falling of the voice during articulation

**Oral prompt** – a sentence or phrase read to the student to elicit a spoken or written response

# The English Language Development Standard Course of Study

## Grades K-5

The Elementary English Language Development Standards are designed to accelerate English language proficiency for students whose first language is not English. These students are at various stages of literacy development in their native language, and they must manage academic demands while also acquiring the necessary skills in English to succeed in the mainstream. Also, social and interpersonal skills are at the height of development during these years, so it is essential that these students learn the cultural norms of communication as they learn content.

The academic requirements at these grade levels focus on emergent literacy skills in English, as well as a broad variety of topics from other subject areas, such as Math, Science, Social Studies, Physical Education, Art, Music, and others. Limited English proficient students need specialized instruction in order to have full access to these curriculum areas and make sufficient progress during the academic year. This standard course of study is designed to facilitate that goal.

It is important to remember that limited English proficient students at the elementary school level will enroll at any time during the year and will have a variety of proficiency levels upon enrollment. They may leave school for several months then return during the same academic year, which can affect the speed at which they attain English language proficiency. Such interrupted schooling is not uncommon and may pose additional challenges to teachers as they strive to meet the needs of these students.

English as a Second Language teachers will use this standard course of study to deliver their instruction, but it may also be used by regular classroom teachers who have limited English proficient students in class. To meet the needs of such students in North Carolina, there are a variety of delivery models in place:

- **ESL Elective courses** – scheduled classes at the middle or high school level that meet daily, prevalent in grades 6-12
- **ESL Pull-Out** – pulling students from the regular classroom for English instruction, more common in grades K-5
- **Inclusion** – targeted instructional support from the ESL teacher for another subject area, grades K-12
- **Sheltered Instruction** – delivering a content area or core curriculum through simplified English and modified instruction, more common in grades 6-12

- **Bilingual Education** – instruction is delivered in the native language and the target language to a group of students who share the same native language, grades K-12
- **Dual Immersion/Two-way Immersion** – 50% of instruction is delivered in one target language and 50% in another target language to a group of students who are native speakers of either of those two languages, usually K-5
- **Native Language Instruction** – Instruction is delivered in the native language, grades K-12
- **Tutorial** – student receives one-on-one assistance with subject matter, grades K-12

These delivery options may be used in combination and are not designed to be mutually exclusive. They vary depending on the policies of the school system and the need of each individual school within that school system. Administrators must design and implement suitable and appropriate ESL programs based on their available resources, LEP population, and qualified staff.

The English Language Development Standard Course of Study has been designed for use in a variety of educational settings from the ESL classroom to the regular classroom. The curriculum allows for a great deal of flexibility in all types of ESL programs and environments where limited English proficient students are being instructed.

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS - Kindergarten

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Kindergarten student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on greetings, classroom objects, story characters, letters, and following one-step directions with prompting.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on familiar stories, beginning to identify parts of a book, learning the alphabet, upper and lowercase letters, writing his or her own name, and following one-step and two-step directions.
- Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on making simple statements, retelling stories and texts, paraphrasing, using adjectives, and following one-step and two-step directions.
- Intermediate High:** Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on rhyming words, retelling stories with richer vocabulary, incorporating grammatical rules, following one-step and two-step directions, and comprehending English spoken at a normal speed.

Advanced:	Students will use expanded vocabulary effectively in social and academic settings with occasional errors and will rely much less on forms of non-verbal communication. Learning objectives focus on narration and retelling using details and adjectives, paraphrasing events in greater detail, identifying punctuation marks, following two-step and three-step directions, and reading or interpreting own writing with few errors.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on retelling, narrating, paraphrasing, producing rhyming words independently, recognizing familiar environmental print, following three-step directions with no difficulties, and reading or interpreting own writing with very few errors.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.
- NL 1.02 Follow one-step, simple directions with modeling and prompting.
- NL 1.03 Physically demonstrate comprehension to familiar greetings, locations, and classroom objects with modeling and prompting.
  
- NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.
- NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.
- NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.
  
- IL 1.01 Listen and respond to most questions on familiar topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.
- IL 1.02 Understand and follow one-step and two-step familiar directions when spoken distinctly at a normal speed.
- IL 1.03 Listen to familiar stories told or read and identify elements of a story following direct instruction.
- IL 1.04 Demonstrate comprehension of main idea of an oral presentation following direct instruction.

- IH 1.01 Listen and respond to most conversational questions on familiar topics spoken at normal speed; respond to academic questions with some difficulty.
- IH 1.02 Understand and follow one-step and two-step directions on familiar topics when spoken at a normal speed with occasional restatement.
- IH 1.03 Listen to familiar stories told or read and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
- IH 1.04 Demonstrate comprehension of an oral presentation on a familiar topic using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
  
- A 1.01 Listen and respond to most conversational and academic questions or expressions spoken at normal speed with occasional difficulty.
- A 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with occasional difficulties.
- A 1.03 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).
- A 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).
  
- S 1.01 Listen to stories told on a variety of topics in order to determine beginning, middle, and end.
- S 1.02 Understand and follow three-step directions on all topics when spoken at a normal speed with few difficulties.
- S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with few difficulties.
- S 1.04 Use listening skills to connect experiences and text through discussions, illustrations, and dramatizations.
- S 1.05 Interpret oral presentations to maintain conversation.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, play games).
- NL 2.02 Produce non-verbal responses to indicate comprehension of familiar text told or read to them with prompting and modeling (e.g., pictures, drama).
- NL 2.03 Use a variety of non-verbal communication strategies to present own ideas or thoughts with prompting and modeling (e.g., draw objects, other media).
- NL 2.04 Repeat modeled language spoken in a slow, distinct speed.
- NH 2.01 Use a variety of non-verbal communication strategies, in addition to simple words and phrases, to ask questions and express own ideas or thoughts with prompting and modeling (e.g., match objects, point to answer, draw pictures).
- NH 2.02 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.
- NH 2.03 Begin to speak with a few words, using some English phonemes and rudimentary grammatical forms with prompting and modeling.
- IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.
- IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.
- IL 2.03 Begin to be understood when speaking, but may have some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.
- IH 2.01 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulties and hesitations.
- IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.
- IH 2.03 Speak using grammatical forms and sounds in English, but with errors.

- A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.
- A 2.02 Retell, narrate, and paraphrase events in greater detail using expanded vocabulary (e.g., characters, setting, plot).
- A 2.03 Make presentations on a variety of topics using expanded vocabulary with occasional errors.
- A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with random errors.
  
- S 2.01 Use vocabulary effectively to carry on discourse and ask questions in social and academic conversations with few errors.
- S 2.02 Retell, narrate, and paraphrase events in greater detail using appropriate grade-level vocabulary with few errors.
- S 2.03 Make oral presentations on a variety of topics using appropriate grade-level vocabulary with few errors.
- S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.
- S 2.05 Speak in English using words that describe color, size, and location with few errors.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Hold print materials in correct position with modeling.
- NL 3.02 Point to the front and back of a book with modeling.
- NL 3.03 Begin to distinguish letters from other written symbols
- NL 3.04 Use pictures to identify characters from a familiar story or text with instructional support.
  
- NH 3.01 Point to the title.
- NH 3.02 Point to where to begin reading a story.
- NH 3.03 Demonstrate directionality (left to right) with modeling.
- NH 3.04 Identify a few letters of the alphabet.
- NH 3.05 Identify own name in print.
- NH 3.06 Use pictures and limited verbal responses to identify character and setting in simple familiar texts.
  
- IL 3.01 Know concepts of a word and that sentences are made up of separate words.
- IL 3.02 Distinguish and identify letters and words.
- IL 3.03 Point to first and last words on a page.
- IL 3.04 Point to one word, two words on page with modeling.

- IL 3.05 Point to a period.
- IL 3.06 Recognize English phonemes that correspond to phonemes students already hear and produce in the native language.
- IL 3.07 Identify 12 upper or lower case letters.
- IL 3.08 Identify a few words in environmental print.
- IL 3.09 Make simple statements about a character, setting or event in a text commensurate with student's English language proficiency level.
  
- IH 3.01 Demonstrate voice print match by following print word for word when listening to familiar text when read aloud with prompting and modeling.
- IH 3.02 Point to first and last word in a sentence.
- IH 3.03 Point to or find exclamation or question marks.
- IH 3.04 Produce English phonemes that correspond to phonemes students already hear and produce, including initial and final consonants
- IH 3.05 Identify rhyming words in response to an oral prompt with direct instruction or modeling.
- IH 3.06 Identify 18 upper or lower case letters of the alphabet.
- IH 3.07 Recognize familiar words and environmental print with some prompting
- IH 3.08 Recognize a few beginning consonant letter-sound associations in one-syllable words.
- IH 3.09 Identify beginning, middle, and end of a familiar story.
  
- A 3.01 Incorporate most grade-level concepts of print with occasional errors.
- A 3.03 Point to or find quotation marks, questions marks, and exclamation marks in print.
- A 3.04 Recognize phonemes that do not correspond to sounds students hear and produce in the native language with modeling and prompting.
- A 3.05 Produce rhyming words in response to an oral prompt.
- A 3.06 Identify 26 upper or lower case letters of the alphabet.
- A 3.07 Recognize familiar words and environmental print with occasional errors.
- A 3.08 Recognize beginning consonant letter-sound associations in one-syllable words with occasional prompts.
- A 3.09 Retell familiar grade level stories using beginning, middle, and end with occasional instructional support.
- A 3.10 Occasionally use story language in discussions and retelling (e.g., characters, setting, problem, solution).
  
- S 3.01 Incorporate grade-level concepts of print with few errors.
- S 3.02 Demonstrate complete understanding of what an exclamation mark and question mark signal.
- S 3.03 Point to or find quotation marks, question marks, and exclamation marks in print with few errors.
- S 3.04 Recognize independently phonemes that do not correspond to sounds students hear and produce in the native language.
- S 3.05 Produce rhyming words independently.
- S 3.06 Identify all 26 upper and lower case letters of the alphabet.
- S 3.07 Recognize familiar words and environmental print with few errors.

- S 3.08 Recognize beginning consonant letter-sound associations in one-syllable words independently.
- S 3.09 Retell familiar grade-level stories using beginning, middle, and end without instructional support.
- S 3.10 Consistently use story language in discussions and retelling.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Begin to use writing instrument with teacher modeling (e.g., pencil, crayon).
- NL 4.02 Copy or trace letters with assistance when writing.
- NL 4.03 Copy first name using a model.
  
- NH 4.01 Use writing instruments to draw or express simple ideas with assistance.
- NH 4.02 Use letter-like forms or random letters to write messages.
- NH 4.03 Print first name, lower or uppercase, and a few other letters with assistance.
  
- IL 4.01 Use writing instruments to draw or express simple ideas with occasional assistance.
- IL 4.02 Continue to use letter-like forms or random letters to write messages.
- IL 4.03 Copy words posted and commonly used in the classroom (e.g., environmental print, word wall words).
- IL 4.04 "Reads" or interprets own writing with teacher modeling.
  
- IH 4.01 Use writing instruments to write one or two words with little assistance.
- IH 4.02 Use one or two appropriate letters to write words.
- IH 4.03 Correctly write 12 known letters in upper or lower case with little assistance.
- IH 4.04 "Reads" or interprets own writing with occasional errors.
  
- A 4.01 Use temporary spelling with no assistance, writing mostly consonants (e.g., "ct" for cat).
- A 4.02 Use upper and lowercase letters indiscriminately on occasion.
- A 4.03 Correctly write 18 known letters in upper or lower case with no assistance.
- A 4.04 "Reads" or interprets own writing with few errors.
  
- S 4.01 Use appropriate grade-level spelling with no assistance.
- S 4.02 Use upper and lower case indiscriminately to write most letters of the alphabet.
- S 4.03 Correctly write all 26 upper and lowercase letters of the alphabet.
- S 4.04 "Reads" or interprets own writing with very few errors.

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS – Grade 1

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the First Grade student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on greetings, classroom objects, letters, choral reading of simple text, copying simple words, distinguishing upper and lowercase letters, and following one-step directions with prompting.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on familiar stories and retelling them with gestures and simple words, identifying parts of a book, learning the alphabet, distinguishing upper and lowercase letters, writing his or her own name, and following one-step and two-step directions.
- Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on making simple statements, retelling stories and texts, identifying main idea and other elements of a story, identifying all parts of a book, recognizing basic punctuation, paraphrasing, using adjectives, correcting own writing, and following one-step and two-step directions.
- Intermediate High:** Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on sequencing, distinguishing long and short vowels, retelling stories with richer vocabulary, incorporating grammatical rules, writing all letters of the alphabet, writing simple sentences and editing them, following one-step and two-step directions, and comprehending English spoken at a normal speed.

Advanced:	Students will use expanded vocabulary effectively in social and academic settings with occasional errors and will rely much less on forms of non-verbal communication. Learning objectives focus on narration and retelling using details and adjectives, paraphrasing events in detail, speaking with correct intonation and modulation, identifying punctuation marks, applying syllabication rules, following two-step and three-step directions, and reading or interpreting own writing with few errors.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on retelling by using facts and details, narrating without difficulty, paraphrasing with fluency, speaking with correct intonation and modulation without errors, producing rhyming words independently, recognizing familiar environmental print, following three-step directions with no difficulties, and reading or interpreting own writing with very few errors.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.
- NL 1.02 Follow one-step, simple directions with modeling and prompting.
- NL 1.03 Listen to and physically demonstrate comprehension of familiar greetings, locations, and classroom objects with modeling and prompting.
- NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read to them and respond using physical actions or other means of non-verbal communication with modeling and prompting.
  
- NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.
- NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.
- NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.
  
- IL 1.01 Listen and respond to most questions on familiar topics, greetings, and phrases when spoken distinctly at normal speed; requires occasional restatement.
- IL 1.02 Understand and follow one-step and two-step familiar directions when spoken distinctly at a slightly slower speed.

- IL 1.04 Listen to familiar stories told or read and identify elements of a story following direct instruction.
- IL 1.05 Demonstrate comprehension of main idea of an oral presentation following direct instruction.
  
- IH 1.01 Listen and respond to most conversational and academic questions on familiar topics spoken at a normal speed with some difficulty.
- IH 1.02 Understand and follow one-step and two-step directions on familiar topics when spoken at a normal speed with occasional restatement.
- IH 1.03 Listen and respond appropriately to a variety of common expressions when spoken at a normal speed with occasional restatements.
- IH 1.04 Demonstrate comprehension of an oral presentation or story on a familiar topic using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
  
- A 1.01 Listen and respond to most conversational and academic questions spoken at a normal speed with occasional difficulty.
- A 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with occasional difficulty.
- A 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with occasional difficulty.
- A 1.04 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).
- A 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).
  
- S 1.01 Listen and respond to conversational and academic questions spoken at a normal speed with no difficulty.
- S 1.02 Understand and follow three-step directions on familiar topics when spoken at a normal speed with no difficulty.
- S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with no difficulty.
- S 1.04 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies with no assistance.
- S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies with no assistance.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).

- NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, games).
- NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read with prompting and modeling (e.g., pictures, drama).
- NL 2.04 Use a variety of non-verbal communication strategies to present own ideas or thoughts with prompting and modeling (e.g., draw objects and other media).
- NL 2.05 Repeat modeled language spoken in a slow distinct speed.
- NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).
- NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.
- NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.
- NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.
- IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.
- IL 2.02 Use limited vocabulary to carry on discourse with some momentary silence.
- IL 2.03 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.
- IL 2.04 Use limited vocabulary to participate in discussions.
- IL 2.05 Begin to be understood when speaking, but may have some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.
- IH 2.01 Participate effectively in social and academic conversations with occasional difficulties and/or hesitations.
- IH 2.02 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulties.
- IH 2.03 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.
- IH 2.04 Use expanded vocabulary to participate in familiar social and academic topics with occasional difficulties.
- IH 2.05 Speak in English using grammatical forms and sounds with some rules not evident.
- A 2.01 Participate effectively in social and academic conversations with few errors.
- A 2.02 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.

- A 2.03 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).
- A 2.04 Make presentations on a variety of topics using expanded vocabulary with few errors.
- A 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.
  
- S 2.01 Participate effectively in social and academic conversations with very few errors.
- S 2.02 Use appropriate grade-level vocabulary to carry on discourse in social and academic conversations with very few errors.
- S 2.03 Retell, narrate, and paraphrase events in greater detail using appropriate grade-level vocabulary.
- S 2.04 Make presentations on a variety of topics using appropriate grade-level vocabulary with very few errors.
- S 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with very few errors.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Point to the front and back of the book through teacher modeling.
- NL 3.02 Understand that printed text provides information.
- NL 3.03 Recognize English phonemes that correspond to phonemes students already hear and produce in their native language.
- NL 3.04 Begin to distinguish letters from other written symbols.
- NL 3.05 Identify first name in print (e.g., point, select).
- NL 3.06 Respond to picture books or stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- NL 3.07 Read simple poems, rhymes, songs, and lines from text chorally.
- NL 3.08 Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).
  
- NH 3.01 Point to the title of the book and where to begin reading the story.
- NH 3.02 Follow the text from left to right and from top to bottom with assistance.
- NH 3.03 Produce English phonemes that correspond to phonemes students already hear and produce in their native language.
- NH 3.04 Distinguish between letters of the alphabet, words, and sentences.
- NH 3.05 Identify first and last name in print.
- NH 3.06 Respond orally to below grade-level stories read to them by answering factual comprehension questions using one or two word responses (e.g., who, what, when, and where).
- NH 3.07 Recite familiar simple poems, rhymes, and songs while pointing to corresponding text.

NH 3.08	Draw and label pictures related to a familiar story, topic, or experience.
NH 3.09	Distinguish initial and final sounds in one-syllable words.
NH 3.10	Identify most letters of the alphabet.
NH 3.11	Identify a few high-frequency words in environmental print and familiar text.
IL 3.01	Identify all parts of the book with little assistance.
IL 3.02	Follow the text from left to right and top to bottom with some assistance.
IL 3.03	Recognize phonemes that do not correspond to sounds students hear and produce in their native language with modeling and prompting.
IL 3.04	Recognize that sentences in print are made up of separate words.
IL 3.05	Identify basic punctuation marks with some assistance.
IL 3.06	Read familiar patterned text and respond orally by answering factual comprehension questions using one or two word responses (e.g., who, what, when, where, how).
IL 3.07	Identify rhyming words through simple poems, rhymes, and songs.
IL 3.08	Write labels or phrases for drawings related to a story with instructional support and some assistance.
IL 3.09	Recognize most beginning consonant letter-sound associations in one syllable words.
IL 3.10	Recognize and name all upper and lowercase letters of the alphabet.
IL 3.11	Identify some emergent high frequency words in familiar text.
IL 3.12	Read common word families with inconsistencies.
IL 3.13	Retell text read aloud at the student's reading level.
IL 3.14	Distinguish long and short vowel sounds in orally stated single-syllable words with some assistance (e.g. bit/bite).
IH 3.01	Demonstrate one-to-one word correspondence while reading.
IH 3.02	Follow the text from left to right and top to bottom with little assistance.
IH 3.03	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat;/s/p/l/a/t/ = splat; /r/i/ch/ = rich).
IH 3.04	Understand that as letters of words change, so do the sounds (e.g., the alphabetic principle).
IH 3.05	Identify basic punctuation marks with little assistance.
IH 3.06	Read below grade level text by retelling facts and details to clarify ideas (e.g.; who, what, when, where, how, and why).
IH 3.07	Produce rhyming words in response to an oral prompt.
IH 3.08	Begin to comprehend below grade level text with frequent instructional support.
IH 3.09	Segment single-syllable words into their components (e.g., /c/a/t/ = cat;/s/p/l/a/t/ = splat; /r/i/ch/ = rich).
IH 3.10	Read common suffixes and root words (e.g., -s, -ed, -ing).
IH 3.11	Identify some emergent high-frequency words in unfamiliar text.
IH 3.12	Read common word families with some consistency.
IH 3.13	Retell text read aloud or read independently at the student's reading level.
IH 3.14	Distinguish long and short vowel sounds in orally stated single-syllable words with little assistance (e.g. bit/bite).

- A 3.01 Demonstrate a familiarity with a variety of texts.
- A 3.02 Pronounce most English phonemes correctly while reading aloud.
- A 3.03 Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an) with little assistance.
- A 3.04 Read high-frequency words and decode simple one-syllable words.
- A 3.05 Use common English morphemes to derive meaning in oral reading.
- A 3.06 Apply basic knowledge of syllabication rules when reading (e.g., vowel - consonant - vowel = su/per, vowel - consonant / consonant - vowel = sup/per).
- A 3.07 Create a series of rhyming words with little assistance.
- A 3.08 Read and retell grade-level text by utilizing facts and details to clarify ideas with occasional prompting (e.g.; who, what, when, where, how, and why).
- A 3.09 Demonstrate comprehension of grade-level text using a variety of materials with little assistance (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).
  
- S 3.01 Demonstrate knowledge of a variety of texts.
- S 3.02 Pronounce all English phonemes correctly while reading aloud.
- S 3.03 Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an) with no assistance.
- S 3.04 Read high-frequency words and decode two-syllable or three-syllable words.
- S 3.05 Use common English morphemes to derive meaning during independent reading.
- S 3.06 Apply knowledge of syllabication rules when reading.
- S 3.07 Create a series of rhyming words independently.
- S 3.08 Read and retell grade-level text by utilizing facts and details to clarify ideas independently.
- S 3.09 Demonstrate comprehension of grade-level text using a variety of materials without assistance.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Copy the English alphabet legibly and space letters.
- NL 4.02 Distinguish and write upper and lowercase letters of the alphabet attending to the form and proper spacing of the letters.
- NL 4.03 Copy words posted and commonly used in the classroom (e.g., environmental print and prewriting strategies).
- NL 4.04 Copy simple sentences related to topic.
- NL 4.05 Copy first name.
- NL 4.06 Write by moving from left to right and from top to bottom.
- NL 4.07 Check copying for accuracy.

- NH 4.01 Write at least 12 upper and lowercase letters of the alphabet, focusing on the form, with assistance.
- NH 4.02 Copy short phrases and high-frequency first grade words.
- NH 4.03 Write first and last name independently.
- NH 4.04 Write a phrase or simple sentence.
- NH 4.05 Make simple corrections as indicated by teacher or other student.
- 
- IL 4.01 Write all 26 upper or lowercase letters of the alphabet with instructional support.
- IL 4.02 Use letters and phonetically spelled words.
- IL 4.03 Use temporary spelling for some of the sounds heard.
- IL 4.04 Spell some emergent high frequency words correctly.
- IL 4.05 Use subject and verb when writing a simple sentence with assistance (e.g., “Today is Tuesday.”).
- IL 4.06 Make lists, signs, and labels with some assistance.
- IL 4.07 Write one or two sentences about a familiar topic or experience with instructional support.
- IL 4.08 Make simple corrections as indicated by teacher or other student.
- 
- IH 4.01 Write all 26 upper or lowercase letters of the alphabet with occasional assistance.
- IH 4.02 Use phonics knowledge and basic patterns to spell correctly three and four- letter words (e.g., word families).
- IH 4.03 Use basic capitalization and punctuation (e.g., first word in a sentence, period to end sentence) with frequent errors.
- IH 4.04 Spell most emergent high-frequency words correctly.
- IH 4.05 Write sentences using correct word order and one descriptor with occasional assistance.
- IH 4.06 Make lists, signs, and labels with little assistance.
- IH 4.07 Write several simple sentences about a familiar topic or experience with occasional assistance.
- IH 4.08 Edit own writing focusing on high frequency words with instructional support. (e.g., personal dictionary, word wall).
- 
- A 4.01 Write all 26 upper or lowercase letters of the alphabet with little assistance.
- A 4.02 Produce independent writing that consists of several sentences that is understood when read, but may include inventive spelling.
- A 4.03 Use capitalization with proper names, periods, and question marks inconsistently in own writing.
- A 4.04 Spell all emergent, high frequency words correctly.
- A 4.05 Write sentences using correct word order and one descriptor with little assistance.
- A 4.06 Participate in purposeful writing experiences with teacher modeling (e.g., card, learning logs, journals, messages, invitations).
- A 4.07 Write several simple sentences about a familiar topic or experience with little assistance.
- A 4.08 Edit own writing focusing on specific traits from an editing checklist.

- S 4.01 Write all 26 upper or lowercase letters of the alphabet without assistance.
- S 4.02 Produce independent writing that consists of several sentence that is understood when read.
- S 4.03 Use capitalization with proper names, periods, and question marks consistently in own writing.
- S 4.04 Spell appropriate grade-level high frequency words correctly.
- S 4.05 When writing sentences use correct word order and one descriptor with no assistance.
- S 4.06 Participate in purposeful writing experiences independently.
- S 4.07 Write several simple sentences about a familiar topic or experience with no assistance.
- S 4.08 Edit own writing focusing on specific traits independently.

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS

### Grade 2

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Second Grade student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on greetings, classroom objects, letters, recognizing and writing own name, identifying characters in simple text, copying simple words and phrases, distinguishing upper and lowercase letters, and following one-step directions with prompting.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on familiar stories and retelling them with gestures and simple words, identifying parts of a book, identifying basic elements of a story, recognizing all letters of the alphabet in spoken and written form, distinguishing upper and lowercase letters, reading simple text aloud, writing his or her own name, composing simple sentences, and following one-step and two-step directions.
- Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying all upper and lowercase letters, distinguishing between short and long vowel sounds, beginning to produce word families, making simple statements, retelling stories and texts using some adjectives, identifying main idea and other elements of a story, identifying all parts of a book, making predictions, recognizing basic punctuation, paraphrasing, speaking in comprehensible English, correcting own writing, and following one-step and two-step directions.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on sequencing, distinguishing long and short vowels and self-correcting them, retelling stories and grade-level text with richer vocabulary and adjectives, making predictions, incorporating grammatical rules, writing all letters of the alphabet, writing simple sentences and editing them, reading aloud with fluency, following one-step and two-step directions, and comprehending English spoken at a normal speed.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on narration and retelling using details and adjectives, comprehending oral presentations on familiar and unfamiliar topics, responding to interrogatives, paraphrasing events in detail, speaking using consistent grammatical forms, speaking with correct intonation and modulation, using punctuation marks correctly, composing more complex sentences, following two-step and three-step directions, increasing reading stamina, and reading or interpreting own writing with few errors.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on retelling grade-level text by using facts and details, comprehending oral presentations on all topics, narrating without difficulty, paraphrasing with fluency, speaking with correct intonation and modulation without errors, producing rhyming words independently, recognizing environmental print, demonstrating familiarity with a variety of types of literature, following three-step directions with no difficulties, composing written work in response to grade-level text, increasing reading stamina, and reading or interpreting own writing with very few errors.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Follow one-step, simple directions with modeling and prompting.
- NL 1.02 Physically demonstrate comprehension to familiar questions, greetings, locations, and classroom objects with modeling and prompting.
- NL 1.03 Listen to oral presentations, stories, and/or familiar texts told or read to them and respond using physical actions or other means of non-verbal communication with modeling and prompting.

- NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.
- NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.
- NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.
- IL 1.01 Listen and respond to most questions on familiar topics, greetings, and phrases spoken distinctly at normal speed; requires occasional restatement.
- IL 1.02 Understand and follow one-step and two-step familiar directions when spoken distinctly at a normal speed.
- IL 1.03 Listen to familiar stories told or read and identify elements of a story following direct instruction.
- IL 1.04 Demonstrate comprehension of main idea of an oral presentation following direct instruction.
- IH 1.01 Listen and respond to most conversational questions and common expressions on familiar topics spoken at normal speed and academic questions with occasional restatements and some difficulty.
- IH 1.02 Understand and follow one-step and two-step directions on familiar topics when spoken at a normal speed with occasional restatement.
- IH 1.03 Listen to familiar stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping)
- IH 1.04 Demonstrate comprehension of an oral presentation on a familiar topic using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
- A 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with occasional difficulty.
- A 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with occasional difficulty.
- A 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with occasional difficulty.
- A 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).
- A 1.05 Demonstrate comprehension of an oral presentation on familiar and unfamiliar topics using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).
- S 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with little difficulty.
- S 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with little difficulty.
- S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with little difficulty.

- S 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies with no assistance (e.g., sequencing, pictograph, story mapping).
- S 1.05 Demonstrate comprehension of an oral presentation on familiar and unfamiliar topics using a variety of strategies without assistance.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).
- NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, play games).
- NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read to them with prompting and modeling (e.g., pictures, drama).
- NL 2.04 Repeat modeled language spoken distinctly at a slow speed.
  
- NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).
- NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.
- NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.
- NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.
  
- IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.
- IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.
- IL 2.03 Use limited vocabulary to participate in discussions.
- IL 2.04 Begin to be understood when speaking, but may have some inconsistent use of English grammatical forms and sounds with periods of momentary silence.
  
- IH 2.02 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulty.
- IH 2.03 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.

- IH 2.04 Use expanded vocabulary to participate in familiar social and academic topics with occasional difficulty.
- IH 2.05 Speak in English using grammatical forms and sounds with some rules not evident.
  
- A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.
- A 2.02 Retell, narrate, and paraphrase events using more detail using expanded vocabulary (e.g., characters, setting, plot).
- A 2.03 Make presentations on a variety of topics using expanded vocabulary with few errors.
- A 2.04 Speak in English using consistent grammatical forms, sounds, intonation, pitch, and modulation with random errors.
  
- S 2.01 Participate effectively in social and academic conversations with very few errors.
- S 2.02 Use vocabulary effectively to carry on discourse in social and academic conversations with very few errors.
- S 2.03 Retell, narrate, and paraphrase events in greater detail (e.g., characters, setting, and plot) using expanded grade-level vocabulary with no errors.
- S 2.04 Make presentations on a variety of topics using expanded grade-level vocabulary with no errors.
- S 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Recognize, name, and pronounce correctly 12 upper and lowercase letters of the English language alphabet in print and handwritten form.
- NL 3.02 Recognize English phonemes that correspond to phonemes students already hear and produce in their native language.
- NL 3.03 Identify and copy first name in print.
- NL 3.04 Create artwork or illustrate basic comprehension of a familiar reading selection.
- NL 3.05 Draw pictures from student's own experiences related to a story or topic.
- NL 3.06 Identify the characters and basic sequence of events in simple or patterned text using pictures.
- NL 3.07 Respond non-verbally to questions about simple stories read to them (e.g., match objects, point to an answer, draw pictures).

- NH 3.01 Recognize, name, and pronounce correctly 26 upper and lowercase letters of the English language alphabet in print and handwritten form.
- NH 3.02 Produce English phonemes that correspond to phonemes that students already hear and produce in their native language including initial and final consonants.
- NH 3.03 Print first and last name with some assistance.
- NH 3.04 Create artwork or illustrate comprehension of a familiar reading selection.
- NH 3.05 Read simple words and phrases representing learned vocabulary from a familiar reading selection.
- NH 3.06 Use pictures and limited verbal responses to identify basic story elements (e.g., characters, story setting).
- NH 3.07 Respond correctly to yes/no questions on images, sounds, activities, and oral expressions using simple and/or patterned text.
- NH 3.08 Recognize 10-15 common words, including own name and environmental print such as common signs, logos, labels and trademarks.
- NH 3.09 Interact with self-selected texts consistent with the student's independent reading level.
- NH 3.10 Read aloud independently with fluency and comprehension familiar simple and/or patterned text.
- NH 3.11 Draw and label pictures related to a story topic or own experience.
- NH 3.12 Identify word families in response to an oral prompt.
- NH 3.13 Repeat correctly spoken words and phrases in echo and choral reading in familiar text.
- 
- IL 3.01 Identify and name all uppercase and lowercase of the English language alphabet in print and handwritten form with some assistance.
- IL 3.02 Identify and pronounce correctly an increasing number of blends and digraphs.
- IL 3.03 Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading simple text with instructional support.
- 
- IL 3.04 Demonstrate comprehension of below grade level text using a variety of products (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).
- IL 3.05 Increase vocabulary and concepts by reading familiar simple or patterned texts independently.
- IL 3.06 Make simple statements about a character, setting or event from a text commensurate with the student's English language proficiency level.
- IL 3.07 Answer factual, simple questions about what is read using text commensurate with the student's English language proficiency level.
- IL 3.08 Recognize 35-50 high-frequency words.
- IL 3.09 Read aloud independently with fluency and comprehension any text commensurate with the student's English language proficiency level.
- IL 3.10 Read and retell at or below grade level text by utilizing facts and details to clarify ideas with occasional prompting (e.g., who, what, when, where, how, and why).
- IL 3.11 Use pictures from story topic or personal experience to make predictions about text or reading selection.

- IL 3.12 Identify and begin to produce word families in response to an oral prompt.
- IL 3.13 Distinguish long and short vowel sounds in orally stated single syllable words.
- IL 3.14 Recognize most beginning consonant letter sound associations in one-syllable words.
- IH 3.01 Identify and name all upper and lowercase of the English alphabet in print and handwritten form with little assistance.
- IH 3.02 Identify and pronounce correctly most blends and digraphs with little assistance.
- IH 3.03 Use phonics knowledge of sound letter relationships to decode regular two or more syllable words when reading with frequent instructional support.
- IH 3.04 Demonstrate familiarity with a variety of types of books and selections (e.g. picture books, captive books, short informational texts, nursery rhymes, word phrases, finger plays, puppet plays, re-enactment of familiar stories) using grade-level text with frequent instructional support.
- IH 3.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently. Self-selected texts should be consistent with the student's independent reading level.
- IH 3.06 Demonstrate a sense of story from a grade-level text with frequent instructional support using graphic organizers as needed (e.g., beginning, middle, end, characters, setting, details).
- IH 3.07 Read and retell grade-level text by utilizing facts and details to clarify ideas with occasional prompting with frequent instructional support (e.g., who, what, when, where, how, why).
- IH 3.08 Recognize 40-80 high frequency and/or common irregularly spelled words in grade level text (e.g., had, where, said, two).
- IH 3.09 Read aloud independently with fluency and comprehension any grade appropriate text with frequent instructional support.
- IH 3.10 Interact with text before, during, and after reading to formulate questions that a text might answer with frequent instructional support (e.g., What will happen in this story?, Who might this be?, Where do you think this happens?).
- IH 3.11 Predict possible events using preparation strategies to activate prior knowledge and experiences before and during the reading of the text with little assistance.
- IH 3.12 Identify and produce word families in response to an oral prompt with little assistance.
- IH 3.13 Begin to self correct short and long vowels sounds and consonant sounds in multi-syllable words during oral reading with little assistance.
- IH 3.14 Demonstrate comprehension of grade-level text using a variety of products with frequent instructional support (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).
- A 3.01 Identify and name all upper and lowercase of the English alphabet in print and handwritten form with little assistance.
- A 3.02 Identify and pronounce correctly all blends and digraphs with little assistance.

- A 3.03 Use phonics knowledge of sound letter relationships to decode regular multi-syllable words when reading grade-level text with occasional instructional support.
- A 3.04 Demonstrate familiarity with a variety of types of books and selections using grade level text with occasional instructional support (e.g., storybooks, short chapter books, newspapers, telephone books, and every day print such as, signs, labels, poems, word plays using alliteration and rhyme, skits and short plays).
- A 3.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently commensurate with the student's independent reading level.
- A 3.06 Demonstrate a sense of story from a grade-level text with occasional instructional support and graphic organizers as needed (e.g., beginning, middle, end, characters, setting, and details).
- A 3.07 Discuss and explain responses to how, why, and what if questions in sharing narrative and expository texts with little assistance.
- A 3.08 Recognize 70 to 100 high frequency and/or common irregularly spelled words in grade level text (e.g., had, where, said, two).
- A 3.09 Read aloud and self-monitor independently with fluency and comprehension any grade appropriate text with occasional instructional support.
- A 3.10 Interact with text before, during, and after reading to formulate questions that a text might answer with occasional instructional support (e.g. What will happen in this story?, Where do you think this happens?).
- A 3.11 Predict and explain what will happen next in the story.
- A 3.12 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.
- A 3.13 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rhymes, length of word, and ending letters).
- A 3.14 Compose a variety of products in response to grade-level text with occasional instructional support (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).
  
- S 3.01 Name all letters of the English alphabet without assistance.
- S 3.02 Identify and pronounce correctly all blends and digraphs without assistance.
- S 3.03 Use phonics knowledge of sound letter relationships sufficiently to decode regular multi-syllable words when reading grade-level text.
- S 3.04 Demonstrate familiarity with a variety of types of books and selections using grade-level text (e.g., storybooks, short chapter books, newspapers, telephone books, every day print such as, signs, labels, poems, word plays using alliteration and rhyme, skits, short plays).
- S 3.05 Increase vocabulary, concepts, and reading stamina by reading self-selected grade-level texts independently.
- S 3.06 Demonstrate sense of story from a grade-level text (e.g., beginning, middle, end, characters, setting, details).
- S 3.07 Discuss and explain responses to how, why, and what if questions in sharing narrative and expository texts.

- S 3.08 Recognize all high frequency and/or common irregularly spelled words in grade-level text (e.g., where, said, two).
- S 3.09 Read aloud and self-monitor independently with fluency and comprehension any grade appropriate text.
- S 3.10 Interact with text before, during, and after reading to formulate questions that a text might answer (e.g., What will happen in this story?, Who might this be?, or Where do you think this happens?).
- S 3.11 Predict the story and explain what will happen next.
- S 3.12 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors independently.
- S 3.13 Self-monitor decoding by using one or two decoding strategies independently (e.g., beginning letters, rhymes, length of word, ending letters).
- S 3.14 Compose a variety of products in response to grade-level text (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Copy letters of the English alphabet and space letters appropriately.
- NL 4.02 Print first and last name with assistance.
- NL 4.03 Form letters, and copy words and simple sentences legibly using correct spacing with modeling.
- NL 4.04 Draw pictures and use letters to write about familiar experiences, stories, people, objects, and events with direct instruction and assistance.
- NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, dictionaries, teacher modeling, peer assistance)
- NL 4.06 Check copying for accuracy.
  
- NH 4.01 Print some upper and lowercase letters of the alphabet legibly and independently.
- NH 4.02 Begin to use correct word order and spacing in own writing with assistance.
- NH 4.03 Spell previously studied emergent sight words correctly.
- NH 4.04 Begin to compose simple sentences about familiar experiences, stories, people, objects, and events with support materials.
- NH 4.05 Compose a simple sentence with direct instruction and support materials.
- NH 4.06 Make simple corrections indicated by teacher or other student.
  
- IL 4.01 Print all upper and lowercase letters of the alphabet legibly and independently.
- IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.
- IL 4.03 Use phonics knowledge to spell correctly three and four letter words (e.g., word families).

- IL 4.04 Write several simple sentences describing a familiar topic or experience with assistance.
- IL 4.05 Compose a simple sentence with direct instruction and support materials using an uppercase letter to begin the sentence and a period to end it.
- IL 4.06 Self-monitor composition using one or two editing strategies.
  
- IH 4.01 Produce various forms of writing in small groups with some assistance.
- IH 4.02 Write simple, complete sentences correctly including descriptors, subject, and verb.
- IH 4.03 Spell many high frequency words correctly.
- IH 4.04 Write one paragraph describing a familiar topic or experience with assistance.
- IH 4.05 Compose simple sentences using punctuation and capitalization appropriately with frequent assistance.
- IH 4.06 Edit own writing focusing on specific traits from an editing checklist with some assistance.
  
- A 4.01 Produce various forms of writing independently with little assistance.
- A 4.02 Write complete sentences including more complex grammar, descriptors, and subject/verb agreement with occasional assistance.
- A 4.03 Spell previously studied words correctly and use reference materials to identify and correct grade-level spelling words in own writing.
- A 4.04 Write a one or two-paragraph narrative and informative presentation with little assistance.
- A 4.05 Compose more complex sentences using punctuation and capitalization appropriately with little assistance.
- A 4.06 Edit own writing focusing on specific traits from an editing checklist with little assistance.
  
- S 4.01 Produce various forms of writing independently without assistance.
- S 4.02 Write complete sentences including more complex grammar, descriptors, and subject/verb agreement without assistance.
- S 4.03 Spell previously studied words correctly to identify and correct grade-level spelling words in own writing.
- S 4.04 Write a one or two-paragraph narrative and informative presentation without assistance.
- S 4.05 Compose more complex sentences using punctuation and capitalization appropriately without assistance.
- S 4.06 Edit own writing using an editing checklist independently.

**ENGLISH LANGUAGE DEVELOPMENT STANDARDS**  
**Grade 3**

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Third Grade student. The following are descriptions of the emphases placed at each level:

**Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on greetings, classroom objects, repeating modeled language, developing book and print awareness, demonstrating a sense of story and sequence, copying and appropriately spacing letters, printing first and last name, drawing pictures and using letters to illustrate experiences, copying to compose simple sentences, and following one-step directions.

**Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on using one-word responses to answer familiar questions, demonstrating comprehension of oral presentations, using simple words and phrases to ask questions, retelling familiar stories using gestures, identifying common word families, reading simple texts, printing legibly, using correct word order and spacing, spelling emergent sight words, and following one-step and two-step directions.

**Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying elements of a story, retelling text with limited vocabulary and adjectives, using decoding strategies to understand text, making predictions, using capitalization, editing writing for spelling, and following one-step and two-step directions.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on responding to questions spoken at normal speed, using expanded vocabulary for discourse, retelling text with less difficulty, using phonetic knowledge and structural analysis to decode words, asking interrogatives to interpret text, distinguishing between fact and opinion, reading self-selected texts independently, and following one-step and two-step directions.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on speaking with correct grammar and intonation on a variety of topics with occasional difficulty, retelling and paraphrasing in detail, identifying elements of fiction and non-fiction, using capitalization and punctuation automatically, spelling grade-level words with little assistance, editing writing, and following two-step and three-step directions.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on responding appropriately to conversational and academic expressions spoken at normal speed with no difficulty, retelling and narrating in detail, making presentations using grade-level vocabulary, speaking English with correct grammar and intonation with few errors, reading silently or aloud with fluency, using features of text to demonstrate comprehension, and following two-step and three-step directions.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.
- NL 1.02 Follow simple, one-step directions with modeling and prompting.
- NL 1.03 Physically demonstrates comprehension to familiar greetings, locations, and classroom objects with modeling and prompting.
- NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.

- NH 1.01 Respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.
- NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.
- NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.
- NH 1.04 Demonstrate comprehension of main idea of an oral presentation using pictures through direct instruction.
- IL 1.01 Respond to most questions on a variety of topics, greetings, and phrases if spoken distinctly at normal speed with occasional restatement.
- IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.
- IL 1.03 Listen to a variety of stories told or read and identify elements of a story following direct instruction.
- IL 1.04 Demonstrate comprehension of main idea of an oral presentation following direct instruction.
- IH 1.01 Respond to most conversational questions on a variety of topics spoken at normal speed and academic questions with some difficulty.
- IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.
- IH 1.03 Respond appropriately to a variety of common expressions when spoken at a normal speed with occasional restatements.
- IH 1.04 Listen to a variety of stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
- IH 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using multiple strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
- A 1.01 Respond to most conversational and academic questions spoken at normal speed with occasional difficulty.
- A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.
- A 1.03 Respond appropriately to conversational and academic expressions when spoken at a normal speed with occasional difficulty.
- A 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).
- A 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).
- S 1.01 Respond to most conversational and academic questions spoken at normal speed with very little difficulty.
- S 1.02 Understand and follow two-step and three-step directions on variety of topics when spoken at a normal speed with very little difficulty.

- S 1.03 Respond appropriately to conversational and academic expressions when spoken at a normal speed with very little difficulty.
- S 1.04 Listen to stories told or read on a variety of topics and demonstrate comprehension independently.
- S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics independently.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).
- NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, games).
- NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read to them with prompting and modeling (e.g., pictures, drama).
- NL 2.04 Repeat modeled language spoken in a slow distinct speed.
- NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).
- NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.
- NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.
- NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.
- IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.
- IL 2.02 Use limited vocabulary to carry on discourse or make presentations with some momentary silence.
- IL 2.03 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.
- IL 2.05 Begin to be understood when speaking, but may have some inconsistent use of grammatical forms and sounds of English with periods of momentary silence.

- IH 2.01 Participate effectively in social and academic conversations with occasional difficulties and/or hesitations.
- IH 2.02 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulties.
- IH 2.03 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.
- IH 2.04 Speak in English using grammatical forms and sounds with some rules not evident.
  
- A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.
- A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).
- A 2.03 Make presentations on a variety of topics using expanded vocabulary with few errors.
- A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with random errors.
  
- S 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.
- S 2.02 Retell, narrate, and paraphrase events in more detail.
- S 2.03 Make presentations on a variety of topics using grade-level vocabulary with few errors.
- S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Develop book and print awareness.
- NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.
- NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).
- NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to pictures in text.
- NL 3.05 Sequence pictures of a familiar story.
- NL 3.06 Interact with self-selected texts in English.
- NL 3.07 Recognize that books and other sources provide information through pictures.
  
- NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.
- NH 3.02 Recognize some high frequency words in simple or patterned text.
- NH 3.03 Identify and produce common word families in response to an oral prompt.

- NH 3.04 Respond to who, what, when, where, and how questions through limited verbal and non-verbal responses in simple or patterned text.
- NH 3.05 Demonstrate comprehension of a simple or patterned text through graphic organizers, pictures or responding to simple questions or statements.
- NH 3.06 Read self-selected, simple or patterned English texts consistent with the student's independent reading level.
- IL 3.01 Decode text commensurate with student's English language proficiency level by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies (e.g., beginning letters, rhymes, length of word, ending letters).
- IL 3.02 Retell facts and details from a text commensurate with student's English language proficiency level using limited verbal responses.
- IL 3.03 Predict possible events in text commensurate with students English language proficiency level before and during reading using gestures, pictures, or other responses.
- IL 3.04 Identify main idea in a text commensurate with student's English language proficiency level using key words or phrases.
- IL 3.05 Distinguish between fiction and nonfiction texts commensurate with student's English proficiency level.
- IL 3.06 Increase vocabulary, concepts and reading stamina by reading self-selected texts commensurate with the student's English language proficiency.
- IH 3.01 Use phonetic knowledge and structural analysis to decode regular multi-syllable words when reading grade-level text with frequent instructional support (e.g., knowledge of syllables, suffixes, prefixes).
- IH 3.02 Ask how, why and what if questions to understand and/or interpret grade-level text with frequent instructional support.
- IH 3.03 Self-monitor own difficulties in comprehending grade level text using several strategies with frequent instructional support.
- IH 3.04 Use features of text to demonstrate comprehension of expository grade level text prompting (e.g., headings, italics, bold face).
- IH 3.05 Identify some significant structural organizational patterns in grade-level text with frequent instructional support. (e.g., sequence, cause/effect)
- IH 3.06 Distinguish between explicit examples of fact, opinions, inference, and cause/effect in grade-level text with frequent instructional support.
- IH 3.07 Demonstrate familiarity with a variety of grade-level texts and identify their purposes with frequent instructional support.
- IH 3.08 Use a variety of strategies and skills to read independently self-selected texts in English and consistent with the students independent reading level.
- A 3.01 Read most high frequency and many irregularly spelled words accurately in grade-level text with occasional instructional support.
- A 3.02 Identify and interpret elements of fiction and non-fiction by referencing grade-level text with occasional instructional support (e.g., plot, conflict, sequence, lesson/message, resolution, details, main idea).

- A 3.03 Apply numerous strategies to comprehend reading of grade level text with occasional instructional support (e.g., mapping, predicting, using prior knowledge, cuing systems).
- A 3.04 Distinguish between fact/opinion, inference, and cause/effect in grade-level text with occasional instructional support.
- A 3.05 Use features of text to demonstrate comprehension of expository text (e.g., bold face, italics, headings).
- A 3.06 Use grade-level text, including literary, expository, informational, and real life applications, for a variety of purposes with occasional instructional support.
- A 3.07 Read independently or aloud from self-selected text with fluency and in a manner that sounds like natural speech. Self-selected text should be in English and consistent with the student's independent reading level.
  
- S 3.01 Read most high frequency and many irregularly spelled words accurately in grade level text independently.
- S 3.02 Identify and interpret elements of fiction and non-fiction independently by referencing grade-level text (e.g., plot, conflict, sequence, lesson/message, resolution, details, main idea).
- S 3.03 Apply numerous strategies to comprehend reading of grade level text independently (e.g., mapping, predicting, using prior knowledge, cuing systems).
- S 3.04 Distinguish between fact/opinion, inference, and cause/effect in grade-level text independently.
- S 3.05 Use features of text to demonstrate comprehension of expository text independently (e.g., bold face, italics, headings).
- S 3.06 Use grade-level text, including literary, expository, informational, and real life applications, for a variety of purposes.
- S 3.07 Read silently or aloud from self-selected text with fluency and in a manner that sounds like natural speech.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Copy letters of the English alphabet and space letters appropriately.
- NL 4.02 Print first and last name with assistance.
- NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.
- NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects, and events with direct instruction and assistance.
- NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance)
- NL 4.06 Check copying for accuracy.

- NH 4.01 Print legibly (e.g., form letters, word spacing, sentences).
- NH 4.02 Begin to use correct word order and spacing in own writing with assistance.
- NH 4.03 Spell previously studied emergent sight words correctly.
- NH 4.04 Begin to compose simple sentences about familiar experiences, stories, people, objects, and events with support materials.
- NH 4.05 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.
- 
- IL 4.01 Use correct capitalization independently with occasional errors.
- IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.
- IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).
- IL 4.04 Write several simple sentences describing a familiar topic or experience with assistance.
- IL 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.
- 
- IH 4.01 Use correct capitalization and punctuation with few errors.
- IH 4.02 Composes compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.
- IH 4.03 Can identify misspellings of most high frequency words and use reference materials with occasional instructional assistance to correct.
- IH 4.04 Compose a paragraph with supporting details that includes adjectives and a variety of sentence patterns.
- IH 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and contractions, sequence of events, and descriptive words and phrases with some assistance.
- 
- A 4.01 Uses capitalization and punctuation automatically and appropriately.
- A 4.02 Composes compound sentences using regular verbs appropriately, but with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.
- A 4.03 Can spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing with little assistance.
- A 4.04 Compose a paragraph with supporting details that includes a topic sentence, supporting details, and logical sequence with little assistance.
- A 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with little assistance.

- S 4.01 Uses correct capitalization and punctuation automatically and appropriately.
- S 4.02 Composes compound sentences using regular verbs appropriately, with very few errors in the use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.
- S 4.03 Can spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing without assistance.
- S 4.04 Compose a paragraph with supporting details that includes a topic sentence, supporting details, and logical sequence without assistance.
- S 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and contractions, sequence of events, and descriptive words and phrases without assistance.

**ENGLISH LANGUAGE DEVELOPMENT STANDARDS**  
**Grade 4**

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Fourth Grade student. The following are descriptions of the emphases placed at each level:

**Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on greetings, classroom objects, repeating modeled language, developing book and print awareness, demonstrating a sense of story and sequence, copying and appropriately spacing letters, printing first and last name, drawing pictures and using letters to illustrate experiences, copying to compose simple sentences, and following one-step directions.

**Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on using one-word responses to answer familiar questions, demonstrating comprehension of oral presentations, using simple words and phrases to ask questions, retelling familiar stories using gestures, identifying common word families, recalling facts and details from text, printing legibly, using correct word order and spacing, spelling emergent sight words, composing simple sentences, and following one-step and two-step directions.

**Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying elements of a story, retelling text with limited vocabulary and adjectives, using decoding strategies to understand text, making predictions, using capitalization, editing writing for spelling and subject/verb agreement, writing logical sentences in sequence, and following one-step and two-step directions.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on responding to questions spoken at normal speed, using expanded vocabulary for discourse, retelling text with less difficulty, using phonetic knowledge and structural analysis to decode words, using reference materials to understand unknown words in text, distinguishing between fact and opinion, reading self-selected texts independently, and following one-step and two-step directions.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on speaking with correct grammar and intonation on a variety of topics with occasional difficulty, retelling and paraphrasing in detail, identifying elements of fiction and non-fiction, using capitalization and punctuation automatically, spelling grade-level words with little assistance, editing writing, and following two-step and three-step directions.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on responding appropriately to conversational and academic expressions spoken at normal speed with no difficulty, retelling and narrating in detail, making presentations using grade-level vocabulary, speaking English with correct grammar and intonation with few errors, reading silently or aloud with fluency, using features of text to demonstrate comprehension, composing multiple paragraphs with coherent elaboration, and following two-step and three-step directions.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.
- NL 1.02 Follow one-step simple directions with modeling and prompting.
- NL 1.03 Listen and physically demonstrate comprehension of familiar greetings, locations, and classroom objects with modeling and prompting.
- NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.

- NH 1.01 Listen and respond to familiar questions, greetings, and phrases spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.
- NH 1.02 Understand and follow one-step and two-step directions with modeling and prompting when spoken slowly and distinctly.
- NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding verbally or non-verbally to simple questions and statements.
- IL 1.01 Listen and respond to most questions on a variety of topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.
- IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.
- IL 1.03 Listen to a variety of stories told or read aloud and identify elements of a story following direct instruction.
- IL 1.04 Demonstrate comprehension of the main idea of an oral presentation following direct instruction.
- IH 1.01 Listen and respond to most conversational and academic questions on a variety of topics spoken at normal speed with some difficulty.
- IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.
- IH 1.03 Listen and respond appropriately to a variety of common expressions when spoken at a normal speed with occasional restatement.
- IH 1.04 Demonstrate comprehension of oral presentations or stories read aloud on a variety of topics using multiple strategies with occasional assistance or restatement (e.g., sequencing, pictograph, story mapping).
- A 1.01 Listen and respond appropriately to most conversational and academic questions and expressions spoken at normal speed with occasional difficulty.
- A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.
- A 1.03 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).
- A1.04 Demonstrate comprehension of oral presentations on a variety of topics using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).
- S 1.01 Listen and respond to most conversational and academic questions and expressions spoken at normal speed with no difficulty.
- S 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with little difficulty.

- S 1.03 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies without assistance (e.g., sequencing, pictograph, story mapping).
- S1.04 Demonstrate comprehension of oral presentations on a variety of topics using a variety of strategies without assistance (e.g., sequencing, pictograph, story mapping).

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Use physical actions and other means of non-verbal communication to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, draw pictures).
- NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, games).
- NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read aloud with prompting and modeling (e.g., pictures, drama).
- NL 2.04 Repeat modeled language spoken distinctly at a slow speed.
- NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).
- NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.
- NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.
- NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.
- IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.
- IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.
- IL 2.03 Use limited vocabulary to make oral presentations with moments of silence.
- IL 2.04 Begin to be understood when speaking in English with some inconsistent use of grammatical forms and sounds, as well as periods of momentary silence.

- IH 2.01 Participate effectively in social and academic conversations with occasional difficulties and/or hesitations.
- IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.
- IH 2.03 Use expanded vocabulary to participate in a variety of social and academic topics with occasional difficulty.
- IH 2.04 Speak in English using grammatical forms and sounds with some rules not evident.
  
- A 2.01 Participate effectively in social and academic conversations with few errors.
- A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).
- A 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.
- A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with random errors.
  
- S 2.01 Participate effectively in social and academic conversations with very few errors.
- S 2.02 Use vocabulary effectively to carry on discourse in social and academic conversations with very few errors.
- S 2.03 Retell, narrate, and paraphrase events in greater detail using expanded grade-level vocabulary (e.g., characters, setting, plot).
- S 2.04 Make oral presentations on a variety of topics using expanded vocabulary with very few errors.
- S 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with very few errors.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Develop book and print awareness.
- NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.
- NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).
- NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to the text and make predictions.
- NL 3.05 Sequence pictures of a familiar story.
- NL 3.06 Recognize that books and other sources provide information through pictures and simple vocabulary.
- NL 3.07 Interact with self-selected texts in English commensurate with student’s independent reading level and proficiency.

- NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.
- NH 3.02 Recognize some high frequency words in simple or patterned text.
- NH 3.03 Recall facts and details from a text using limited verbal and non-verbal responses in simple or patterned text.
- NH 3.04 Predict possible events in simple or patterned text before and during reading using gestures, pictures, or other responses.
- NH 3.05 Demonstrate comprehension of a simple or patterned text through graphic organizers, pictures, or simple questions.
- NH 3.06 Identify common word families in the text or other written prompt.
- NH 3.07 Increase vocabulary, concepts, and reading stamina by reading self-selected simple or patterned text.
- 
- IL 3.01 Decode by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies using text commensurate with the student's English language proficiency level (e.g., beginning letters, rhymes, length of word, ending letters).
- IL 3.02 Recognize many high frequency words in text commensurate with the student's English language proficiency level.
- IL 3.03 Identify and interpret elements of fiction and non-fiction by referencing a text commensurate with the student's English language proficiency level (e.g., sequence, setting, characters, cause and effect).
- IL 3.04 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level.
- IL 3.05 Identify main idea, draw some conclusions, and make some generalizations in a text commensurate with the student's reading level using key words or phrases.
- IL 3.06 Read a variety of texts including short stories and simple novels, poetry, and drama using text commensurate with the student's English language proficiency level.
- IL 3.07 Use a variety of strategies and skills to read self-selected text commensurate with the student's English language proficiency level.
- 
- IH 3.01 Use phonemic awareness and structural analysis to decode regular multi-syllable words when reading grade-level text with frequent instructional support (e.g., knowledge of syllables, suffixes and prefixes, compound words).
- IH 3.02 Recognize many high frequency words in grade-level text with frequent instructional support.
- IH 3.03 Identify and interpret elements of fiction and non-fiction in grade-level text with frequent instructional assistance (e.g., conflict, main idea, fact/opinion, supporting details, point of view, resolution).
- IH 3.04 Self-monitor own difficulties in comprehending grade-level text with frequent instructional support.
- IH 3.05 Identify some significant structural organization patterns in grade-level text with frequent instructional support.

- IH 3.06 Demonstrate familiarity with a wide variety of grade-level texts and identify their purpose with frequent instructional support.
- IH 3.07 Use a variety of strategies and skills to read self-selected text commensurate with student's reading level with some assistance.
- IH 3.08 Use a dictionary, glossary, thesaurus, or other reference materials to identify and comprehend unknown words.
- A 3.01 Read many irregularly spelled words accurately in grade-level text with occasional instructional support.
- A 3.02 Recognize most high frequency words at grade-level with occasional instructional support.
- A 3.03 Identify and interpret elements of fiction and nonfiction in a grade-level text and support by referencing the text to determine the author's choice of words and theme with occasional instructional assistance.
- A 3.04 Self-monitor own difficulties in comprehending grade-level text with occasional instructional support.
- A 3.05 Interact with grade-level text with occasional instructional support before, during and after reading, listening and viewing.
- A 3.06 Distinguish between fact/opinion, inference, and cause/effect in grade-level text with occasional instructional support.
- A 3.07 Read independently or aloud daily from self-selected texts commensurate with the student's reading level with some errors in fluency and natural intonation.
- A 3.08 Use a variety of grade-level text and reference materials for a variety of purposes with occasional instructional support (e.g., literary, expository, informational, real life applications).
- A 3.09 Identify ways language and visuals bring characters to life, enhance plot development, and produce a response in grade-level text with occasional instructional support (e.g., author's use of figurative language and descriptive language).
- S 3.01 Read many irregularly spelled words accurately in grade-level text.
- S 3.02 Recognize most high frequency words at grade level.
- S 3.03 Identify and interpret elements of fiction and nonfiction in a grade-level text and support by referencing the text to determine the author's choice of words and theme.
- S 3.04 Self-monitor own difficulties in comprehending grade-level text.
- S 3.05 Interact with grade-level text before, during, and after reading.
- S 3.06 Distinguish between fact/opinion, inference, and cause/effect in grade-level text.
- S 3.07 Read independently or aloud daily from self-selected texts commensurate with the student's reading level.
- S 3.08 Use a variety of grade-level text and reference materials for a variety of purposes (e.g., literary, expository, informational, real life applications).
- S 3.09 Identify ways language and visuals bring characters to life, enhance plot development, and produce a response in grade-level text (e.g., author's use of figurative language and descriptive language).

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Copy letters of the English alphabet and space letters appropriately.
- NL 4.02 Print first and last name with assistance.
- NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.
- NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects, and events with direct instruction and assistance.
- NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).
- NL 4.06 Check copying for accuracy.
- NH 4.01 Print legibly with appropriate capitalization (e.g., form letters, space words, sentences).
- NH 4.02 Begin to use correct word order, spacing, and punctuation in own writing with assistance.
- NH 4.03 Spell previously studied emergent sight words correctly.
- NH 4.04 Begin to compose simple sentences about familiar experiences, stories, people, objects, and events with support materials.
- NH 4.05 Compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).
- NH 4.06 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.
- IL 4.01 Use correct capitalization independently with occasional errors.
- IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.
- IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).
- IL 4.04 Compose one paragraph with topic sentence and supporting details with assistance and use of reference materials.
- IL 4.05 Write logical sentences in sequence using descriptive words and phrases.
- IL 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.
- IH 4.01 Use capitalization and punctuation independently with few errors.
- IH 4.02 Compose compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.
- IH 4.03 Identify misspellings of most high frequency words and use reference materials with occasional instructional assistance to correct misspellings in own writing.

- IH 4.04 Compose several paragraphs with topic sentences, supporting details, and some evidence of logical progression (e.g., some use of transition words).
- IH 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.
- A 4.01 Use correct capitalization and punctuation automatically.
- A 4.02 Compose compound sentences using regular verbs appropriately with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.
- A 4.03 Spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing.
- A 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with occasional assistance.
- A 4.05 Compose personal and imaginative narratives, journals, instructions, short reports, and simple poems with little assistance.
- A 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with little assistance.
- S 4.01 Use correct capitalization and punctuation with few errors.
- S 4.02 Compose compound sentences using regular verbs appropriately with very few errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.
- S 4.03 Identify and correct grade-level spelling words in own writing.
- S 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with no assistance.
- S 4.05 Compose personal and imaginative narratives, journals, instructions, short reports, and simple poems without assistance.
- S 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and contractions, sequence of events, and addition of descriptive words and phrases without assistance.

**ENGLISH LANGUAGE DEVELOPMENT STANDARDS**  
**Grade 5**

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Fifth Grade student. The following are descriptions of the emphases placed at each level:

**Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on greetings, classroom objects, presenting own ideas through non-verbal communication, developing book and print awareness, demonstrating a sense of story and sequence, copying and appropriately spacing letters, printing first and last name, drawing pictures and using letters to illustrate experiences, copying to compose simple sentences, and following one-step directions.

**Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on using one-word responses to answer familiar questions, demonstrating comprehension of oral presentations, using simple words and phrases to ask questions, retelling familiar stories using gestures, identifying common word families, recalling facts and details from text, reading simple text, printing legibly, using correct word order and spacing, spelling emergent sight words, composing simple sentences, and following one-step and two-step directions.

**Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying elements of a story, retelling text with limited vocabulary and adjectives, beginning to speak in comprehensible English, using decoding strategies to understand text, making predictions, recalling basic facts from text, increasing reading stamina, using capitalization, composing one paragraph with topic sentence, editing writing for spelling and subject/verb agreement, and following one-step and two-step directions.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on responding to questions spoken at normal speed, using expanded vocabulary for discourse, retelling text with less difficulty, using phonetic knowledge and structural analysis to decode words, using reference materials to understand unknown words in text, distinguishing between fact and opinion, reading self-selected texts independently, and following one-step and two-step directions.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on speaking with correct grammar and intonation on a variety of topics with occasional difficulty, retelling and paraphrasing in detail, identifying elements of fiction and non-fiction, using capitalization and punctuation automatically, spelling grade-level words with little assistance, editing writing, and following two-step and three-step directions.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on responding appropriately to conversational and academic expressions spoken at normal speed with no difficulty, retelling and narrating in detail, making presentations using grade-level vocabulary, speaking English with correct grammar and intonation with few errors, reading silently or aloud with fluency, using features of text to demonstrate comprehension, composing multiple paragraphs with coherent elaboration, and following two-step and three-step directions.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.  
**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

### Objectives

- NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.
- NL 1.02 Follow simple, one-step directions with modeling and prompting.
- NL 1.03 Listen and physically demonstrate comprehension to familiar greetings, locations, and classroom objects with modeling and prompting.
- NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.

- NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.
- NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.
- NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.
- IL 1.01 Listen and respond to most questions on a variety of topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.
- IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.
- IL 1.03 Listen to a variety of stories told or read and identify elements of a story following direct instruction.
- IL 1.04 Demonstrate comprehension of the main idea of an oral presentation following direct instruction.
- IH 1.01 Listen and respond to most common expressions and conversational questions on a variety of topics spoken at normal speed and academic questions with some difficulty.
- IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.
- IH 1.03 Listen to a variety of stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
- IH 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using multiple strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).
- A 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with occasional difficulty
- A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.
- A 1.03 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).
- A 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).
- S 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with little difficulty.
- S 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with little difficulty.
- S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with little difficulty.

- S 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension independently using a variety of strategies (e.g., sequencing, pictograph, story mapping).
- S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics independently.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).
- NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, play games).
- NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read aloud to them with prompting and modeling (e.g., pictures, drama).
- NL 2.04 Repeat modeled language spoken distinctly at a slow speed.
- NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).
- NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.
- NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.
- NH 2.04 Begin to speak a few words using some English phonemes and rudimentary English grammatical forms with prompting and modeling.
- IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.
- IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.
- IL 2.03 Use limited vocabulary to make an oral presentation with moments of silence.
- IL 2.04 Begin to be understood when speaking with some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.

- IH 2.01 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulty.
- IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.
- IH 2.03 Speak in English using grammatical forms and sounds with some rules not evident.
  
- A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.
- A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).
- A 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.
- A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.
  
- S 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.
- S 2.02 Retell, narrate, and paraphrase events in greater detail using expanded grade-level vocabulary (e.g., characters, setting, plot).
- S 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.
- S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Develop book and print awareness.
- NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.
- NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).
- NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to the text and make predictions.
- NL 3.05 Sequence pictures of a familiar story.
- NL 3.06 Recognize that books and other sources provide information through pictures and simple vocabulary.
- NL 3.07 Interact with self-selected texts in English commensurate with student’s independent reading level and proficiency.
  
- NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.
- NH 3.02 Recognize some high frequency words in simple or patterned text.

- NH 3.03 Respond to simple questions through limited verbal and non-verbal responses when using a simple or patterned text.
- NH 3.04 Predict possible events in simple or patterned text before and during reading using gestures, pictures, or other responses.
- NH 3.05 Demonstrate comprehension of a story in simple or patterned text through graphic organizers, pictures or responding to simple questions or statements.
- NH 3.06 Identify common word families in the text or other written prompt.
- NH 3.07 Identify main idea in simple or patterned text using key words or phrases.
- NH 3.08 Demonstrate familiarity with a variety of books and selections (e.g., picture books, caption books, short informational texts, plays, reenactments of familiar stories).
- NH 3.09 Read self-selected simple or patterned texts at the student's English language proficiency level to increase vocabulary, concepts, and reading stamina with instructional support and assistance.
- IL 3.01 Self monitor decoding by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies using text commensurate with the student's English language proficiency level (e.g., beginning letters, rimes, length of word, ending letters).
- IL 3.02 Recall basic facts from a text commensurate with the student's English language proficiency level, using limited verbal responses.
- IL 3.03 Respond to how, why, and what if questions with some elaboration to demonstrate understanding and/or interpret text commensurate with the student's English language proficiency level.
- IL 3.04 Predict possible events in simple or patterned text before and during reading with instructional support.
- IL 3.05 Use features of text to demonstrate comprehension of expository text commensurate with the student's reading abilities with direct instruction (e.g., headings, italicized words).
- IL 3.06 Begin to identify some significant structural organizational patterns in text commensurate with the student's English language proficiency level (e.g., sequence, cause/effect, fact/opinion).
- IL 3.07 Begin to self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level using several strategies.
- IL 3.08 Demonstrate familiarity with a variety of fiction and non-fiction books.
- IL 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student's English language proficiency level with some assistance.
- IH 3.01 Apply phonics and structural analysis to decode words when reading grade-level text with frequent instructional support (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- IH 3.02 Identify and interpret elements of fiction and non-fiction in grade-level text with frequent instructional assistance (e.g., conflict, main idea, fact/opinion, supporting details, point of view, resolution).

- IH 3.03 With frequent instructional support use metacognitive strategies to comprehend grade level text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).
- IH 3.04 Predict possible events in simple or patterned text before and during reading with some instructional support.
- IH 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text with frequent instructional support.
- IH 3.06 Identify some significant structural organizational patterns in text commensurate with the student's English language proficiency level (e.g., sequence, cause/effect, fact/opinion).
- IH 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level using several strategies.
- IH 3.08 Respond to grade-level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with frequent instructional support.
- IH 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student's English language proficiency level with assistance as needed.
- A 3.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic) in grade-level text with occasional instructional support.
- A 3.02 Identify and interpret elements of fiction and non-fiction in grade-level text with little assistance (e.g., plot, conflict, main idea, fact/opinion, supporting details, point of view, resolution).
- A 3.03 With occasional instructional support use meta-cognitive strategies to comprehend grade level text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question).
- A 3.04 Predict possible events in simple or patterned text before and during reading with little instructional support.
- A 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text with occasional instructional support.
- A 3.06 Summarize major points from fiction and nonfiction grade level text(s) to clarify and retain information and ideas with occasional instructional support.
- A 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level with little assistance.
- A 3.08 Respond to grade-level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with occasional instructional support.
- A 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student's English language proficiency level with assistance as needed.
- S 3.01 Use word identification strategies appropriately and automatically when encountering unknown words in grade-level text (e.g., graphophonic, syntactic, semantic).

- S 3.02 Identify and interpret elements of fiction and non-fiction in grade-level text without assistance (e.g., plot, conflict, main idea, fact/opinion, supporting details, point of view, resolution).
- S 3.03 Use meta-cognitive strategies to comprehend grade level text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question).
- S 3.04 Predict possible events in simple or patterned text before and during reading.
- S 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text.
- S 3.06 Summarize major points from fiction and nonfiction grade level text(s) to clarify and retain information and ideas.
- S 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level without assistance.
- S 3.08 Respond to grade level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with.
- S 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Copy letters of the English alphabet and space letters appropriately.
- NL 4.02 Print first and last name with assistance.
- NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.
- NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects and events with direct instruction and assistance.
- NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).
- NL 4.06 Check copying for accuracy.
- NH 4.01 Print legibly with appropriate capitalization (e.g., form letters, space words and sentences).
- NH 4.02 Begin to use correct word order, spacing, and punctuation in own writing with assistance.
- NH 4.03 Spell previously studied emergent sight words correctly.
- NH 4.04 Begin to compose simple sentences on a single topic with direct instruction, support materials, and organizational strategies (e.g., graphic organizers).
- NH 4.05 Compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).
- NH 4.06 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.

- IL 4.01 Use correct capitalization independently with occasional errors.
- IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.
- IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).
- IL 4.04 Compose one paragraph with topic sentence and supporting details with assistance and use of reference materials.
- IL 4.05 Write logical sentences in sequence using descriptive words and phrases.
- IL 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.
- IH 4.01 Use capitalization and punctuation independently with few errors.
- IH 4.02 Compose compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.
- IH 4.03 Identify misspellings of most high frequency words and use reference materials with occasional instructional assistance to correct misspellings in own writing.
- IH 4.04 Compose several paragraphs with topic sentences, supporting details, and some evidence of logical progression (e.g., some use of transition words).
- IH 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.
- A 4.01 Use correct capitalization and punctuation automatically.
- A 4.02 Compose compound sentences using regular verbs appropriately with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.
- A 4.03 Spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing.
- A 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with occasional assistance.
- A 4.05 Produce work that follows the conventions of particular genres with occasional assistance (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, and letters of complaint).
- A 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with little assistance.
- S 4.01 Use correct capitalization and punctuation with very few errors.
- S 4.02 Compose compound sentences using regular verbs appropriately with no errors in the use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.
- S 4.03 Spell correctly appropriate grade-level words and use reference materials to identify and correct grade-level spelling words in own writing.

- S 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic.
- S 4.05 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).
- S 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases.

# The English Language Development Standard Course of Study

## Grades 6-8

The Middle School English Language Development Standards are designed to accelerate English language proficiency for students whose first language is not English. These students are continuing to develop literacy skills in their native language, and they must manage increasing academic demands while also acquiring the necessary English skills to succeed in the mainstream. Social and interpersonal skills are being refined during these years, and content areas become significantly more difficult as students begin to take more specialized classes.

The academic requirements at these grade levels focus on refining literacy skills in English as more specialized courses are offered, such as Algebra and Foreign Language. Students are divided into teams and are instructed in the four core areas of Language Arts, Social Studies, Science, and Math by the same four teachers. Those teachers and students form their own team and will remain together for the entire academic year. Elective courses are taught by the Specialty area teachers who serve all teams in the school. Limited English proficient students need specialized instruction in order to have full access to these curriculum areas and make sufficient progress during the academic year. This standard course of study is designed to facilitate that goal.

It is important to remember that limited English proficient students at the middle school level will enroll at any time during the year and will have a variety of proficiency levels upon enrollment. They may leave school for several months then return during the same academic year, which can affect the speed at which they attain English language proficiency. Such interrupted schooling is not uncommon and may pose additional challenges to teachers as they strive to meet the needs of these students.

English as a Second Language teachers will use this standard course of study to deliver their instruction, but it may also be used by regular classroom teachers who have limited English proficient students in class. To meet the needs of such students in North Carolina, there are a variety of delivery models in place:

- **ESL Elective courses** – scheduled classes at the middle or high school level that meet daily, prevalent in grades 6-12
- **ESL Pull-Out** – pulling students from the regular classroom for English instruction, more common in grades K-5
- **Inclusion** – targeted instructional support from the ESL teacher for another subject area, grades K-12
- **Sheltered Instruction** – delivering a content area or core curriculum through simplified English and modified instruction, more common in grades 6-12
- **Bilingual Education** – instruction is delivered in the native language and the target language to a group of students who share the same native language, grades K-12

- **Dual Immersion/Two-way Immersion** – 50% of instruction is delivered in one target language and 50% in another target language to a group of students who are native speakers of either of those two languages, usually K-5
- **Native Language Instruction** – Instruction is delivered in the native language, grades K-12
- **Tutorial** – student receives one-on-one assistance with subject matter, grades K-12

These delivery options may be used in combination and are not designed to be mutually exclusive. They vary depending on the policies of the school system and the need of each individual school within that school system. Administrators must design and implement suitable and appropriate ESL programs based on their available resources, LEP population, and qualified staff.

The English Language Development Standard Course of Study has been designed for use in a variety of educational settings from the ESL classroom to the regular classroom. The curriculum allows for a great deal of flexibility in all types of ESL programs and environments where limited English proficient students are being instructed.

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS – Sixth Grade

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Sixth Grade student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on developing awareness of English phonemes, responding appropriately to classroom directions, recognizing and pronouncing most letters of the alphabet, responding with one or two-word answers, recognizing common greetings, developing print awareness, writing all letters of the alphabet, copying from printed text, labeling, and writing simple sentences.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on demonstrating basic understanding of previewed vocabulary, speaking with simple words and phrases, asking simple questions, developing an understanding of letter patterns and word families, increasing comprehension of simple text, reading familiar text, spelling high frequency words, writing a personal narrative, using present and past tenses, and using a bilingual dictionary.
- Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying key details from oral presentations, differentiating between minimal pairs, participating in guided discussions, retelling information, identifying figurative and idiomatic language, responding to different literary genres, increasing reading fluency, taking simple notes, producing simple paragraphs, and writing simple responses to content area texts.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on identifying main idea and details, recognizing differences in regional pronunciation, developing familiarity with language conventions, using verb tenses accurately, initiating and sustaining conversations, paraphrasing, comprehending grade-level text with assistance, recognizing some literary techniques, taking detailed notes, and constructing more advanced paragraphs.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on applying appropriate criteria to evaluate the quality of communication, drawing conclusions, using moderately complex grammar structures in speech, conducting conversations with high level of fluency, interpreting information in grade-level texts with assistance, applying critical thinking strategies, reading a variety of different genres, writing multi-paragraph essays using the writing process, and writing to a variety of audiences using different styles.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on interacting appropriately in group settings, extending vocabulary knowledge by internalizing new words and idioms, narrating coherently with detail, reflecting on personal learning, preparing presentations, explaining text elements, developing critical stance, increasing fluency and comprehension, exploring the role of dialects, writing in logs or journals, exploring the problem-solution process, applying proofreading symbols when editing, and using reference materials appropriately.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Demonstrate a beginning awareness of English phonetic sounds.
- NL 1.02 Respond appropriately to basic classroom procedural instructions and directions.
- NL 1.03 Demonstrate comprehension of verbal cues of concrete academic concepts and informational materials through non-verbal responses (e.g., pointing, drawing, gesturing).

- NH 1.01 Demonstrate basic understanding of English phonemes.
- NH 1.02 Demonstrate basic comprehension of previewed vocabulary, concepts and instructions through non-verbal and verbal responses.
- NH 1.03 Begin making connections on informational material on familiar topics with assistance.
- IL 1.01 Listen to stories or information and identify key details and concepts through verbal and non-verbal responses.
- IL 1.02 Differentiate between minimal pairs according to initial and final sound differences.
- IL 1.03 Explore an awareness of language conventions and usage during oral presentations.
- IH 1.01 Identify main idea and some supporting details from a variety of genres in discussion orally.
- IH 1.02 Differentiate between minimal pairs according to initial, final, and medial sound differences.
- IH 1.03 Recognize differences in regional pronunciation.
- IH 1.04 Develop familiarity with language conventions and usage during oral presentations.
- IH 1.05 Monitor own understanding of group discussions and seek clarification.
- A 1.01 Develop and apply appropriate criteria to evaluate the quality of communication, language usage, literacy, and media techniques that are presented orally with assistance.
- A 1.02 Recognize and reflect on the quality of the communication by drawing conclusions based on evidence, reasons, and relevant information with assistance.
- A 1.03 Recognize basic dialectical differences.
- A 1.04 Recognize some errors in everyday speech.
- S 1.01 Explore expressive materials that are heard by participating in group discussions on books or media.
- S 1.02 Interact appropriately in group settings by listening attentively, showing empathy, and monitoring own understanding.
- S 1.03 Identify the purpose of the speaker (e.g., propaganda techniques).
- S 1.04 Extend vocabulary knowledge by internalizing new words, idioms, etc., that are heard.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objective**

- NL 2.01 Recognize and pronounce correctly most letters of the alphabet.  
NL 2.02 Recognize and pronounce correctly a number of English phonemes.  
NL 2.03 Recognize and repeat simple vocabulary.  
NL 2.04 Respond to basic questions such as involving personal details using one or two-word answers.  
NL 2.05 Begins to recognize and respond to basic communications needs in social and academic settings such as common greetings and commands.
- NH 2.01 Identify and pronounce correctly all letters of the alphabet.  
NH 2.02 Identify and pronounce correctly a number of English phonemes and blends consisting of 1-3 letters.  
NH 2.03 Produce simple vocabulary, such as single words or short phrases, to communicate basic needs in social and academic settings.  
NH 2.04 Respond to simple questions on familiar topics using short phrases and yes/no answers.  
NH 2.05 Begin to ask questions to seek information using simple phrases or sentences.
- IL 2.01 Begin to use words, phrases, and sentences representing learned and some new vocabulary.  
IL 2.02 Begin to demonstrate common verb tense forms including some irregular forms.  
IL 2.03 Participate in guided discussions and social conversations on familiar topics, although speaker will often demonstrate the use of repetition and circumlocution to make himself understood.  
IL 2.04 Participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers.  
IL 2.05 Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.  
IL 2.06 Begin to retell information acquired through reading and/or listening.
- IH 2.01 Use and recombine words, phrases, and sentences representing new and learned vocabulary, such as words with multiple meanings.  
IH 2.02 Demonstrate sufficient accuracy so as to be clearly understood in the use of common verb tense forms, past, present, future in oral expression, such as present third person singular and simple past endings.  
IH 2.03 Demonstrate some use of basic figurative language and common idioms.  
IH 2.04 Sustain conversations on familiar topics with errors that don't interfere with meaning.  
IH 2.05 Initiate group discussions on academic topics in oral expression with assistance.

- IH 2.06 Provide responses demonstrating some understanding of connections, inference, and hidden messages.
- IH 2.07 Paraphrase information acquired through reading and/or listening with sufficient detail.
- A 2.01 Use moderately complex grammar structures in oral expression.
- A 2.02 Demonstrate high degree of fluency in the use of common parts of speech.
- A 2.03 Demonstrate the use of figurative language and idioms with occasional errors that obscure meaning.
- A 2.04 Use of more complex language structures with errors that occasionally obscure meaning (e.g., subject-verb agreement, appositives, clauses)
- A 2.05 Engage in extended discussions on a broad range of topics.
- A 2.06 Provide responses demonstrating understanding of connections, interpretation, and critical thinking, such as author bias and emotional factors.
- A 2.07 Summarize in sufficient detail, information acquired through reading and/or listening with limited assistance.
- A 2.08 Conduct conversations with a high level of fluency and clarity.
- A 2.09 Demonstrate some understanding of literary elements (e.g., plot, theme, point of view).
- S 2.01 Narrate a fictional or autobiographical account with coherent organizing structure, specific detail, and appropriate strategies.
- S 2.02 Discuss books and other media formally and informally.
- S 2.03 Express empathy, contribute relevant comments, and seek clarification in group settings.
- S 2.04 Reflect on personal learning growth and changes in perspective throughout the learning process.
- S 2.05 Respond to informational material by restating and generating questions.
- S 2.06 Prepare individual or group presentations.
- S 2.07 Discuss literature in teacher-student conferences and small group discussions.
- S 2.08 Discuss the effects of literary devices, such as figurative language, dialogue, and flashback.
- S 2.09 Be able to explain text elements (e.g., plot, theme, point of view, characterization, mood, style).
- S 2.10 Speak using correct subject-verb agreement, parts of speech, pronouns including clear antecedents, and phrases and clauses.
- S 2.11 Develop an awareness of language conventions and usage during oral presentations.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Develop print awareness including directionality, spacing, capitalization, and punctuation.

- NL 3.02 Recognize and pronounce correctly most letters of the alphabet in print and hand-written form.
- NL 3.03 Read and determine the meaning of images, signs and written words through body language or simple words and phrases, such as from picture dictionaries and survival signs.
- NL 3.04 Read simple patterned, decodable and predictable text.
- NH 3.01 Read some words by sight with the use of a bilingual dictionary (e.g., common words, own name, environmental print like signs, labels and trademarks).
- NH 3.02 Develop an understanding of and read basic letter patterns and word families.
- NH 3.03 Increase fluency and comprehension of simple narrative and descriptive text involving single phrases and vocabulary that meet survival needs (e.g., names, addresses, dates, short informative signs, maps, graphs, graphic organizers, charts, and tables).
- NH 3.04 Read self-generated, teacher scribed, personal experience stories.
- NH 3.05 Read and understand simple, familiar, and sequential text with visual support and teacher assistance.
- IL 3.01 Apply knowledge of phonics and syntactic structures to decode regular multi-syllabic words when reading texts.
- IL 3.02 Partially use details in context to extract meaning from a variety of texts for specific functions.
- IL 3.03 Identify common figurative and idiomatic language in text with assistance.
- IL 3.04 Interact with the text before, during, and after reading with assistance.
- IL 3.05 Demonstrate comprehension of simple material, including short discourse on familiar topics in expository and narrative texts.
- IL 3.06 Recognize and respond to basic characteristics of different literary genres with assistance.
- IL 3.07 Increase reading fluency and comprehension through effective reading strategies.
- IH 3.01 Apply phonics knowledge and syntactic structures to develop automaticity in comprehending roots, suffixes, prefixes, less-common vowel patterns, and syllable breaks in texts.
- IH 3.02 Demonstrate critical comprehension of familiar, grade-level texts with assistance.
- IH 3.03 Identify elements of genres, and support by using information from the text with assistance (e.g. referencing).
- IH 3.04 Explore the text before, during, and after reading.
- IH 3.05 Recognize some literary techniques and devices, such as dialogue and flashback with assistance.
- IH 3.06 Extend vocabulary knowledge by using context clues or structural analysis of words.
- A 3.01 Investigate and interpret information in grade-level texts with assistance.
- A 3.02 Explore grade-level texts by making connections, drawing conclusions, and making inferences with assistance.

- A 3.03 Apply a variety of reading and critical thinking strategies appropriate to purpose, such as informational text.
- A 3.04 Discuss and expand the use of literary devices (e.g., figurative language).
- A 3.05 Interpret text using literary elements with assistance (e.g., plot, theme, character, setting).
- A 3.06 Read, discuss, and interact with a variety of literary genres.
  
- S 3.01 Explore, interpret, and reflect upon expressive written materials through journaling and discussion.
- S 3.02 Explore informational materials from multiple print and non-print sources.
- S 3.03 Explore and respond to public documents by establishing a position through argument and problem solving.
- S 3.04 Recognize and develop the stance of a critic by determining the purpose of the author and applying appropriate criteria to evaluate text and multimedia.
- S 3.05 Increase fluency, comprehension, and insight by using effective reading strategies and discussing various literary genres.
- S 3.06 Explore the role and use of dialects in different genres and contexts in English.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Write legibly all letters of the alphabet in upper and lowercase.
- NL 4.02 Understand directionality and spacing.
- NL 4.03 Copy from printed text.
- NL 4.04 Write name, date, address, and phone number.
- NL 4.05 Label common nouns such as body parts, classroom/school words.
- NL 4.06 Produce simple sentences using guided writing strategies.
- NL 4.07 Begin to use a variety of strategies in the writing process with assistance.
- NL 4.08 Begin to use a bilingual dictionary to aid writing with assistance.
  
- NH 4.01 Write and spell high frequency words and short sentences.
- NH 4.02 Write simple sentences with some mistakes in spelling, capitalization, and punctuation.
- NH 4.03 Write a simple personal narrative with assistance.
- NH 4.04 Use a graphic organizer to enhance the writing process with assistance.
- NH 4.05 Organize and write sentences in sequential order with assistance.
- NH 4.06 Begin to produce informational materials such as brochures, postcards or book jackets using a variety of sources.
- NH 4.07 Begin to use present, present progressive, and simple past in simple sentences (e.g., verb + ing, verb + ed).
- NH 4.08 Begin to use some irregular past tense verbs (e.g., was, had, ran).
- NH 4.09 Use a bilingual dictionary to aid writing.

- IL 4.01 Begin to take simple notes from dictation.
- IL 4.02 Demonstrate control of basic sentence construction and use of standard conventions such as spelling rules and subject verb agreement with assistance.
- IL 4.03 Write in present, past, and future tenses with some errors.
- IL 4.04 Produce simple paragraphs with some errors using common language structures with assistance (e.g., personal letters, brief journal entries, short reports on familiar topics).
- IL 4.05 Produce simple brochures and newsletters using various sources with assistance.
- IL 4.06 Produce simple written responses to content area texts with assistance.
- IH 4.01 Take notes in some detail on familiar topics.
- IH 4.02 Demonstrate control of more complex sentence construction, including learned vocabulary, simple idioms and figurative language, as well as the frequent use of standard conventions, with assistance.
- IH 4.03 Exhibit the use of helping verbs in past, present and future tenses.
- IH 4.04 Construct more advanced paragraphs demonstrating main idea and supporting details with assistance (e.g., brochures, newsletters).
- IH 4.05 Respond to academic content by using advance preparation, graphic organizers, reference materials, and native language support materials with assistance.
- IH 4.06 Express opinions and reactions to a variety of media on familiar topics in simple form with assistance (e.g., journaling).
- A 4.01 Demonstrate some proficiency in note-taking using varieties of organizational strategies.
- A 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, and demonstrate consistency in tense usage with limited assistance.
- A 4.03 Write multi-paragraph essays using the writing process with limited assistance (e.g., advance preparation, graphic organizers, reference materials, native language support materials, reference materials).
- A 4.04 Respond to academic content using advance preparation, graphic organizers, reference materials, and native language support material.
- A 4.05 Write to a variety of audiences using different styles with limited assistance.
- S 4.01 Respond to expressive materials by generating a learning log or journal.
- S 4.02 Respond to informational material by restating and summarizing information.
- S 4.03 Respond to public documents such as editorials and school policies by summarizing the author's purpose and stance and communicating the position clearly, appropriately, and logically.
- S 4.04 Explore the problem-solution process by preparing individual or group essays.
- S 4.05 Write correctly a variety of sentence types, including punctuation.

- S 4.06 Write with appropriate subject-verb agreement, parts of speech, pronouns, phrases and clauses.
- S 4.07 Use a dictionary and other reference sources to extend vocabulary.
- S 4.08 Apply proofreading symbols when editing.
- S 4.09 Produce final drafts that demonstrate accurate spelling, punctuation, and capitalization.

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS – Seventh Grade

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Seventh Grade student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on developing awareness of English phonemes, responding appropriately to classroom directions, recognizing and pronouncing most letters of the alphabet, recognizing and repeating simple vocabulary, recognizing common greetings, developing print awareness, reading simple and predictable text, writing all letters of the alphabet, copying from printed text, labeling, writing simple sentences, and beginning to use a bilingual dictionary to aid writing and spelling.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on understanding English phonemes, demonstrating basic understanding of previewed vocabulary, speaking with simple words and phrases, asking simple questions, developing an understanding of letter patterns and word families, increasing comprehension of simple text, reading familiar and sequential text, spelling high frequency words, writing simple sentences, writing a personal narrative, using present and past tenses, incorporating irregular past tense verbs in writing, and using a bilingual dictionary.
- Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying key details from oral presentations, differentiating between minimal pairs, developing an awareness of language conventions, participating in guided discussions, retelling, participating in short oral presentations on academic topics, identifying figurative and idiomatic language in text, increasing reading fluency, producing simple paragraphs, and writing simple responses to content area texts.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on identifying main idea and details, differentiating between minimal pairs, recognizing differences in regional pronunciation, developing familiarity with language conventions, using verb tenses accurately, initiating and sustaining conversations, paraphrasing, comprehending grade-level text with assistance, recognizing some literary techniques, analyzing text, expressing opinions, and constructing more advanced paragraphs.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on applying appropriate criteria to evaluate the quality of communication, drawing conclusions, using moderately complex grammar structures in speech, incorporating figurative language and idioms, conducting conversations with high level of fluency, interpreting information in grade-level texts with assistance, applying critical thinking strategies, increasing reading fluency, reading a variety of different genres, writing multi-paragraph essays using the writing process, and writing to a variety of audiences using different styles.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on interacting appropriately in group settings, extending vocabulary knowledge, narrating coherently with detail, using complex language structures, preparing presentations, explaining text elements, analyzing grade-level texts, developing critical stance, expressing complex ideas sequentially, exploring the role of dialects, writing in logs or journals, exploring the problem-solution process, applying proofreading symbols when editing, and using reference materials appropriately.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 1.01 Demonstrate a beginning awareness of English phonetic sounds.
- NL 1.02 Respond appropriately to basic classroom procedural instructions and directions.
- NL 1.03 Demonstrate comprehension of verbal cues of concrete academic concepts and informational materials through non-verbal responses (e.g., pointing, drawing, gesturing).

- NH 1.01 Demonstrate basic understanding of English phonemes.
- NH 1.02 Demonstrate basic comprehension of oral presentations and instructions through non-verbal and verbal responses.
- NH 1.03 Begin making connections with informational materials on familiar topics with assistance.
- IL 1.01 Listen to stories or information and identify key details and concepts through verbal and non-verbal responses.
- IL 1.02 Differentiate between minimal pairs according to initial and final sound differences.
- IL 1.03 Explore an awareness of language conventions and usage during oral presentations.
- IH 1.01 Identify main idea and some supporting details from a variety of genres that are presented orally.
- IH 1.02 Differentiate between minimal pairs according to initial, final, and medial sound differences.
- IH 1.03 Recognize differences in regional pronunciation.
- IH 1.04 Develop familiarity with language conventions during oral presentations.
- IH 1.05 Monitor own understanding of group discussions and seek clarification.
- A 1.01 Analyze and evaluate the quality of communication, language usage, literacy, and media techniques that are presented orally with assistance.
- A 1.02 Draw conclusions based on evidence, reasons, and relevant information with assistance.
- A 1.03 Recognize basic dialectical differences.
- A 1.04 Recognize some errors in every day speech.
- S 1.01 Analyze and evaluate the quality of communication, language usage, literacy, and media techniques that are presented orally.
- S 1.02 Analyze and evaluate the quality of the communications by drawing conclusion with assistance based on evidence, reasons, and relevant information.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Recognize and pronounce correctly most letters of the alphabet.
- NL 2.02 Recognize and pronounce correctly a number of English phonemes.
- NL 2.03 Recognize and repeat simple vocabulary.
- NL 2.04 Respond to basic questions such as involving personal details using one or two-word answers.
- NL 2.05 Begins to recognize and respond basic needs in social and academic settings such as common greetings and commands.

- NH 2.01 Identify and pronounce correctly all letters of the alphabet.
- NH 2.02 Identify and pronounce correctly a number of English phonemes and blends consisting of 1-3 letters.
- NH 2.03 Produce simple vocabulary, such as single words or short phrases, to communicate basic needs in social and academic settings.
- NH 2.04 Respond to simple questions on familiar topics using short phrases and yes/no answers.
- NH 2.05 Begin to ask questions to seek information using simple phrases or sentences.
- 
- IL 2.01 Begin to use some words, phrases, and sentences representing new vocabulary.
- IL 2.02 Begin to demonstrate common verb tense forms including some irregular forms.
- IL 2.03 Participate in guided discussions and social conversations on familiar topics, although speaker may often demonstrate the use of repetition and circumlocution to make himself understood.
- IL 2.04 Participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers.
- IL 2.05 Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.
- IL 2.06 Begin to retell information acquired through reading and/or listening.
- 
- IH 2.01 Use words, phrases, and sentences representing new and vocabulary such as words with multiple meanings.
- IH 2.02 Demonstrate sufficient accuracy so as to be clearly understood in the use of common verb tense forms, past, present, future in oral expression such as present third person singular and simple past endings.
- IH 2.03 Demonstrate some use of basic figurative language and common idioms.
- IH 2.04 Sustain conversations on familiar and academic topics with minimal error.
- IH 2.05 Initiate group discussions on academic topics in oral expressions with assistance.
- IH 2.06 Provide responses demonstrating some use of connections and interpretation.
- IH 2.07 Paraphrase information acquired through reading or listening with sufficient detail.
- 
- A 2.01 Use moderately complex grammar structures in oral expression.
- A 2.02 Demonstrate high degree of fluency in the use of common parts of speech.
- A 2.03 Demonstrate the use of figurative language and idioms with occasional errors that obscure meaning.
- A 2.04 Use of more complex language structures with errors that occasionally obscure meaning (e.g., subject-verb agreement, appositives, clauses, etc.).
- A 2.05 Engage in extended discussions on a broad range of topics.
- A 2.06 Provide responses demonstrating use of connections, interpretation, and critical thinking.

- A 2.07 Summarize with sufficient detail, information acquired through reading or listening with limited assistance.
- A 2.08 Conduct conversations with a high level of fluency and clarity.
- S 2.01 Use complex syntactic structures in oral expressions.
- S 2.02 Demonstrate fluency with common parts of speech.
- S 2.03 Demonstrate the use of figurative language and idioms with errors that do not interfere with meaning.
- S 2.04 Use complex language structures in presentations and discussions in a broad range of topics.
- S 2.05 Refine critical thinking skills by responding appropriately.
- S 2.06 Summarize with detail, information acquired through reading or listening.
- S 2.07 Conduct conversations to express individual views in a variety of issues.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Develop print awareness including directionality, spacing, capitalization, and punctuation.
- NL 3.02 Recognize and pronounce correctly most letters of the alphabet in print and hand-written form.
- NL 3.03 Read and determine the meaning of basic information signs, simple words and phrases with the use of picture dictionaries.
- NL 3.04 Read simple patterned, decodable, and predictable text.
- NH 3.01 Read some words by sight and use a basic word or bilingual dictionary (e.g., common words, own name, environmental print, signs, labels and trademarks).
- NH 3.02 Read and develop an understanding of basic letter patterns and word families.
- NH 3.03 Increase fluency and comprehension of simple narrative and descriptive text that meet survival needs, involving single phrases and vocabulary (e.g., names, addresses, dates, maps, graphs, graphic organizers, charts, tables).
- NH 3.04 Read self-generated, personal experience stories scribed by teacher.
- NH 3.05 Read and understand simple, familiar, and sequential text with visual support and teacher assistance.
- IL 3.01 Apply knowledge of phonics and grammar structures to decoded regular multi-syllabic words when reading texts.
- IL 3.02 Partially use details in context to extract meaning from a variety of texts.
- IL 3.03 Identify common figurative and idiomatic language in text with assistance.
- IL 3.04 Interact with the text before, during, and after reading with assistance.
- IL 3.05 Demonstrate comprehension of simple material in expository and narrative texts.

- IL 3.06 Recognize and respond to basic characteristics of different literary genres with assistance.
- IL 3.07 Increase reading fluency and comprehension through effective reading strategies.
- IH 3.01 Apply phonics knowledge and syntactic structures to develop fluency in comprehending roots, suffixes, prefixes, less-common vowel patterns, and syllable breaks in texts.
- IH 3.02 Demonstrate critical comprehension of familiar grade-level texts with assistance.
- IH 3.03 Identify elements of genres and support by using information from the text (e.g., referencing).
- IH 3.04 Analyze the text before, during, and after reading.
- IH 3.05 Demonstrate an understanding of literary devices as defined by grade-level competencies with assistance.
- IH 3.06 Interpret meaning of figurative and idiomatic language found in grade-level texts with assistance.
- IH 3.07 Extend vocabulary knowledge by using context clues or structural analysis of words.
- A 3.01 Analyze grade-level texts by making connections, drawing conclusions, and making inferences with limited assistance.
- A 3.02 Apply a variety of reading and critical thinking strategies appropriate to purpose with limited assistance.
- A 3.03 Analyze the use of literary devices as defined by grade-level competencies with limited assistance.
- A 3.04 Analyze and evaluate the purpose of figurative and idiomatic language in grade-level texts with limited assistance.
- A 3.05 Increase oral reading fluency and decoding new vocabulary using a variety of genres.
- S 3.01 Analyze and evaluate an understanding of argument.
- S 3.02 Apply reading and critical thinking strategies appropriate to purpose in a variety of genres.
- S 3.03 Analyze and evaluate the purpose of figurative and idiomatic language in grade-level texts.
- S 3.04 Analyze grade-level texts by refining critical thinking skills.
- S 3.05 Increase fluency in oral reading decoding new vocabulary.
- S 3.06 Increase oral reading fluency and decoding new vocabulary with a variety of genres.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Write legibly letters of alphabet in upper and lower case in manuscript format.

NL 4.02	Understand directionality and spacing.
NL 4.03	Copy from printed text.
NL 4.04	Write and spell name, date, address, and phone number.
NL 4.05	Label common nouns such as body parts, classroom/school words.
NL 4.06	Produce simple sentences using guided writing strategies.
NL 4.07	Begin to use a variety of strategies to generate and organize written information.
NL 4.08	Begin to use a bilingual dictionary to aid writing, spelling, and understanding with assistance.
NH 4.01	Write and spell high frequency words and short sentences.
NH 4.02	Write simple sentences with some mistakes in spelling, capitalization, and punctuation.
NH 4.03	Write a simple personal narrative with assistance.
NH 4.04	Use graphic organizers to enhance the writing process with assistance.
NH 4.05	Organize and write sentences in sequential order with assistance.
NH 4.06	Begin to use present, present progressive, and simple past in simple sentences (e.g., verb + ing, verb + ed).
NH 4.07	Begin to use some irregular past tense verbs (e.b., was, had, ran).
NH 4.08	Use bilingual dictionary to aid writing, spelling, and understanding.
IL 4.01	Begin to take simple notes from dictation.
IL 4.02	Demonstrate control of basic sentence construction and use of standard conventions with assistance such as spelling rules and subject verb agreement.
IL 4.03	Write in present, past, and future tenses with some errors.
IL 4.04	Produce simple paragraphs on familiar topics using common language structures, which may contain some errors, with assistance (e.g., such as personal letters, brief journal entries, and short reports).
IL 4.05	Produce simple written responses to content area texts with assistance.
IH 4.01	Introduce cursive writing.
IH 4.02	Takes notes in some detail on familiar topics.
IH 4.03	Demonstrate control of more complex sentence construction, as well as the frequent use of standard conventions with assistance (e.g., learned vocabulary, simple idioms, figurative language).
IH 4.04	Exhibit the use of helping verbs in past, present and future tenses.
IH 4.05	Construct more advanced paragraphs demonstrating main idea and supporting details with assistance.
IH 4.06	Respond to academic content with assistance (e.g., advance preparation, graphic organizers, reference materials, native language support materials).
IH 4.07	Express opinions and reactions to a variety of media on familiar topics in simple form with assistance.

- A 4.01 Demonstrate some proficiency in note-taking using a variety of organizational strategies.
- A 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, and demonstrate consistency in tense usage with limited assistance.
- A 4.03 Write multi-paragraph essays using the writing process, reference materials, and native language support materials with limited assistance.
- A 4.04 Respond to academic content using advance preparation, reference materials, and native language support material.
- A 4.05 Write to a variety of audiences using different styles with limited assistance.
  
- S 4.01 Demonstrate proficiency in note-taking using a variety of graphic organizers.
- S 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, and demonstrate consistency in tense usage.
- S 4.03 Write multi-paragraph essays using the writing process and reference materials.
- S 4.04 Respond to academic content using graphic organizers and reference materials.
- S 4.05 Write to a variety of audiences using different styles (e.g., descriptive, narrative, persuasive, expository).

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS – Eighth Grade

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the Eighth Grade student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on developing awareness of English phonemes, responding appropriately to classroom directions, recognizing and pronouncing most letters of the alphabet, recognizing and repeating simple vocabulary, recognizing common greetings, developing print awareness, reading simple and predictable text, writing all letters of the alphabet, copying from printed text, labeling, writing simple sentences, and beginning to use a bilingual dictionary to aid writing and spelling.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on understanding English phonemes, demonstrating basic understanding of previewed vocabulary, speaking with simple words and phrases, asking simple questions, developing an understanding of letter patterns and word families, increasing comprehension of simple text, reading familiar and sequential text, spelling high frequency words, writing simple sentences, writing a personal narrative, using present and past tenses, incorporating irregular past tense verbs in writing, and using a bilingual dictionary.
- Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on identifying key details from oral presentations, differentiating between minimal pairs, developing an awareness of language conventions, participating in guided discussions, retelling, participating in short oral presentations on academic topics, identifying figurative and idiomatic language in text, increasing reading fluency, producing simple paragraphs, and writing simple responses to content area texts.

Intermediate High:	Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on identifying main idea and details, differentiating between minimal pairs, recognizing differences in regional pronunciation, developing familiarity with language conventions, using verb tenses accurately, initiating and sustaining conversations, paraphrasing with details, comprehending grade-level text with assistance, recognizing some literary techniques, analyzing text, beginning to learn cursive writing, expressing opinions, and constructing more advanced paragraphs.
Advanced:	Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on applying appropriate criteria to evaluate the quality of communication, drawing conclusions, using moderately complex grammar structures in speech, incorporating figurative language and idioms, conducting conversations with high level of fluency, recognizing errors in speech, interpreting information in grade-level texts with assistance, applying critical thinking strategies, increasing reading fluency, reading a variety of different genres, writing multi-paragraph essays using the writing process, and writing to a variety of audiences using different styles.
Superior:	Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on interacting appropriately in group settings, extending vocabulary knowledge, narrating coherently with detail, leading small group discussions, using complex language structures, preparing presentations, explaining text elements, analyzing grade-level texts, developing critical stance, expressing complex ideas sequentially, exploring the role of dialects, writing in logs or journals, exploring the problem-solution process, applying proofreading symbols when editing, creating a research product in written and presentational form, producing final drafts with correct spelling and conventions, and using reference materials appropriately.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application.

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

NL 1.01 Demonstrate a beginning awareness of English phonetic sounds.

- NL 1.02 Respond appropriately to basic classroom procedural instructions and directions.
- NL 1.03 Demonstrate comprehension of verbal cues of concrete academic concepts and informational materials through non-verbal responses such as pointing, drawing, gesturing.
- NH 1.01 Demonstrate basic understanding of phonemic awareness of English.
- NH 1.02 Demonstrate basic comprehension of oral presentations and instructions through non-verbal and verbal responses.
- NH 1.03 Begin making connections with informational material on familiar topics with assistance.
- IL 1.01 Listen to stories and information presented in group discussions and identify, analyze, and evaluate key details and concepts through verbal and non-verbal responses by making connections to personal experiences.
- IL 1.02 Differentiate between minimal pairs according to initial and final sound differences.
- IL 1.03 Explore an awareness of language conventions and usage during oral presentations.
- IH 1.01 Identify, analyze, and evaluate main idea and some supporting details from a variety of genres in discussions.
- IH 1.02 Differentiate between minimal pairs according to initial, final, and medial sound differences.
- IH 1.03 Recognize differences in regional pronunciation and usage during oral presentations.
- IH 1.04 Monitor own understanding of group discussions and seek clarification.
- A 1.01 Listen to analyze, develop, and apply appropriate criteria to evaluate the quality of communication, language usage, literacy, and media techniques with assistance.
- A 1.02 Analyze and evaluate the quality of communication by drawing conclusions based on evidence, reasons, and relevant information presented orally in group discussions with assistance.
- A 1.03 Recognize basic dialectical differences.
- A 1.04 Recognize some errors in every day speech.
- S 1.01 Listen to explore expressive materials by taking an active role in and/or leading formal and informal book or media discussions.
- S 1.02 Interact appropriately in group settings by listening attentively and monitoring independent understanding.
- S 1.03 Listen to analyze and evaluate information.
- S 1.04 Model an understanding of conventional spoken expression by internalizing unfamiliar vocabulary.

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objective**

- NL 2.01 Recognize and pronounce correctly most letters of the alphabet.  
NL 2.02 Recognize and pronounce correctly a number of English phonemes.  
NL 2.03 Recognize and repeat simple vocabulary.  
NL 2.04 Respond to basic questions involving personal details using one or two-word answers.  
NL 2.05 Begin to recognize and respond to basic needs in social and academic settings (e.g., common greetings and commands).
- NH 2.01 Identify and pronounce correctly all letters of the alphabet.  
NH 2.02 Identify and pronounce correctly a number of English phonemes and blends consisting of 1-3 letters.  
NH 2.03 Produce simple vocabulary, such as single words or short phrases, to communicate basic needs in social and academic settings.  
NH 2.04 Respond to simple questions on familiar topics using short phrases and yes/no answers.  
NH 2.05 Begin to ask questions to seek information using simple phrases or sentences.
- IL 2.01 Begin to use words, phrases, and sentences representing learned and some new vocabulary on familiar topics.  
IL 2.02 Begin to demonstrate common verb tense forms including some irregulars.  
IL 2.03 Participate in guided discussions and social conversations, on familiar topics, although the speaker will often demonstrate the use of repetition and circumlocution to make herself understood.  
IL 2.04 Participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers on familiar topics.  
IL 2.05 Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.  
IL 2.06 Begin to retell information acquired through reading and/or listening.
- IH 2.01 Use and recombine words, phrases, and sentences representing new and learned vocabulary words with multiple meanings.  
IH 2.02 Demonstrate sufficient accuracy to be clearly understood using common verb tense forms and simple endings in oral expression (e.g., past, present, future, present third person singular, present first person).  
IH 2.03 Demonstrate some use of basic figurative language and common idioms.  
IH 2.04 Sustain conversations on familiar topics with some errors that don't interfere with meaning.  
IH 2.05 Initiate group discussions, with assistance, on academic topics with some errors that don't interfere with meaning.

- IH 2.06 Provide responses demonstrating some use of connections and interpretation of familiar topics.
- IH 2.07 Paraphrase, with sufficient detail, information acquired through reading or listening.
- A 2.01 Use moderately complex grammar structures in oral expression.
- A 2.02 Demonstrate high degree of fluency in the use of common parts of speech.
- A 2.03 Demonstrate the use of figurative language and idioms with occasional errors that obscure meaning.
- A 2.04 Use of moderately complex language structures in oral expression.
- A 2.05 Engage in extended discussions on a broad range of topics.
- A 2.06 Provide responses demonstrating use of connections, interpretation, and critical thinking.
- A 2.07 Summarize in sufficient detail, information acquired through reading or listening with limited assistance.
- A 2.08 Conduct conversations with a high level of fluency and clarity.
- S 2.01 Narrate a personal account with details that best illuminate the topic.
- S 2.02 Lead formal discussions on books or media.
- S 2.03 Interact in group activities by responding when asked to do so.
- S 2.04 Reflect on learning experiences by evaluating personal circumstances and background that shape interaction with text.
- S 2.05 Analyze informational materials by drawing inferences and extending ideas.
- S 2.06 Create and present a research product.
- S 2.07 Create arguments that persuade by arranging details, reasons, and examples effectively and persuasively.
- S 2.08 Lead small group discussions.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Develop print awareness, including directionality, spacing, capitalization, and punctuation.
- NL 3.02 Recognize and pronounce correctly most letters of the alphabet in print and hand-written form.
- NL 3.03 Read and determine the meaning of images, signs, and written words through body language or simple words and phrases (e.g., picture dictionaries and survival signs).
- NL 3.04 Read simple patterned, decodable, and predictable text.
- NH 3.01 Read some words by sight including a few common words, own name, environmental print and use a basic word or bilingual dictionary.
- NH 3.02 Develop increased reading fluency and comprehension of basic letter patterns and word families.

- NH 3.03 Increase fluency and comprehension of simple narrative and descriptive text involving single phrases and vocabulary that meet survival needs (e.g., names, addresses, dates, short informative signs, maps, graphs, graphic organizers, charts, tables).
- NH 3.04 Read self-generated (teacher scribed) personal experience stories.
- NH 3.05 Read and understand simple, familiar, and sequential text with visual support and teacher assistance.
- IL 3.01 Apply knowledge of phonics and grammar structures to decode regular multi-syllabic words when reading texts.
- IL 3.02 Partially use details in context to extract meaning from a variety of texts for specific functions.
- IL 3.03 Identify common figurative and idiomatic language in text with assistance.
- IL 3.04 Interact with the text before, during, and after reading teacher selected material with assistance.
- IL 3.05 Increase reading fluency and comprehension through effective reading strategies of simple material, including short discourse on familiar topics in expository and narrative texts.
- IL 3.06 Recognize and respond to basic characteristics of different literary genres with assistance.
- IH 3.01 Apply knowledge of phonics and grammar structures to develop fluency in determining the meaning of unfamiliar vocabulary in texts (e.g., roots, suffixes, prefixes, less-common vowel patterns, syllable breaks).
- IH 3.02 Demonstrate critical comprehension of familiar grade-level texts with assistance.
- IH 3.03 Identify elements of genres and support with information from the text (e.g., referencing).
- IH 3.04 Analyze text before, during, and after reading.
- IH 3.05 Demonstrate a basic understanding of literary devices as defined by grade-level competencies with assistance.
- IH 3.06 Extend knowledge of figurative and idiomatic language found in grade-level literature and other materials selected by the teacher with assistance.
- IH 3.07 Extend vocabulary knowledge by using context clues, reference materials or structural analysis of words.
- A 3.01 Interpret and evaluate information in grade-level texts with limited assistance.
- A 3.02 Analyze grade-level texts by making connections, drawing conclusions, and making inferences with limited assistance.
- A 3.03 Apply a variety of reading and critical thinking strategies to increase comprehension and insight of the text.
- A 3.04 Analyze and evaluate the use of literary devices as defined by grade-level competencies with limited assistance.
- A 3.05 Analyze and evaluate the use of figurative and idiomatic language in grade-level texts with limited assistance.
- A 3.06 Differentiate between the characteristics of literary genres.

- S 3.01 Explore, interact and reflect on reading experiences through journal writings and group discussions.
- S 3.02 Read and analyze and evaluate informational materials.
- S 3.03 Create a research product in both written and presentational form by researching and organizing information to achieve purpose.
- S 3.04 Evaluate and respond to public documents by establishing a position through argument and problem solving.
- S 2.05 Analyze the purpose of the author and develop the stance of a critic by applying appropriate criteria to evaluate text and multimedia.
- S 2.06 Increase fluency, comprehension, and insight by using effective reading strategies and discussing various literary genres.
- S 2.07 Model and explore the role and use of dialects and of Standard English for different purposes, audiences, and within various contexts.

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Write legibly letters of alphabet in upper and lower case.
- NL 4.02 Understand directionality and spacing.
- NL 4.03 Copy from printed text.
- NL 4.04 Write name, date, address, and phone number.
- NL 4.05 Label common nouns with correct spelling (e.g., body parts, classroom/school vocabulary).
- NL 4.06 Produce simple sentences using guided writing strategies.
- NL 4.07 Begin to use a variety of strategies to generate and organize written information.
- NL 4.08 Begin to use bilingual dictionary to aid writing with assistance.
  
- NH 4.01 Write and use high frequency words with correct spelling appropriate in difficulty for proficiency level.
- NH 4.02 Write simple, short sentences on familiar topics with some mistakes in spelling, capitalization, and punctuation.
- NH 4.03 Write a simple personal narrative with assistance.
- NH 4.04 Organize and write sentences in sequential order with assistance.
- NH 4.05 Begin to use present, present progressive, and simple past in simple sentences (e.g., verb + ing, verb + ed).
- NH 4.06 Begin to use some irregular past tense verbs (e.g., was, had, ran).
- NH 4.07 Use bilingual dictionary to aid writing.
  
- IL 4.01 Begin to take simple notes from dictation on familiar topics.
- IL 4.02 Demonstrate such control of basic sentence construction and use of standard conventions as spelling rules and subject verb agreement with assistance.
- IL 4.03 Write in present, past, and future tenses with some errors that don't interfere with meaning.

- IL 4.04 Produce simple paragraphs using common language structures that may have some errors with assistance (e.g., personal letters, brief journal entries, short reports on familiar topics).
- IL 4.05 Produce simple written responses to content area texts appropriate in difficulty for proficiency level, using reference material with assistance.
- IH 4.01 Introduce cursive writing.
- IH 4.02 Take notes in some detail on familiar topics.
- IH 4.03 Demonstrate control of more complex sentence construction, including learned vocabulary, simple idioms and figurative language, as well as the frequent use of standard conventions with assistance.
- IH 4.04 Exhibit the use of helping verbs in past, present, and future tenses.
- IH 4.05 Construct more advanced paragraphs demonstrating main idea and supporting details with assistance.
- IH 4.06 Respond to academic content possibly using graphic organizers, reference materials, and native language support materials with assistance.
- IH 4.07 Express opinions and reactions to a variety of media on familiar topics in simple form with assistance.
- A 4.01 Demonstrate some proficiency in note-taking using a variety of organizational strategies.
- A 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, with consistent tense usage.
- A 4.03 Write multi-paragraph essays using the writing process and reference materials with limited assistance.
- A 4.04 Respond to academic content using advance preparation, graphic organizers, reference materials, and native language support material with limited assistance.
- A 4.05 Write to a variety of audiences using different styles with limited assistance.
- S 4.01 Explore expressive materials by generating a learning log or journal.
- S 4.02 Explore expressive materials by maintaining an annotated list of works that are read or viewed, including personal reactions.
- S 4.03 Analyze informational materials by restating and summarizing information.
- S 4.04 Evaluate a variety of public documents by summarizing the author's purpose, stance, and position clearly, appropriately and logically (e.g., editorials, school policies).
- S 4.05 Refine the problem-solution process by preparing individual or group essays.
- S 4.06 Produce a variety of sentence types with proper conventions.
- S 4.07 Write with appropriate subject/verb agreement, parts of speech, pronouns, and phrases and clauses.
- S 4.08 Extend vocabulary by using context clues, dictionaries, glossaries, or other reference materials.
- S 4.09 Produce final drafts or presentations that demonstrate correct spelling and conventions.

# The English Language Development Standard Course of Study

## Grades 9-12

The high school English Language Development Standards are designed to accelerate English language proficiency for students whose first language is not English. These students may be refining the literacy skills in their native language as they manage increasing academic demands and acquire the necessary English skills to succeed in the mainstream. Content areas become significantly more difficult during these years, and students must take certain courses that are required for Graduation. Also, most high schools in North Carolina incorporate block scheduling, so students will take four classes per semester, and those classes meet daily for 90 minutes.

The academic requirements at these grade levels focus on literature and the research paper, as well as specialized and high level courses across all subject areas. Students may take a variety of elective courses as their schedules allow, and Driver's Education is required for ninth graders seeking driving permits.

Limited English proficient students face special challenges at the high school level because they must acquire the necessary credits for graduation within four years. They need specialized instruction in order to have full access to these curriculum areas, make sufficient progress during each academic year, and attain the credits needed for high school graduation. This standard course of study is designed to facilitate those goals.

It is important to remember that limited English proficient students at the high school level will enroll at any time during the year and will have a variety of proficiency levels upon enrollment. They may leave school for several months then return during the same academic year, which can affect the speed at which they attain English language proficiency and the rate at which they acquire their credits toward graduation.

English as a Second Language teachers will use this standard course of study to deliver their instruction, but it may also be used by regular classroom teachers who have limited English proficient students in class. To meet the needs of such students in North Carolina, there are a variety of delivery models in place:

- **ESL Elective courses** – scheduled classes at the middle or high school level that meet daily, prevalent in grades 6-12
- **ESL Pull-Out** – pulling students from the regular classroom for English instruction, more common in grades K-5
- **Inclusion** – targeted instructional support from the ESL teacher for another subject area, grades K-12
- **Sheltered Instruction** – delivering a content area or core curriculum through simplified English and modified instruction, more common in grades 6-12

- **Bilingual Education** – instruction is delivered in the native language and the target language to a group of students who share the same native language, grades K-12
- **Dual Immersion/Two-way Immersion** – 50% of instruction is delivered in one target language and 50% in another target language to a group of students who are native speakers of either of those two languages, usually K-5
- **Native Language Instruction** – Instruction is delivered in the native language, grades K-12
- **Tutorial** – student receives one-on-one assistance with subject matter, grades K-12

These delivery options may be used in combination and are not designed to be mutually exclusive. They vary depending on the policies of the school system and the need of each individual school within that school system. Administrators must design and implement suitable and appropriate ESL programs based on their available resources, LEP population, and qualified staff.

The English Language Development Standard Course of Study has been designed for use in a variety of educational settings from the ESL classroom to the regular classroom. The curriculum allows for a great deal of flexibility in all types of ESL programs and environments where limited English proficient students are being instructed.

## ENGLISH LANGUAGE DEVELOPMENT STANDARDS – Grades 9 -12

These standards address the domains of Listening, Speaking, Reading, and Writing as appropriate to the needs of the high school student. The following are descriptions of the emphases placed at each level:

- Novice Low:** Students will use various forms of non-verbal communication to express ideas and demonstrate basic comprehension. They may point, touch, match, draw, act out, demonstrate an action, or play games to show their understanding. Learning objectives focus on distinguishing between minimal pairs, identifying meaning of non-verbal cues, developing basic academic vocabulary, following one and two-step directions with modeling, recognizing some academic language conventions, recognizing and pronouncing most of the English alphabet, repeating words and phrases correctly, speaking with simple words and phrases, developing phonemic awareness, recognizing common environmental print, understanding directionality, recognizing cardinal and ordinal numbers, locating and using resource materials, copying words and phrases, developing an awareness of sentence styles, using basic conventions when writing, and recognizing characteristics of American high schools.
- Novice High:** Students will begin to use simple words and phrases, while continuing to use forms of non-verbal communication to express ideas and demonstrate comprehension. They may use pictures, actions, and limited verbal responses to show their understanding. Learning objectives focus on distinguishing between minimal pairs, identifying meaning of non-verbal cues, developing basic academic vocabulary, following one and two-step directions with modeling, recognizing some academic language conventions, recognizing and pronouncing most of the English alphabet, using tone of voice and gestures to enhance meaning, preparing and delivering short presentations, increasing phonemic awareness, recognizing common environmental print, identifying cognates, identifying sequence in stories, using resource materials, copying words and phrases, writing simple sentences and paragraphs with basic conventions, and recognizing characteristics of American high schools.

**Intermediate Low:** Students will begin to use limited vocabulary to participate in discussions on familiar topics spoken at normal speed with periods of momentary silence. In addition, they may use forms of non-verbal communication to demonstrate comprehension. Learning objectives focus on demonstrating an understanding of English phonemes, knowing the essential content of messages and greetings, following one and two-step directions, demonstrating comprehension of various literary genres, participating in group discourse, using tone of voice and gestures to enhance meaning, applying grammatical patterns in speech, incorporating idioms, self-correcting basic vocabulary and grammar, retelling and restating, making predictions, identifying basic text features, identifying elements of fiction and non-fiction, using reference materials, discerning cultural variations represented in texts, learning guided note-taking, writing paragraphs on familiar topics, editing own writing, and recognizing characteristics of American high schools.

**Intermediate High:** Students will begin to use expanded vocabulary to participate effectively in social and academic conversations and presentations with occasional difficulty. They may continue to use forms of non-verbal communication to demonstrate comprehension, but will rely more upon verbal skills. Learning objectives focus on developing more complex academic vocabulary, comprehending academic questions spoken at normal speed, following multi-step directions, demonstrating comprehension of various literary genres, participating in group discourse, using appropriate stress and intonation, applying grammatical patterns in speech, negotiating meaning, paraphrasing, identifying elements of fiction and non-fiction, beginning to understand elements of poetry, using reference materials, discerning cultural variations represented in texts, learning guided note-taking, writing multi-paragraph essays with complex sentence styles, and editing own grammar and writing conventions.

**Advanced:** Students will use expanded vocabulary effectively in social and academic settings with few errors and will rely much less on forms of non-verbal communication. Learning objectives focus on comprehending academic questions spoken at normal speed, following multi-step directions on academic topics, demonstrating comprehension of various literary genres, initiating and participating in group discourse, preparing and delivering presentations, elaborate effectively using description and comparison, developing reading fluency, analyzing text and evaluating literature, understanding the elements of poetry, using reference materials, discerning cultural variations represented in texts, identifying literary elements of fiction and non-fiction, writing about complex themes, reflecting, evaluating, analyzing and responding to texts, and examining cause-effect relationships.

Superior: Students will interpret conversational and academic expressions of grade-level concepts when spoken at a normal speed with no difficulties. Learning objectives focus on understanding academic language conventions across content areas, making oral presentations that include an introduction and conclusion, using appropriate ways of speaking based on purpose, audience, and subject matter, analyzing literature, interpreting literary themes, examining the relationships between authors and their works, defining issues and using argument effectively, critically analyzing how literature relates to historical and current viewpoints, applying conventions of grammar and language usage, and critiquing characteristics of cultural variations represented in texts.

**Strands:** Grammar and Usage, Comprehension, Personal Expression, Content Application

**COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.**

### Objectives

- NL 1.01 Distinguish between minimal pairs.
- NL 1.02 Demonstrate an understanding of English phonemes.
- NL 1.03 Identify the meaning of non-verbal cues in one-on-one interactions (e.g., facial expressions, gestures, body language).
- NL 1.04 Respond appropriately to non-verbal cues in one-on-one interactions.
- NL 1.05 Develop basic and academic vocabulary based on familiar topics. (e.g., high-frequency words, Dolch words).
- NL 1.06 Respond to familiar questions spoken very slowly and distinctly using one-word responses, physical actions, and other non-verbal communication.
- NL 1.07 Understand and follow one and two-step directions spoken slowly and distinctly with modeling and prompting.
- NL 1.08 Demonstrate comprehension of simple oral presentations and stories through non-verbal responses with modeling and prompting.
- NL 1.09 Understand simple conversations based on familiar topics spoken at a slower rate of speech.
- NL 1.10 Understand academic questions based on familiar topics spoken at a slower speed with modeling and prompting.
- NL 1.11 Respond to simple questions on academic and non-academic topics through non-verbal responses.
- NL 1.12 Recognize some academic language conventions across the content areas when spoken slowly with modeling and prompting.
- NL 1.13 Begin to recognize characteristics of American high schools (e.g., routines, social, academic discourse).
  
- NH 1.01 Distinguish between minimal pairs.
- NH 1.02 Demonstrate an understanding of English phonemes.
- NH 1.03 Identify the meaning of non-verbal cues in one-on-one interactions (e.g., facial expressions, gestures, body language).

- NH 1.04 Respond appropriately to non-verbal cues in one-on-one interactions.
- NH 1.05 Develop basic and academic vocabulary based on familiar topics (e.g., high-frequency words, Dolch words).
- NH 1.06 Respond to most questions on familiar academic topics spoken slowly and distinctly, using two-word and three-word responses, gestures, and other non-verbal communication.
- NH 1.07 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.
- NH 1.08 Demonstrate comprehension of simple oral presentations and stories through non-verbal responses with one-word responses, physical actions, and other non-verbal communication.
- NH 1.09 Understand simple conversations based on familiar topics spoken at a slower rate of speech.
- NH 1.10 Understand academic questions based on familiar topics with some difficulty, when spoken at a slower speed.
- NH 1.11 Understand academic language conventions across the content areas when spoken slowly with modeling and prompting.
- NH 1.12 Begin to recognize characteristics of American high schools (e.g., routines, social, academic discourse).
- 
- IL 1.01 Demonstrate an understanding of English phonemes.
- IL 1.02 Develop vocabulary based on non-academic and academic topics.
- IL 1.03 Understand the essential content of basic messages, greetings, advertising, and public statements.
- IL 1.04 Comprehend most questions on familiar and academic topics if spoken distinctly at a normal rate of speech with occasional difficulty.
- IL 1.05 Understand simple conversations on familiar topics spoken at a normal rate of speech.
- IL 1.06 Understand and follow two or more-step directions on academic topics with some difficulty when spoken distinctly at a normal speed.
- IL 1.07 Demonstrate comprehension of various literary genres through a variety of simple non-verbal responses.
- IL 1.08 Understand academic language conventions with difficulty when spoken with restatements at a normal speed.
- IL 1.09 Respond with difficulty when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- IL 1.10 Recognize characteristics of American high schools (e.g., routines, social, academic discourse).
- 
- IH 1.01 Develop vocabulary based on increasingly complex academic and non-academic topics.
- IH 1.02 Comprehend most conversational questions on familiar topics spoken at a normal speed.
- IH 1.03 Understand and follow multiple-step directions on academic topics when spoken at a normal speed with occasional difficulty.
- IH 1.04 Comprehend academic questions spoken at normal speed with occasional difficulty.

- IH 1.05 Demonstrate comprehension of various literary genres through verbal responses with restatements, modeling, and prompting.
- IH 1.06 Understand academic language conventions across the content areas when spoken at a normal speed with occasional difficulties and restatements.
- IH 1.07 Respond, with occasional difficulty, when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- A 1.01 Comprehend most conversational questions spoken at normal speed.
- A 1.02 Understand and follow multi-step directions on academic topics when spoken at a normal speed with occasional restatement.
- A 1.03 Comprehend academic questions spoken at normal speed.
- A 1.04 Demonstrate comprehension of various literary genres through verbal responses with occasional restatements.
- A 1.05 Understand academic language conventions across the content areas when spoken at a normal speed with occasional difficulty.
- A 1.06 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- S 1.01 Understand questions on a variety of topics when spoken at a normal speed.
- S 1.02 Understand and follow multi-step directions on academic topics when spoken at a normal speed.
- S 1.03 Demonstrate comprehension of various literary genres through verbal responses.
- S 1.04 Understand academic language conventions across content areas when spoken at a normal speed (e.g., cause-effect, time-order).

**COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 2.01 Recognize and correctly pronounce most of the English alphabet.
- NL 2.02 Identify and correctly pronounce a number of English phonemes consisting of one, two, or three letters.
- NL 2.03 Repeat spoken words and phrases correctly.
- NL 2.04 Restate one or two-step oral directions.
- NL 2.05 Begin to speak using a few words or phrases.
- NL 2.06 Respond correctly to yes/no and either/or questions.
- NL 2.07 Respond to greetings, farewells, compliments, and apologies.
- NL 2.08 Apply new vocabulary in speech.
- NL 2.09 Engage in basic one-to-one conversations.
- NL 2.10 Begin to recognize characteristics of American high schools (e.g., routines, social, and academic discourse).

- NH 2.01 Begin to produce contrasting phonemes. (e.g., minimal pairs).
- NH 2.02 Ask and respond to basic questions in social and academic settings.
- NH 2.03 Ask others the meaning of words for clarification.
- NH 2.04 Restate two-step or multi-step oral directions.
- NH 2.05 Use a variety of verbs and basic descriptor words.
- NH 2.06 Use new vocabulary in speech.
- NH 2.07 Demonstrate an understanding of grammar, usage, and word choice by recognizing and correcting some errors when speaking.
- NH 2.08 Use a variety of simple sentence patterns to express emotions, feelings, and preferences.
- NH 2.09 Use tone of voice and gestures to enhance meaning in conversation.
- NH 2.10 Apply, with some accuracy, common grammatical patterns in speech.
- NH 2.11 Describe personal experience, with guidance or models.
- NH 2.12 Retell familiar stories and participate in short conversations.
- NH 2.13 Participate in guided discussion based on oral academic presentations.
- NH 2.14 Prepare and deliver short oral presentations with guidance.
- NH 2.15 Offer and respond to greetings, farewells, compliments, and apologies independently.
- NH 2.16 Begin to recognize characteristics of American high schools (e.g., routines, social, academic discourse).
- 
- IL 2.01 Use tone of voice and gestures to enhance meaning in conversation.
- IL 2.02 Recognize and begin to use appropriate stress and intonation patterns.
- IL 2.03 Apply common grammatical patterns in speech.
- IL 2.04 Use new vocabulary in speech.
- IL 2.05 Use oral communication to identify and organize academic information.
- IL 2.06 Use some transitional words and phrases to link ideas when speaking.
- IL 2.07 Self-correct basic vocabulary and simple grammatical structures while speaking.
- IL 2.08 Instruct an audience in how to perform a simple task.
- IL 2.09 Recognize the difference between formal and informal speech.
- IL 2.10 Begin to actively participate in social conversations and classroom discussions with peers and adults on familiar topics by asking/answering questions and soliciting information.
- IL 2.11 Begin to use common idiomatic expressions appropriately.
- IL 2.12 Answer instructional questions with some supporting details.
- IL 2.13 Begin to negotiate meaning by questioning, restating, and describing.
- IL 2.14 Retell important information from visual and oral presentations.
- IL 2.15 Restate the main idea of oral presentations, stories, and simplified informational text.
- IL 2.16 Respond, with difficulty, when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- IL 2.17 Read aloud with fluency and expression any text appropriate for early independent readers.
- IL 2.18 Prepare and deliver short oral presentations on ideas, premises, or images from a variety of common sources.
- IL 2.19 Recognize characteristics of American high schools (e.g., routines, social, academic discourse).

- IH 2.01 Use new vocabulary in speech.
- IH 2.02 Recognize and use appropriate stress and intonation patterns.
- IH 2.03 Use transitional words and phrases to link ideas when speaking.
- IH 2.04 Use a variety of complex sentence patterns to convey emotions and thoughts.
- IH 2.05 Engage, with some guidance, in social conversations and discussions with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.
- IH 2.06 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- IH 2.07 Answer instructional questions with supporting details.
- IH 2.08 Negotiate meaning by questioning, restating, soliciting information, and paraphrasing.
- IH 2.09 Begin to use formal and informal speech in appropriate contexts.
- IH 2.10 Paraphrase important information from visual and oral presentations.
- IH 2.11 Use oral communication to identify, organize, compare/contrast, infer meaning, predict, and analyze academic information.
- IH 2.12 Begin to make and support informed opinions in social and academic conversations.
  
- A 2.01 Use new vocabulary in speech.
- A 2.02 Engage and initiate more extensive social and classroom discourse with peers and adults on unfamiliar topics by asking and answering questions, restating ideas, and soliciting information.
- A 2.03 Use description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas when speaking.
- A 2.04 Use a variety of sentence patterns to convey emotions, present ideas, elaborate, and negotiate meaning.
- A 2.05 Express an informed opinion that is logical and coherent.
- A 2.06 Prepare and deliver presentations and reports across content areas.
  
- S 2.01 Include purpose, point of view, introduction, coherent transition, and appropriate conclusions in oral presentations and reports across content areas.
- S 2.02 Use appropriate ways of speaking that vary based on purpose, audience, and subject matter.

**COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.**

**Objectives**

- NL 3.01 Recognize and correctly pronounce all letters of the alphabet in print and handwritten form.
- NL 3.02 Begin to develop phonemic awareness.
- NL 3.03 Recognize common environmental print.

- NL 3.04 Understand how print is organized (e.g., directionality).
- NL 3.05 Understand and follow simple instructions and directions.
- NL 3.06 Recognize cardinal and ordinal numbers.
- NL 3.07 Demonstrate recognition of high frequency words.
- NL 3.08 Use pictures to make predictions about text.
- NL 3.09 Demonstrate comprehension by using yes/no and either/or responses.
- NL 3.10 Begin to comprehend basic academic vocabulary through visuals or realia (authentic objects).
- NL 3.11 Use prior knowledge to facilitate comprehension.
- NL 3.12 Recognize words that indicate time and sequence.
- NL 3.13 Recognize concept of synonyms and antonyms.
- NL 3.14 Recognize simple vocabulary in new context.
- NL 3.15 Recognize beginning and end of narrative text.
- NL 3.16 Answer factual and informational simple questions about what is read.
- NL 3.17 Locate and use resource materials (e.g., picture and word dictionaries).
- 
- NH 3.01 Increase phonemic awareness.
- NH 3.02 Begin to recognize English language sentence structures.
- NH 3.03 Demonstrate the ability to decode simple text.
- NH 3.04 Demonstrate the ability to self correct when reading aloud.
- NH 3.05 Demonstrate understanding of factual comprehension questions (e.g., who, what, where, when, how).
- NH 3.06 Recognize key words to extract meaning from simplified text.
- NH 3.07 Recognize the use of verb tenses in context (e.g., simple present, simple past, present progressive, future).
- NH 3.08 Identify cognates in simple written text.
- NH 3.09 Identify the basic sequences of events in stories.
- NH 3.10 Use various reading strategies to make predictions about text.
- NH 3.11 Read and comprehend instructions and directions, common environmental print, and informational text.
- NH 3.12 Comprehend basic academic vocabulary through visuals and/or realia (authentic objects).
- NH 3.13 Read and understand simple narrative and descriptive text.
- NH 3.14 Demonstrate comprehension by summarizing stories using simple words, phrases, and sentences.
- NH 3.15 Use reference materials (e.g., dictionaries).
- 
- IL 3.01 Use various reading strategies to make predictions about text.
- IL 3.02 Read and identify basic text features (e.g., title, table of contents, chapter headings, index).
- IL 3.03 Recognize English language sentence structures.
- IL 3.04 Recognize the use of more complex verb tenses in context.
- IL 3.05 Comprehend the use of active and passive voice in academic text.
- IL 3.06 Demonstrate an increased knowledge of academic content vocabulary in simplified text.
- IL 3.07 Use vocabulary strategies to discern the meanings of words (e.g., roots, affixes, word maps, context clues).

- IL 3.08 Begin to use contextual clues to understand and respond to informational text.
- IL 3.09 Identify main idea and basic literary elements in simple short texts.
- IL 3.10 Identify elements of fiction and non-fiction and support by using information from the text.
- IL 3.11 Separate main ideas from supporting details in simple text.
- IL 3.12 Recognize point of view in simple text.
- IL 3.13 Read and understand narrative and descriptive text.
- IL 3.14 Identify and demonstrate knowledge of various types of communication in simplified text (e.g., expressive, informational, argumentative, critical).
- IL 3.15 Recognize different genres of literature.
- IL 3.16 Use reference materials (e.g., dictionaries)
- IL 3.17 Discern characteristics of cultural variations represented in texts (e.g., dialect).
- 
- IH 3.01 Develop reading fluency.
- IH 3.02 Identify main ideas and draw inferences about written text.
- IH 3.03 Use various reading strategies to extend comprehension.
- IH 3.04 Demonstrate an increased knowledge of academic content vocabulary.
- IH 3.05 Use vocabulary strategies to discern the meanings of words (e.g., roots, affixes, word maps, context clues).
- IH 3.06 Interact with text before, during, and after reading.
- IH 3.07 Begin to understand elements of poetry.
- IH 3.08 Recognize more complex English language sentence structures.
- IH 3.09 Identify elements of fiction and non-fiction and support by using information from the text (e.g., introduction, conclusion, elaboration).
- IH 3.10 Use contextual clues to understand and respond to informational text.
- IH 3.11 Identify and demonstrate knowledge of various rhetorical strategies (e.g., expressive, argumentative, critical).
- IH 3.12 Identify literary elements (e.g., plot, setting, theme, mood).
- IH 3.13 Recognize and respond to characteristics of different literary genres with assistance.
- IH 3.14 Use reference materials (e.g., dictionaries).
- IH 3.15 Interpret characteristics of cultural variations represented in texts (e.g., dialect).
- 
- A 3.01 Develop reading fluency.
- A 3.02 Identify the main ideas and draw inferences about written text using detailed sentences.
- A 3.03 Analyze modified text by drawing conclusions and making inferences.
- A 3.04 Evaluate pieces of literature to select examples of figurative language.
- A 3.05 Interpret and respond to literary works using appropriate and effective reading strategies.
- A 3.06 Recognize and respond to characteristics of different literary genres with assistance.
- A 3.07 Identify and demonstrate knowledge of various types of communication (e.g., expressive, informational, argumentative, critical).

- A 3.08 Identify elements of fiction and non-fiction and support by using information from the text.
- A 3.09 Interpret and evaluate representative text to deepen understanding of literature.
- A 3.10 Understand and use elements of poetry.
- A 3.11 Identify literary elements (e.g., plot, setting, theme, mood).
- A 3.12 Utilize reference materials for research purposes (e.g., encyclopedia, internet, thesaurus, English dictionary).
- A 3.13 Analyze texts that contain characteristics of cultural variations represented in texts (e.g., dialect).
  
- S 3.01 Use prior knowledge to evaluate characteristics of literary genres, including fiction, non-fiction, drama, and poetry.
- S 3.02 Analyze literature written for a variety of purposes (e.g., informational, argumentative, critical).
- S 3.03 Analyze and interpret themes that run through works of literature.
- S 3.04 Critically analyze how literature relates to historical and current viewpoints.
- S 3.05 Examine the relationships among authors and their works by comparing texts to show similarities or differences in themes, characters, or ideas.
- S 3.06 Examine the relationships among authors and their works by comparing texts to show similarities or differences in themes, characters, or ideas.
- S 3.07 Locate and utilize reference materials for research purposes (e.g., encyclopedia, internet, thesaurus, English dictionary).
- S 3.08 Critically analyze texts that contain characteristics of cultural variations represented in texts (e.g., dialect).

**COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.**

**Objectives**

- NL 4.01 Write upper and lowercase alphabet letters and numbers legibly in English.
- NL 4.02 Copy words and phrases from a model with guidance.
- NL 4.03 Record information on simple topics using graphic organizers.
- NL 4.04 Develop awareness of basic sentence styles using previously learned simple vocabulary.
- NL 4.05 Write with guidance following a model on personal and familiar topics.
- NL 4.06 Understand the components of the writing process with guidance.
- NL 4.07 Use basic conventions (e.g., punctuation, spelling, mechanics).
  
- NH 4.01 Demonstrate knowledge of phonemes and word families by correctly writing previously studied words.
- NH 4.02 Copy words and phrases from a model.
- NH 4.03 Record information on familiar topics and academic areas using graphic organizers.

- NH 4.04 Write simple sentences using common verbs, nouns, and high-frequency modifiers in guided writing.
- NH 4.05 Write for real-life purposes with guidance (e.g., forms and applications).
- NH 4.06 Understand and use the components of the writing process with guidance.
- NH 4.07 Edit and correct basic language conventions.
- NH 4.08 Recognize basic elements of organization.
- NH 4.09 Write simple paragraphs using the basic elements of organization.
- 
- IL 4.01 Demonstrate knowledge of phonemes and word families by correctly writing new words.
- IL 4.02 Develop strategies for guided note-taking.
- IL 4.03 Develop an awareness of the use of complex sentence styles and varied conventions in writing (e.g., clauses, transitional phrases, verb tenses, etc.).
- IL 4.04 Write paragraphs on familiar topics and on previously learned academic content using the elements of a paragraph.
- IL 4.05 Compose multi-paragraph essays using writing process with guidance.
- IL 4.06 Edit and correct basic grammatical conventions.
- IL 4.07 Use a rubric to self-assess writing.
- IL 4.08 Discern characteristics of cultural variations represented in texts (e.g., dialect).
- 
- IH 4.01 Write using appropriate word choice.
- IH 4.02 Use a variety of complex sentence styles and varied grammatical conventions (e.g., clauses, variety of verb tenses).
- IH 4.03 Demonstrate organization by supporting a central idea.
- IH 4.04 Produce written expressions of opinion and reactions to information from a variety of media.
- IH 4.05 Write an organized and focused composition with supporting details on familiar and previously studied topics.
- IH 4.06 Use a variety of complex language structures, clauses, varied verb tenses, and transitional phrases.
- IH 4.07 Edit and correct grammatical structures and writing conventions.
- IH 4.08 Write multi-paragraph essays expressing reactions to print, non-print text, and personal experiences.
- IH 4.09 Interpret characteristics of cultural variations represented in texts (e.g., dialect).
- 
- A 4.01 Demonstrate writing using a wide variety of complex vocabulary, including academic vocabulary and idioms.
- A 4.02 Use varying sentence styles and types.
- A 4.03 Write about complex themes outside the realm of personal experience.
- A 4.04 Assess writing for conventions of effective writing (e.g., audience, purpose, etc.).
- A 4.05 React to and reflect upon print, non-print text and personal experiences by examining situations from both subjective and objective perspectives.
- A 4.06 Evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.

- A 4.07 Defend argumentative positions on literary and nonliterary issues by using support and elaboration.
- A 4.08 Interpret and evaluate experiences, literature, language, and ideas.
- A 4.09 Demonstrate understanding of selected literature through interpretation and analysis.
- A 4.10 Apply conventions of grammar and language usage.
- A 4.11 Analyze and respond to texts that contain characteristics of cultural variations.
  
- S 4.01 Demonstrate insight and reflection with respect to print and non-print text through personal expression.
- S 4.02 Inform an audience by using a variety of media to research, analyze, synthesize, and explain insights into language and culture.
- S 4.03 Demonstrate organization in defining issues and using argument effectively.
- S 4.04 Analyze text critically to gain meaning, make thematic connections, and synthesize ideas.
- S 4.05 Interpret and evaluate representative texts to deepen understanding of literature.
- S 4.06 Apply conventions of grammar and language usage.
- S 4.07 Critique characteristics of cultural variations represented in texts (e.g., dialect).

# HEALTHFUL LIVING



Standard Course of Study and  
Grade Level Competencies

**K-12**





# TABLE OF CONTENTS

Acknowledgments .....	3
Preface .....	4
Philosophy .....	8
Purpose .....	11
Program Description .....	13
Organization of the Curriculum .....	16
Healthful Living Education Grades K-3 .....	19
Kindergarten .....	20
Grade 1 .....	24
Grade 2 .....	28
Grade 3 .....	32
Healthful Living Education Grades 4-5 .....	36
Grade 4.....	38
Grade 5 .....	42
Healthful Living Education 6-8 .....	46
Grade 6 .....	49
Grade 7 .....	54
Grade 8 .....	59
Healthful Living Education High School .....	64
Healthful Living Education High School Course .....	66
Glossary .....	72
Bibliography .....	75
Appendix §115C-81 (e1) .....	77
Appendix §115C-307 (e1) .....	82

## ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the assistance received from many individuals, groups, agencies and organizations in North Carolina in the revision of this document.

We wish to express special thanks to:

- the public school and higher education representatives who voluntarily served on various review and revision committees;
- the NC Department of Health and Human Services Staff contributed specific information based on the health expertise and knowledge of the nature and distribution of health issues in the state;
- the public school, higher education, and community agency members of the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance;
- the NC Comprehensive School Health Training Center Staff at Appalachian State University for continuing efforts to improve and promote the design and implementation of quality health education programs throughout the state; and
- the many educators, parents, business partners, and health professionals who contributed to this document.

# PREFACE

## **Intent**

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education portions of the North Carolina Standard Course of Study support and reinforce the goals and objectives of its two major components—health education and physical education. When the concepts of these areas are integrated and well taught the health and well being of students can be enhanced significantly. Fit, healthy students who are present and alert in school have a head start on academic performance.

Because many more significant health issues exist than there is space for in the Healthful Living Education portion of the North Carolina Standard Course of Study, the criteria listed below have been applied to select the current content and place it at the appropriate grade level.

## **Content:**

The content:

- is necessary for behavior management, not just knowledge for its own sake.
- deals with an issue or behavior over which students have a significant measure of personal influence.
- focuses on the development of behavior management skills.
- can realistically be achieved by schools and students.
- deals with an important health outcome or risk factor (immediate danger or short-term or long-term risk of mortality or morbidity).
- is not customarily or totally dealt with by parents or others.
- is unlikely to be dealt with in another curricular area.
- is required by law or by state board of education policy.
- is for the entire student population at the appropriate grade level.
- is appropriate for all geographic areas in the state.

- adequately represents the health needs of the various demographic groups in the state.
  - challenges students.
  - facilitates use of available, quality instructional resources.
  - is compatible with national standards.
  - is consistent with research on effective programming in healthful living.
- 

### **Revisions**

The North Carolina Healthful Living Standard Course of Study was last revised in 1996 (K-12). Reforms and revisions in Health Education and Physical Education programs to foster the development of the revisions to this curriculum are necessary because:

- research has greatly advanced our knowledge about the link of students learning and academic achievement;
  - education and societal changes;
  - alignment to national standards.
- 

### **Changing Vision in Healthful Living Education**

Students in North Carolina are more obese than ever. It is imperative that broad-based implementation of healthful living reforms continue so that all students in our state can realize their potential.

Because health education and physical education are so different from a generation ago, the nature of healthful living is changing. A revised perception of teaching is required in order for healthful living goals to be achieved.

One important change is the rapid sharing of information that our children are unhealthy; furthermore, unhealthy behaviors have more impact on citizens, employees, students, and parents. For example, the quality of our lives is enhanced by healthy behaviors and participating in lifelong activities. In order to do this as adults, students must be provided the opportunity to learn and practice healthy behaviors, making good decisions, conflict resolution, goal setting, calculating and predicting health outcomes, and physical activity skills.

Community programs are becoming more important and more accessible in today's society. Students and adults alike have greater opportunity to participate in life skills, ranging from choosing appropriate foods to opportunities to participate in physical activity. However, these programs are not designed to teach students the motor skills to participate. Nor are they designed to replace physical education or health education.

For these reasons, students need a stronger understanding of health, a safe place to learn, and the ability to obtain a healthy and active life. Together with an emphasis on the application of healthy behaviors and the opportunity to practice and build on a student's skill level, the Healthful Living Curriculum will help all students to be safe, healthy, and physically active.

---

**Technology**

Technology can change the way healthful living education is taught in public schools today. With the use of electronic body fat calipers, blood pressure cuffs, heart rate monitors, timers, calculators, video, digital cameras, and computers, health education and physical education have taken on a more personal meaning and learning experience. Students cannot only study about norms for their age, but experience it with the help of a health screening and qualified personnel like a school nurse to design a plan for change or management. Students can be monitored for asthma, high or low blood pressure, stress. They may design personal health plans and much more. Implementing a comprehensive school health program can help ensure this quality program.

---

**Social and Educational Changes**

The demands of contemporary society in general and the work place in particular increasingly influence the changes in Healthful Living Curriculum. The average workweek is longer, there are more sedentary jobs than ever, playing outside can be dangerous in today's society and schools are being held accountable for improving academic performance. These issues are critical in advancing a healthful living curriculum. With the workweek longer and more sedentary jobs, adults need to know and understand that the workday must include time for exercise and healthy meals. It is sometimes easy to not find the time in our world of convenience.

At one time, a large number of students could be served in a large space like the gymnasium, students could read a book and answer questions, or teachers were hired to coach as their first priority. That day has gone.

Healthy behavior skills and activity are becoming more and more essential for a healthy society. Therefore, all students should continue to study significant health issues and participate in daily physical activity throughout their public school experience including the development of good motor skills; good health sense; knowledge of strategies for refusal or activity; and the ability to gather, analyze and interpret data for personal wellness planning.

---

**Student Learning**

We have known that healthy, active kids learn better. Now data provides information for us. More and more studies are being done to show that healthy active kids have fewer absences, have fewer discipline problems, and can do better in school performance in academic areas. As a result, we can now plan instruction in ways that are far more likely to help them develop skills in health and physical education to be applied in their adult working lives.

---

**Program Review**

These changes require an evaluation of all aspects of Healthful Living Education. There is a need to re-examine:

- 8 the roles of teachers and students;
- 9 assessment practices;
- 10 the preparation and professional development of teachers;
- 11 the equality of teaching health education objectives and physical education objectives, and
- 12 the level of support for health education and physical education from all parts of society.

---

# PHILOSOPHY

## **Most Important Health Behaviors and Risks**

Appropriate Healthful Living Education instructional topics incorporate consideration of those health behaviors of children and adolescents that have potentially serious long-term and short-term health consequences. Some of the most important behaviors and/or risks include:

- involvement in violent acts, including physical fighting, bullying, weapon carrying and homicide;
- consuming excessive fat, calories, and sodium; and consuming insufficient fiber, foliate and variety of foods;
- engaging in sexual intercourse which could lead to pregnancy and disease;
- insufficient physical activity;
- attempting suicide;
- driving while under the influence of alcohol and/or other drugs, traveling as a passenger with a driver who is impaired, driving too fast, and not using passenger restraints;
- not wearing bicycle helmets when riding;
- using harmful or illegal substances, including alcohol and tobacco;
- engaging in water-related recreation without appropriate floatation devices or supervision, or without skill in swimming and staying afloat, or while using alcohol and/or other drugs;
- inadequately preventing or responding to fire emergencies;
- participating in activity or sport without proper knowledge, supervision, and/or equipment.

---

## **Healthful Living Education Skills**

Skill development in Healthful Living Education occurs both through study of the skills and thorough application of the skills to the Healthful Living Education topics and behaviors. The following skills align well

with research on effective programs and national standards in health education and physical education.

### I. Self-esteem building

- A. Self-perception
  - 1. Awareness of sources of self-perceptions
  - 2. Awareness of normalcy of emotions
  - 3. Awareness of self-messages and body image
  
- B. Self-acceptance
  - 1. Developing realistic expectations for self
  - 2. Converting negative thinking to positive
  
- C. Self-efficacy
  - 1. Perceptions of control vs. fate
  - 2. Distinguishing between internal and external control
  - 3. Controlling own behaviors

### II. Behavior management

- A. Self-awareness/self-monitoring
  - 1. Using subjective data
  - 2. Using objective data
  
- B. Ethics development
  - 1. Acknowledging universal values
  - 2. Developing personal standards
  - 3. Accepting responsibility for own behavior
  
- C. Decision-making/problem-solving
  - 1. Assessing the issue
  - 2. Selecting a decision-making method
  - 3. Generating alternatives
  - 4. Identifying costs, benefits, consequences
  - 5. Selecting an alternative
  - 6. Acting on choice
  - 7. Evaluating results
  
- D. Planning behavior strategies
  - 1. Setting a goal
  - 2. Selecting a strategy
    - a. Visualizing

- b. Modeling
- c. Rehearsing
- d. Contracting
- 3. Self-reinforcement
- 4. Monitoring progress
- 5. Evaluating results

### III. Communicating

- A. Empathy
  - 1. Identifying feelings of others
  - 2. Accepting reality of feelings
  - 3. Verbally reflecting feelings
  
- B. Assertion
  - 1. Describing situation
  - 2. Expressing own position
  - 3. Specifying acceptable change(s)
  
- C. Conflict resolution
  - 1. Choosing a style
  - 2. Respecting different points of view
  - 3. Listening
  - 4. Expressing
  - 5. Negotiating
  
- D. Responding to persuasion

### IV. Using appropriate resources

- A. Assessing need for help
  - B. Locating sources of help
  - C. Exercising rights
  - D. Overcoming obstacles
-

# PURPOSE

The purpose of Healthful Living Education is to provide appropriate instruction for the acquisition of behaviors, which contribute to a healthy lifestyle. This can be achieved through a program that reflects the needs of all students, including those with disabilities, throughout his/her school experience.

## **Benefits**

The Healthful Living Education program, when appropriately reinforced in a comprehensive scope and sequence manner, can be expected to provide the following benefits for all students:

- lowering of the risk-taking behaviors that contribute to disease, injury and death;
- enhanced academic performance;
- desirable social behaviors and increased levels of self-image;
- establishment of the positive behaviors that promote higher levels of healthy living;
- higher morale and productivity and less absenteeism by students;
- development of appropriate levels of personal fitness and an understanding of the importance of physical activity for maintaining a viable and productive life;
- fewer instances of students dropping out of school due to health-related behaviors (e.g., pregnancy, alcohol and drug use or being dismissed from school due to violence or tobacco-related suspension);
- more students acknowledging the value of abstinence from sexual intercourse until marriage;
- lower health care expenses;
- increased awareness and respect for cultural diversity through integration in both health and physical activities;
- healthier, more active workforce citizens, better equipped to

handle personal and social environmental, safety, and medical care decisions; and

- appropriate skill development and behaviors for competence in at least three lifetime activities.

It is important to recognize that the Healthful Living Education Course of Study does not describe a model or ideal program. Rather, it is a description of the basic or minimum competencies necessary. It is expected that local enrichment and adaptation are essential to the successful implementation of this program.

---

## PROGRAM DESCRIPTION

Healthful Living is a combination of health education and physical education. The two courses should compliment each other, as the objectives will reflect. Students should experience a sequential educational program that will involve learning a variety of skills that enhance a person's quality of life.

### **Characteristics of Effective Healthful Living Education Programs**

Today, health status is determined more by one's personal behaviors rather than advances in medical technology, availability of health services, or other factors; and research demonstrates that education in schools can influence the health-related behaviors of students. This research indicates that Healthful Living Education is most effective and efficient when it:

- focuses on health-related behaviors, not just knowledge;
- has a positive, wellness orientation;
- is based on student skill development;
- fosters understanding of and practice of behavior change/reinforcement/extinction principles;
- actively involves students in learning and uses interactive methods;
- promotes positive peer influence and appropriate social norms;
- matches educational priorities with the appropriate age levels;
- is culturally and developmentally sensitive;
- fosters positive social bonding between the student, school and community;
- is designed to enhance "protective factors" and move toward reversing or reducing known "risk factors;"
- has continuity through the grade levels;

- has adequate blocks of time devoted to it;
  - uses well-tested, standardized interventions with detailed lesson plans and student materials;
  - is taught by well-informed and certified teachers who are comfortable with the content, methods, materials, and skill progression;
  - establishes and uses knowledge for lifetime fitness through various community resources such as but not limited to fitness councils, recreation departments, and fitness clubs;
  - is reinforced by school policies, services, environment, parents, peer educators, community programs, media, and school staff.
- 

### **A Quality Program**

A quality Healthful Living Education Program provides evidence of its effectiveness through accountable assessments of outcomes that have been achieved by students. It provides opportunities for the development of skills. It fosters an understanding of why, when, and how healthy behaviors may be incorporated into a daily lifestyle.

A quality program focuses on the health-related benefits of health and physical activity and how these benefits can be acquired and maintained. It promotes community and business involvement. It accommodates the needs and development levels of all students, regardless of language barriers, cultural differences, or physical and mental ability levels.

Quality Healthful Living Education teaches students how to apply the concepts of proper exercise in their daily lives and for lifetime fitness as well as the healthful living skills described in the philosophy section of this document.

In order for a program to incorporate all of these components, a teacher should enhance the existing Standard Course of Study and provide opportunities for adequate student learning and practice.

Healthful living instruction that prepares students for the 21st century should focus on:

- high academic standards with expectations of high achievement for every student;

- a learning-centered curriculum with the teacher as the facilitator;
  - learning based on constructing meaningful concepts from facts;
  - learning health education and physical education in real-world contexts;
  - making connections within health education and physical education and with other content areas;
  - relating health education and physical education to the students' world;
  - active, hands-on learning in classes and instructional areas;
  - more student responsibility and choice;
  - students inquiring, problem-solving, conjecturing, inventing, producing, and finding answers;
  - students working and learning cooperatively;
  - accommodating individual student needs, whether cultural, developmental, or cognitive;
  - infusing a multicultural perspective;
  - expanding resources to include local and global communities;
  - using technology to support instruction;
  - relating classroom learning to the skills students will need in order to function successfully and healthfully in their communities, workplace, military, and in society.
-

# ORGANIZATION OF THE CURRICULUM

The standard course of study for Healthful Living Education is organized simply: objectives are provided for each grade level, K–High School, and the same strands and competency goals occur in every grade level. This organization serves to provide continuity to the sequence of students’ learning and provides opportunities to reinforce specific healthful behaviors at several grade levels.

A rectangular, double-lined box at the beginning of each grade level contains particular focus areas that are addressed. The K-8 focus appears as a bulleted list, which describe as concisely as possible major features of the curriculum. For high school, the information in the focus box will be a description of the course. The competency goals and objectives will follow.

---

## **The strands**

The strands define the major elements of healthful living that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the Standard Course of Study.

The Healthful Living Education portion of the North Carolina Standard Course of Study enables all students to gain knowledge and skills about healthful living topics important to their age levels. Although some competencies may seem very similar, they are addressing various psychomotor, affective and cognitive aspects for learning. The following healthful living strands are the focus of instruction:

- preparatory (comprehending the scope and nature of health and illness; recognizing the age-specific and situation-specific health risks for oneself and one’s peers; and appreciating the value of health education instruction as guidance for achieving a satisfying, healthful lifestyle)
- stress management (achieving well being through anticipating and managing stressors; having positive and healthy self-esteem; and controlling behaviors that are unhealthy for self or others)
- substance abuse (reducing health risks by avoiding harmful and illegal substances, including alcohol and tobacco, and avoiding the misuse of prescription and nonprescription medications)

- nutrition and weight management (achieving high-level wellness through wise nutritional choices and regular physical activity)
- protecting self and others (recognizing and avoiding a variety of health risks; managing the environment and community health; practicing preventive measures and accessing appropriate health resources)
- relationships (having healthy social support and providing support for others; having communication skills, including empathy, listening, and conflict resolution; identifying and seeking help for unhealthy relationships)
- personal fitness (achieving a health-enhancing level of fitness and developing higher levels of basic fitness and physical competence as needed in many work situations and leisure activity)
- healthful lifestyles (establishing patterns of regular participation in meaningful physical activity; providing awareness of opportunity both in school and community; a comprehensive perspective on the meaning of a healthy lifestyle)
- appreciation for diversity (development of respect for individual similarities and differences through positive interaction among participants in physical activity; including characteristics of culture, ethnicity, motor performance, physical, mental, and emotional disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status; valuing diversity in physical activity and development of strategies for inclusion of others)
- social wellness (achievement of self-initiated behaviors that promote personal and group success in activity setting; safe practices, adherence to rules and procedures, etiquette, sportsmanship, cooperation and teamwork, ethical behavior in sport, and positive social interaction)
- movement forms (development of movement competence through dance, gymnastics, individual, dual, team sport or activities; movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishing a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities)

- fitness and sport literacy (using cognitive information to understand and enhance motor skill acquisition and performance; application of concepts from disciplines such as motor learning and development, biomechanics, and exercise physiology; knowledge and application of these concepts and practice enhance the likelihood of independent learning and therefore more regular and effective participation in physical activity).
-

# HEALTHFUL LIVING EDUCATION GRADES K-3

## Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in the K-3 Healthful Living Education curriculum:

## By the end of grade three:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives; identify social and psychological contributions of physical activity.

Students will be able to demonstrate ways in which they can manage stress; be responsible for their own behaviors; cope with fear and embarrassment; deal with aggression and bullying; resolve disputes; cooperate, share, and respecting the rights of others; know safe practices, class rules and procedures and apply them with little or no effort.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; express feelings with challenges; be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits.

Students will be able to demonstrate fundamental motor skills; develop and refine creative movements; demonstrate manipulative skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express an enjoyment for movement experiences; and want to participate in community activities.

---

## HEALTHFUL LIVING EDUCATION - KINDERGARTEN

### Focus Areas

- Healthy foods
- Influences and feelings
- Heart rate
- Locomotor, non-locomotor, and combination skills
- Basic health-related vocabulary
- The joy of play

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Describe influences on health, e.g., food, rest, exercise, hygiene/cleanliness.
- 1.02 Relate health to feelings and to behaviors.
- 1.03 Describe health risks for age group.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Identify specific feelings by name.
- 2.02 Verbalize feelings.
- 2.03 Accept the normalcy of feelings.
- 2.04 Identify and make choices.
- 2.05 Accept and carry out personal responsibilities.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

### Objectives

- 3.01 Prevent the spread of germs in personal life.

- 3.02 Use seat belts and bicycle helmets.
- 3.03 Describe meanings of traffic signs and signals.
- 3.04 Respond appropriately to warning signs, sounds, and labels.
- 3.05 Demonstrate the stop, drop, and roll response to burning clothing.
- 3.06 Demonstrate how to get help in an emergency.
- 3.07 Identify items that can burn oneself.
- 3.08 Brush teeth daily and do not share toothbrush.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Distinguish between safe and risky means of getting attention.
- 4.02 Seek and offer appropriate help in the home, school, and community.
- 4.03 Share objects and time.
- 4.04 Recognize and accept that each person is unique and special.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Place foods in the appropriate group of the Food Guide Pyramid.
- 5.02 Eat a variety of foods for good health, including unfamiliar and culturally diverse foods.
- 5.03 Select a school breakfast and lunch that contain a variety of grains, vegetables and fruit.
- 5.04 Keep foods and their containers clean.
- 5.05 Keep hands clean, using appropriate cleaning techniques.
- 5.06 Recognize the agricultural origins of common foods.
- 5.07 Identify snack foods that help the teeth and body.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Explain how to be careful with medicines.
- 6.02 Distinguish between medicinal and non-medicinal drug use.
- 6.03 Identify reliable sources of information regarding medicines and substances.
- 6.04 Affirm choice not to use tobacco or look alike products.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Identify physiological signs of moderate physical activity.
- 7.02 Recognize two appropriate sites on the body to monitor the heart rate.
- 7.03 Sustain moderate to vigorous physical activity for short periods of time.
- 7.04 Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.****Objectives**

- 8.01 Identify likes and dislikes connected with participation in physical activity.
- 8.02 Select and participate in activities that require physical activity during non-school hours.
- 8.03 Recognize the joy of participating.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.****Objectives**

- 9.01 Recognize the joy of shared play.
- 9.02 Interact positively with students in class regardless of personal differences.
- 9.03 Participate willingly in group activities.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.****Objectives**

- 10.01 Examine the rules for participating in the physical activity setting.
- 10.02 Work in a group setting without interfering with others.
- 10.03 Handle equipment safely.
- 10.04 Share space and equipment with others.
- 10.05 Develop listening skills and the ability to follow instructions in sequence during a game situation.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.****Objectives**

- 11.01 Demonstrate non-locomotor movements using different parts of the body.

- 11.02 Demonstrate a variety of locomotor and combination skills in a movement pattern.
- 11.03 Utilize non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances.
- 11.04 Demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and activities.
- 11.05 Develop movement control for safe participation in games and sports.
- 11.06 Demonstrate the emerging skills of catching, kicking, throwing, and striking necessary for participating in activity.
- 11.07 Demonstrate forward and backward rolling patterns.
- 11.08 Perform rolling movements, which can be used as safety rolls.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Identify fundamental movement patterns.
- 12.02 Establish a beginning movement vocabulary.
- 12.03 Apply age appropriate concepts to performance.

## HEALTHFUL LIVING EDUCATION – Grade 1

### Focus Areas

- Seeking appropriate help
- Recognition that feelings are normal
- Healthy relationships
- Identification of incorrect uses of medicines
- Demonstration of respect
- Static and dynamic balances
- Manipulative skills
- Following rules and procedures
- Flexibility and muscular strength and endurance

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Variety of Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Summarize health risks for age group.
- 1.02 Predict consequences of various health-related behaviors.
- 1.03 Demonstrate correct handwashing technique.
- 1.04 Describe events/situations, which should include handwashing.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Explain that feelings are normal and acceptable.
- 2.02 Identify the relationship between feelings and behaviors.
- 2.03 Differentiate between healthy and unhealthy expressions of feelings.
- 2.04 Identify behaviors controlled by self.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Demonstrate stop and search when entering or crossing a street or road.
- 3.02 Follow playground, school bus, and school ground safety rules.
- 3.03 Demonstrate how to make emergency phone calls.
- 3.04 Identify firefighters and other law enforcement or rescue personnel by their appearance.
- 3.05 Identify dental emergencies and how to get help.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Differentiate between appropriate and inappropriate touch.
- 4.02 Seek adult assistance for inappropriate touch.
- 4.03 Identify the benefits of healthy relationships.
- 4.04 Respect the rights of others.
- 4.05 Describe ways of resolving conflicts without fighting.
- 4.06 Explain the differences between the acceptability of feelings and acceptability of behaviors.
- 4.07 Examine that different people have different abilities.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Discuss how foods of the Food Guide Pyramid are needed for growth and health.
- 5.02 Select healthful snacks for teeth and body from the Food Guide Pyramid.
- 5.03 Recognize and appropriately respond to physical signs of hunger and satiety.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Identify risks of incorrect use of medicines.
- 6.02 State school rules regarding use of medicines and substances.
- 6.03 Report but not touch needles/syringes or containers for alcohol or tobacco.
- 6.04 Affirm choice not to use alcohol.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Examine one or two components of a health-related fitness assessment.
- 7.02 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- 7.03 Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups.
- 7.04 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Investigate likes and dislikes connected with participation in physical activity.
- 8.02 Explore activities you like which require physical activity during non-school hours.
- 8.03 Accept and carry out safe rules while participating outside school hours.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Treat others with respect during play.
- 9.02 Play and cooperate with a partner regardless of personal differences such as gender, skill level, or ethnicity.
- 9.03 Participate willingly in individual and group activities.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Apply safe practices, physical education rules and procedures.
- 10.02 Demonstrate cooperation with partner by successfully working together to complete an assigned task.
- 10.03 Resolve conflicts in socially acceptable ways.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Demonstrate manipulative skills.
- 11.02 Demonstrate the manipulative skill of striking, trapping, and tossing a ball to moving partner.
- 11.03 Demonstrate the manipulative skill of rising and sinking while twisting, necessary for participation in a dance, activity, or modified game situation.
- 11.04 Demonstrate static and dynamic balances using different body parts.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.****Objectives**

- 12.01 Identify critical elements of the basic locomotor and manipulative skills.
- 12.02 Identify performance of movement concepts of space, effort, and relationships that vary the quality of movement.
- 12.03 Examine the importance of warm-up and cool down.

## HEALTHFUL LIVING EDUCATION – Grade 2

### Focus Areas

- Identification of feelings and ways of coping
- Dental hygiene
- Serving sizes for food groups
- Identification of harmful substances
- Participation in daily physical activity
- Mature movement patterns
- Working cooperatively
- Use of concepts in movement control

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Summarize health risks for age group.
- 1.02 Identify behaviors that promote personal health.
- 1.03 Interpret benefits of health to oneself.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Discuss expected standards of behavior.
- 2.02 Identify feelings of happiness, sadness, fear, anger and situations that trigger them.
- 2.03 Demonstrate healthy behaviors that express happiness, sadness, fear and anger.
- 2.04 Distinguish between evaluations of performance and personal worth.
- 2.05 Demonstrate pride in personal qualities and accomplishments.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Describe benefits of tooth brushing, flossing, and dental sealant.
- 3.02 Demonstrate tooth brushing and flossing.
- 3.03 Demonstrate the prevention of germ spread through food, water, air, and touch.
- 3.04 Practice measures to prevent contact with the body fluids of others.
- 3.05 Demonstrate the stop, drop, and roll response to burning clothing.
- 3.06 Handle flammable liquids safely.
- 3.07 Get help in an emergency.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Recognize and respond to the feelings of others.
- 4.02 Judge behaviors as promoting or hindering friendships.
- 4.03 Give and receive compliments and apologies appropriately.
- 4.04 Respond appropriately to teasing and bullying.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives:**

- 5.01 Conclude that foods provide nutrients, which maintain and promote health.
- 5.02 Identify the serving sizes and number of daily servings needed from each food group of the Food Guide Pyramid.
- 5.03 Describe how microorganisms can cause foodborne illnesses.
- 5.04 Provide examples of how the media uses persuasive techniques to influence food-related purchasing decisions.
- 5.05 Accept and respect the uniqueness of differing physical characteristics.
- 5.06 Recognize the social significance of food in the United States.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.**

**Objectives**

- 6.01 Analyze potential impact of smoking on self.
- 6.02 Describe effects of alcohol use on behavior.

- 6.03 Identify risks of harmful products including inhalants.
- 6.04 Affirm choice not to use inhalants.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Examine 2 or 3 components of health-related physical fitness assessment.
- 7.02 Recognize the physiology indicators that accompany moderate to vigorous physical activity.
- 7.03 Recognize the relationship between nutrition and physical fitness.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Engage in physical activity in your community.
- 8.02 Demonstrate good sportsmanship and other positive behaviors related to physical activity.
- 8.03 Investigate that physical activity is a conscious choice.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Play and cooperate with others regardless of personal differences.
- 9.02 Treat others with respect during play.
- 9.03 Explore positive conflict resolution strategies while in play situations.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Apply rules, procedures and safe practices requiring little or no reinforcement.
- 10.02 Work cooperatively with others to complete an assigned task.
- 10.03 Honestly report results of work.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objective**

- 11.01 Demonstrate mature motor patterns in simple combinations.
- 11.02 Demonstrate smooth transitions between sequential motor skills.

- 11.03 Demonstrate mature form in skipping, hopping, galloping and sliding.
- 11.04 Demonstrate control in traveling activities and weight bearing and balance activities on a variety of body parts.
- 11.05 Explore various even and uneven rhythmic patterns using non-locomotor, locomotor, and combination movements.
- 11.06 Demonstrate simple square dance and folk dances.
- 11.07 Create and refine a dance movement sequence with a beginning, middle and ending.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Identify a few of the critical elements of basic movement patterns.
- 12.02 Use concepts of space awareness and movement controls to run, hop, and skip in different ways in a large group without bumping into others or falling.
- 12.03 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.
- 12.04 Use feedback to improve performance.

## HEALTHFUL LIVING EDUCATION – Grade 3

### Focus Areas

- Ability to monitor feelings
- Planning escape in dangerous situations
- Recognizing that behavior is changeable
- Benefits of Bicycle safety
- Important nutrients in food groups
- Influences on substance abuse
- Likes and dislikes related to physical activity
- Interacting positively
- Catching, throwing, dancing, and basic tumbling
- Feedback to improve performance
- Creating movement sequences

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Summarize health risks for age group.
- 1.02 Identify characteristics of responsible health behaviors.
- 1.03 Predict risk for negative behaviors.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Demonstrate ability to monitor personal feelings.
- 2.02 Identify unhealthy behaviors that express happiness, sadness, fear, anger and demonstrate coping skills to handle them.
- 2.03 Discuss universally expected standards of behavior.
- 2.04 Acknowledge that behavior is changeable.

- 2.05 Handle embarrassment appropriately.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Make a plan to escape fire in a building.
- 3.02 Avoid smoke inhalation during a fire.
- 3.03 Respond appropriately to weather-related emergencies.
- 3.04 Demonstrate first aid for minor problems.
- 3.05 Select appropriate resources to deal with a variety of health risk situations.
- 3.06 Use a helmet when riding a bike.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Effectively express opinions contrary to those of others.
- 4.02 Initiate conversation with others.
- 4.03 Show concern for others.
- 4.04 Exercise self-control as a substitute for aggression.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Identify the important nutrients in each of the food groups of the Food Guide Pyramid.
- 5.02 Plan healthy meals and snacks that emphasize the principles of the Food Guide Pyramid.
- 5.03 Practice safe food handling that promotes cleanliness and avoids cross-contamination.
- 5.04 Understand the basic information on food labels.
- 5.05 Distinguish between internal and external cues for starting and stopping eating.
- 5.06 Recognize the social significance of food in family and cultures.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Explain reasons not to use tobacco products.
- 6.02 Assertively decline to smoke.

- 6.03 Describe benefits of not using substances.
- 6.04 Identify positive and negative influences on substance use.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Recall all of the components of a health-related fitness.
- 7.02 Complete a modified version of a health-enhancing personal fitness test.
- 7.03 Demonstrate appropriate warm-up and cool down activities.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Develop and demonstrate a positive attitude toward being physically active.
- 8.02 Engage in regular physical activity.
- 8.03 Understand that participation in physical activity is a conscious choice.
- 8.04 Discover personal likes and dislikes related to physical activity.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Participate willingly in group activities with various classmates.
- 9.02 Interact positively with others regardless of differences.
- 9.03 Use positive conflict resolution strategies in game play situations.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Work cooperatively with others to complete a task.
- 10.02 Demonstrate the ability to follow directions and safety rules.
- 10.03 Identify positive behaviors and comments to use during play situations.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Demonstrate American and International folk dances.
- 11.02 Create movement sequences to a rhythmic beat while manipulating objects.

- 11.03 Demonstrate catching and throwing patterns with balls and other appropriate objects.
- 11.04 Discover the ability to change direction and levels with objects.
- 11.05 Perform the skills of kicking, dribbling, passing, and trapping.
- 11.06 Demonstrate the ability to strike with a paddle or other appropriate extensions.
- 11.07 Demonstrate inverted movements.
- 11.08 Perform a variety of forward and backward rolling movements and sequences.
- 11.09 Create a variety of gymnastic routines, which focus on inversion and rolling sequences.
- 11.10 Successfully perform a variety of jump rope skills.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Identify safe practices in physical activity settings.
- 12.02 Follow rules during a variety of physical activities.
- 12.03 Assess the major characteristics of mature walking, running, throwing, catching.
- 12.04 Use feedback to improve performance.
- 12.05 Identify and understand the critical elements of basic fitness terms.

# HEALTHFUL LIVING EDUCATION GRADES 4-5

**Major Emphases** A comprehensive Healthful Living Education program for all students has as its foundation learning experiences, which help each individual develop pro-active health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the 4-5 Healthful Living Education curriculum:

**By the end of grade five:** Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to proper exercise, eating healthful snack foods, foods prepared by healthful methods, and foods containing important nutrients. Also, students will be able to healthfully direct their own personal behaviors in regard to use of bicycle helmets, exercising caution as a pedestrian or bike rider, and by refusing to be involved in substance abuse.

Students will be able to demonstrate means of managing their own behaviors in regard to impulsiveness; conveying acceptance vs. hostility; dealing with strong feelings; arguing; and adapting to changing relationships, friendships and self.

Students will be able to state rational counter-arguments to pressure to use drugs, alcohol, or tobacco; explain the dangers of various substances; evaluate the reliability of health information sources; provide first aid for choking victims; describe patterns of normal development associated with puberty; and analyze advertising for health-related products.

Students will be able to name the benefits of personal fitness; describe and demonstrate activities that enhance health-related fitness; demonstrate a variety of flexibility, strength and endurance exercises; demonstrate the ability to use the appropriate intensity and state the guidelines for developing cardiovascular fitness; understand basic nutrition and fitness concepts; and demonstrate an appropriate level of personal fitness.

Students will demonstrate a wide variety of manipulative skills that reflect basic concepts from the disciplines that impact the quality of increasingly complex movement patterns; use basic offensive and defensive strategies in modified settings; display the behaviors needed for cooperative and other non-traditional games; and practice acceptable social behaviors.

Students will develop and refine abilities to demonstrate a variety of motor skills, develop and refine their abilities to demonstrate safe balance and weight transfer skills, perform mixer and couple dances, and create dance and gymnastic routines. Students will use critical elements to improve personal performance and provide feedback to others in fundamental and selected motor skills.

Students will develop and demonstrate respect for individual differences in physical activity settings (for example: culture, ethnicity motor skill level, disabilities, and physical characteristics); identify personal favorite activities.

---

## HEALTHFUL LIVING EDUCATION – Grade 4

### Focus Area

- Setting personal health and fitness goals
- Dealing appropriately with feelings
- Recognizing a variety of relationships
- Risks associated with substance abuse
- Benefits of physical activity
- Components of health-related tests
- Dance movements, ball handling skills, inverted balances, and jump rope skills
- Concepts of movement performance

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Summarize health risks for age group.
- 1.02 Identify a personal health goal.
- 1.03 Use modeling of another’s behavior as a strategy to reach a personal health goal.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Associate personal behaviors with universal standards.
- 2.02 Identify feelings of contentment, enthusiasm and confidence and demonstrate healthy ways to express those feelings.
- 2.03 Identify feelings of disappointment, embarrassment, boredom, and loneliness and demonstrate healthy ways to express those feelings.
- 2.04 Distinguish between needs and wants.
- 2.05 Describe patterns of normal physical and emotional development at puberty.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Describe the benefits of bicycle helmets.
- 3.02 Exercise caution when entering or crossing a street or road.
- 3.03 Avoid swerving and wrong-way riding on a bicycle.
- 3.04 Provide first aid for choking victims, including demonstrating the Heimlich maneuver.
- 3.05 Analyze advertising for health-related products and describe individual measures that can be taken.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Recognize and demonstrate the importance of facial expression, body language, and verbal expression in communication.
- 4.02 Describe the variety of relationships between people.
- 4.03 Explain the value of social support.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Compare different types of Food Guide Pyramids, including ethnic and vegetarian options.
- 5.02 Describe the implications of geography, ethnicity, and religion on food choices.
- 5.03 Explore how the media can influence perception of a desirable body size and shape.
- 5.04 Analyze how media images of food choices and eating behaviors may be unhealthy.
- 5.05 Contrast dangers of dieting with healthy weight management.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Describe social, emotional, physical, and mental health risks associated with various substances.
- 6.02 Describe dependence.

- 6.03 Demonstrate examples of refusal skills in response to persuasion.
- 6.04 Identify signs and behaviors of substance use.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
- 7.02 Name the benefits derived from participation in a physical fitness program.
- 7.03 Identify several activities related to each component of physical fitness.
- 7.04 Analyze the relationship between nutrition and exercise in weight management.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Select and participate regularly in physical activities for the purpose of improving skill and health.
- 8.02 Identify the benefits derived from regular physical activity.
- 8.03 Identify several moderate to vigorous physical activities that provide personal pleasure.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Explore culture/ethnic self-awareness through participation in physical activity.
- 9.02 Recognize the attributes that individuals with differences can bring to group activities.
- 9.03 Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Follow with few reminders, activity-specific rules, procedures, and etiquette.
- 10.02 Utilize safety principles in activity situations.

- 10.03 Work cooperatively and productively with a partner or small group.
- 10.04 Work independently and on-task.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.
- 11.02 Create original dances using the elements found in square, folk, line and/or other rhythmic activities.
- 11.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports.
- 11.04 Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.
- 11.05 Explore various movement forms including jump rope routines.
- 11.06 Develop inverted balances using two or more body parts.
- 11.07 Create movement sequence routines that contain balance, inversion, weight transfer, and landing.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Apply critical elements to improve personal performances in fundamental and selected specialized skills.
- 12.02 Use critical elements of fundamental and specialized movement skills to provide feedback to others.
- 12.03 Recognize and apply concepts that impact the quality of increasingly complex movement performances.

## HEALTHFUL LIVING EDUCATION – Grade 5

### Focus Areas

- Appraisal of personal health and fitness status
- Positive ways to control behavior
- Puberty
- Relationship skills
- Understanding food and its uses and dangers
- Look alike products
- Conflict resolution in sport
- Forehand and backhand striking skills
- Routines and sequential movement patterns
- Respect of individual differences while in activity
- Complete a health-related fitness test
- Development of skill combinations

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Summarize health risks for own age group.
- 1.02 Assume responsibility for own health.
- 1.03 Appraise own health status.
- 1.04 Describe concept of wellness.
- 1.05 List personal benefits of a healthful lifestyle.
- 1.06 Describe methods of avoiding excess sun exposure.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Analyze the impact of emotions on health-related behaviors.
- 2.02 Successfully manage anger and other strong feelings.
- 2.03 Describe means of dealing with boredom.

- 2.04 Identify basic human needs as motivators of behaviors.
- 2.05 Identify impulse behaviors, ways to control them, and how to respond to others.
- 2.06 Explain that puberty is experienced in predictable stages but at different rates for young people.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Practice first aid for common conditions.
- 3.02 Identify health risks of environmental choices.
- 3.03 Plan behaviors related to environment.
- 3.04 Evaluate reliability of health information sources.
- 3.05 Explain smoke detector value and maintenance.
- 3.06 Describe a personal management plan for preventing tooth decay and periodontal disease.
- 3.07 Dispel myths and misconceptions about disease transmission and demonstrate compassion for others.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Interpret stereotyping and discrimination as limiting and hurtful behaviors.
- 4.02 List and follow rules for productive discussion.
- 4.03 Identify alternatives to fight or flight as means of resolving interpersonal conflicts.
- 4.04 Describe means of adapting to changing relationships and friendships.
- 4.05 Identify family, school, and community as sources of social support to reduce or prevent stress.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Describe how combination foods fit in the Food Guide Pyramid.
- 5.02 Demonstrate how personal food and beverage choices fit in the Food Guide Pyramid.
- 5.03 Plan, select and prepare healthful meals and snacks that emphasize the principles of the Food Guide Pyramid.
- 5.04 Apply basic food safety rules for selecting, storing, preparing, cooking, cooling and reheating food.

- 5.05 Describe normal weight gain and body changes during puberty.
- 5.06 Respect genetic diversity of body shapes and sizes.
- 5.07 Distinguish between healthy and unhealthy patterns of eating.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Explain motivations for drug use and healthful alternatives.
- 6.02 State long-term and short-term effects of tobacco products, including spit tobacco.
- 6.03 State rational counter-arguments to pressure to use drugs, alcohol, or tobacco products.
- 6.04 Identify social norms of a variety of people (parents, peers, media, teachers, faith leaders, police, health care professionals) regarding substance abuse.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Demonstrate elements of the FIT guidelines to develop appropriate cardiovascular fitness levels.
- 7.02 Complete a health-related fitness test.
- 7.03 Utilize appropriate warm-up, pacing and cool down techniques.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Identify personal activity interests and abilities.
- 8.02 Identify opportunities for regular physical activity.
- 8.03 Explain the relationship between "feeling good" and physical activity.
- 8.04 Identify social and psychological benefits from participation in physical activities.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Demonstrate respect for individual differences in physical activity settings.
- 9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.

- 9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Demonstrate behavior that will resolve conflicts in socially appropriate ways.  
10.02 Follow rules, procedures and safe practices with few or no reminders.  
10.03 Display the ability to work independently for short periods of time.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Demonstrate various aerobic dances.  
11.02 Demonstrate various popular folk and square dances, and mixer and couple dances.  
11.03 Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.  
11.04 Demonstrate forehand and backhand striking skills in dual and individual sports.  
11.05 Demonstrate skills necessary for participation in non-traditional games and activities.  
11.06 Demonstrate the ability to jump rope with a partner or small group.  
11.07 Create a variety of combinations using balance skills and rolling movements.  
11.08 Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Analyze the variety of sports and movement forms from countries around the world.  
12.02 Identify the origins of a variety of sports and movement forms.  
12.03 Participate in a variety of physical activities as both leader and follower.

# HEALTHFUL LIVING EDUCATION GRADES 6 - 8

**Major Emphases** A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active healthy behaviors. The following education descriptors are reflective of the goals and objectives found in the 6-8 Healthful Living Education curriculum:

**By the end of grade eight:** Students will be aware of the important health risks for their age group and be able to appraise their own health and fitness status, healthful behavior, and potential for health risk. Students will employ a variety of critical thinking processes to solve a variety of health-related problems and make health-related decisions.

Students will be able to enact non-violent conflict resolution strategies; exhibit behaviors productive to group functioning, define rights of individuals in relationships, and communicate feelings and expectations clearly.

Students will be able to protect themselves from health risks arising from fire, substance abuse, insufficient activity, and water recreational activities, and they will recognize the value of abstaining from sexual intercourse until marriage. Additionally, students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target heart rate, recovery heart rate); demonstrate FIT Guidelines; and develop sound exercise practices (know safe exercises and contraindicated exercises/practices). Students will be able to demonstrate the ability to set personal goals, develop an awareness of and respect for cultural diversity through participation in physical activities; understand and apply basic principles of training (e.g., intensity, specificity, overload) and develop abilities to function in group activities.

Students will be able to perform a wide variety of body management skills and recreational dances (square dance, international folk dance, and social dance). The student will participate in activities with a variety of individuals who differ from each other. Students will be able to perform

the skills necessary for participation in a variety of small-sided team, dual, and individual lifetime activities (e.g., skills, and basic offense and defense strategies). Students will engage in physical activities that provide for challenge, problem-solving, and decision-making, appropriate risk-taking choices, fair play and sportsmanship behaviors.

---

**Guidelines for Instruction Regarding Abstinence Until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS**

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually transmitted diseases, including HIV/AIDS:

- present factually accurate biological or pathological information that is related to the human reproductive system;
- focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse;
- establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children;
- offer positive reinforcement for abstinence;
- provide opportunities that allow for interaction between the parent or legal guardian and the student;
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS;
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS;
- be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal

guardians for at least 30 days before the public hearing and 30 days after the hearing.

## HEALTHFUL LIVING EDUCATION – Grade 6

### Focus Areas

- Recognizes signs of asthma
- Using thinking to predict consequences and to cope appropriately with situations
- Familiar with water safety
- Dealing appropriately with feelings
- Benefits of resistance to harmful substances
- Health-related fitness tests with goals for improvement
- Safe opportunities for participation outside of school hours
- Acknowledging individual differences
- Working independently
- Routines in sequential movement patterns and dance
- Strategies for offense and defense

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Explain health risks for age group.
- 1.02 Accurately describe the incidence of high-risk behaviors for age group.
- 1.03 Appraise own health behaviors.
- 1.04 Relate the signs of asthma.
- 1.05 Explain methods by which asthma can be controlled.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Explain sources of self-concept.
- 2.02 Develop criteria to assess the significance of a decision/problem.
- 2.03 Project behavioral consequences as a means of anticipating problems.
- 2.04 Cope with failure appropriately.

- 2.05 Initiate requests for help or assistance from another.
- 2.06 Demonstrate stress management through breathing patterns, muscular relaxation, directing thoughts.
- 2.07 Use a structured thinking process to make decisions and solve problems.
- 2.08 Discuss transitions and challenges of social relationships during puberty and adolescence.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Explain principles of water survival.
- 3.02 Identify practices that prevent spinal cord injury.
- 3.03 Describe individual behaviors that can harm or help the health of the environment.
- 3.04 Identify sources of noise pollution and preventive measures for hearing impairment.
- 3.05 Evaluate claims made for health products and health services.
- 3.06 Differentiate between positive and negative effects of peer pressure.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Communicate own feelings.
- 4.02 Demonstrate attention to and interest in expressions of others.
- 4.03 Describe behaviors conducive to and counterproductive to group functioning.
- 4.04 Enact non-violent conflict resolution strategies.
- 4.05 Discuss abusive relationships and create a list of resources for seeking help.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Name the Dietary Guidelines for Americans and describe the implications of each on eating behavior.
- 5.02 Define common terms on food labels and advertising.
- 5.03 Assess health claims on food labels.
- 5.04 Describe how being over or under a healthful weight can be linked to biases and discrimination.

- 5.05 Explain that obesity is a disease as well as a risk factor for other diseases such as diabetes and cardiovascular disease.
- 5.06 Explain increasing external pressures in adolescence to engage in risk behaviors and strategies for resistance.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Evaluate advertising for tobacco and alcohol.
- 6.02 Describe common antecedents of substance abuse.
- 6.03 Identify short-term and long-term benefits of resistance to substance abuse.
- 6.04 Delineate the sequence of substance abuse that can lead to serious health risks.
- 6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco, and other drug abuse.
- 6.06 Describe how one might encourage a friend not to be involved in substance abuse.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Complete a health-related personal fitness test and demonstrate improvement at appropriate level.
- 7.02 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.
- 7.03 Demonstrate the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.
- 7.04 Demonstrate the knowledge of how to prepare the body before and after vigorous exercise.
- 7.05 Begin to develop a strategy for the improvement of selected fitness components.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Identify opportunities in the school and community for regular participation in physical activity.
- 8.02 Participate daily in some form of health-enhancing physical activity.

- 8.03 Analyze personal interests and capabilities in regard to one's exercise behavior.
- 8.04 Identify the critical aspects of a healthy lifestyle.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.
- 9.02 Cooperate with disabled peers and those of different gender, race, and ethnicity.
- 9.03 Work cooperatively with more and less skilled peers.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Work independently in pursuit of personal fitness goals.
- 10.02 Make conscious decisions about applying rules, procedures, and etiquette.
- 10.03 Utilize time effectively to complete assigned tasks.
- 10.04 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Demonstrate square, folk, and rhythmic movement skills.
- 11.02 Create short movement compositions.
- 11.03 Perform rolling combinations with gymnastic movements.
- 11.04 Create routines that focus on rolling combinations with variations of positions.
- 11.05 Demonstrate beginning strategies for net and invasion games.
- 11.06 Demonstrate increasing competence in more advanced specialized skills.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Use information from a variety of sources of internal and external origin to improve performance.

- 12.02 Identify and apply principles of practice and conditioning that enhances performance.
- 12.03 Recognize the general characteristics of movement that can be applied to specific settings.
- 12.04 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.

## HEALTHFUL LIVING EDUCATION – Grade 7

### Focus Areas

- Recognizing and managing habits
- Recognizing incidence of high-risk behaviors
- Mutually faithful relationships
- Communication skills
- Realizing various nutrition-related concerns
- Health risks involved with harmful substances
- Activities that are means to fitness
- Diversity issues
- Sportsmanship and fair play
- Integration with other course areas
- Application of game strategies

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Diversity, Social Wellness, Variety of Movement Forms, Literacy of Physical Activity, Sport and Fitness

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Explain health risks for age group.
- 1.02 Appraise own health status.
- 1.03 Differentiate between objective and subjective perceptions of personal health risk.
- 1.04 Explain the concept of cumulative risk in regard to disease and injury.
- 1.05 Accurately describe the incidence of high-risk behaviors for age group.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### Objectives

- 2.01 Describe examples of self-deception.
- 2.02 Use positive imaging to maintain self-esteem.
- 2.03 Distinguish among effort, ability, and chance as factors in success and failure.

- 2.04 Recognize and manage habits appropriately.
- 2.05 Anticipate and monitor personal stressors.
- 2.06 Explain methods of managing stress by minimizing exposure to stressors.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Extinguish fires correctly.
- 3.02\* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.03\* Explain the effectiveness and failure rates (some studies indicate failure rates range from 2% to 30%) of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.
- 3.04\* Recognize abstinence from sexual intercourse until marriage as the only certain means of avoiding out-of-wedlock pregnancy, sexually-transmitted diseases, including HIV/AIDS, and any other health and emotional problems associated with sexual intercourse.
- 3.05\* Describe the benefits of abstinence from sexual intercourse until marriage.
- 3.06\* Explain the risks of premarital sexual intercourse.
- 3.07\* Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.
- 3.08 Define and provide examples of health and medical quackery.
- 3.09 Analyze messages in the media targeting teens.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Exercise social and interpersonal persuasion.
- 4.02 Identify feelings in communications with others.
- 4.03 Clarify expressions of others.
- 4.04 Express expectations to others.
- 4.05 Define tolerance and explain its importance to a healthy society respectful of differences and diversity.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Plan, select, and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans.

- 5.02 Determine the benefits or risks of food fortification with specific vitamins and minerals.
- 5.03 Define the conditions under which nutrient supplementation may be appropriate for some individuals.
- 5.04 Identify risks of megadoses of specific nutrients.
- 5.05 Consume healthful breakfasts.
- 5.06 Choose snacks rich in nutrients and low in sugar.
- 5.07 Define eating disorders, symptoms, and resources for treatment.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Quantify the contribution of alcohol to death and injury from vehicle crashes, pedestrian injury, homicide, suicide, robbery and assault, drowning, burns, and falls, and to job absenteeism, job loss, and job injury.
- 6.02 Describe the variety of health risks associated with the injection of substances.
- 6.03 Demonstrate refusal skills that refute persuasion to abuse substances.
- 6.04 Analyze an anti-cigarette and anti-spit tobacco advertisements.
- 6.05 Describe methods of encouraging others not to use illegal substances.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
- 7.02 Demonstrate knowledge of the terms aerobic and anaerobic.
- 7.03 Demonstrate cardiovascular endurance in an activity other than running.
- 7.04 Demonstrate knowledge of flexibility, muscular strength and endurance.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Identify resources in the community that can be accessed to maintain a physically active lifestyle.
- 8.02 Monitor and evaluate the benefits of various physical activities.
- 8.03 Establish personal physical activity goals.
- 8.04 Demonstrate the importance and value of regular physical activity.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Demonstrate respect for individual differences in physical activity settings.
- 9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.
- 9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Display sensitivity to the feelings of others during physical activities.
- 10.02 Engage in fair play and sportsmanship behaviors during physical activity.
- 10.03 Demonstrate the ability to work independently for various periods of time.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Demonstrate country western dance and social dance forms.
- 11.02 Create dances that use the various elements of time, space, force, and flow.
- 11.03 Demonstrate vaulting skills using available equipment.
- 11.04 Create a short movement sequence routine.
- 11.05 Demonstrate strategies in a variety of games and sports.
- 11.06 Demonstrate competence in skills needed for team games and sports.
- 11.07 Demonstrate competence in skills needed for individual physical activity.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Apply more advanced movement and game strategies.
- 12.02 Identify the critical elements of more advanced movement skills.
- 12.03 Identify the characteristics of skilled performance in a few movement forms.
- 12.04 Apply more advanced discipline-specific knowledge.

*\*Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

## HEALTHFUL LIVING EDUCATION – Grade 8

### Focus Areas

- Behaviors related to health risks
- Accepting responsibility for personal behavior
- CPR and heimlich maneuver
- Awareness of global environmental health issues
- Body image
- Potential impact of substance abuse
- Relationships between physical activity, nutrition, and body management
- The purpose for sports, dance, activity and gymnastics in modern society
- Consequences of behavior
- Critical elements of movement
- Monitoring heart rate
- Fair play and sportsmanship
- Working cooperatively

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Explain health risks for personal age group.
- 1.02 Appraise own health status.
- 1.03 Identify automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.
- 1.04 Predict the potential for health risks in a variety of situations.
- 1.05 Plan strategies to practice sun safety in various situations.
- 1.06 Explain how media can model both positive and negative health behaviors.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

### **Objectives**

- 2.01 Develop systematic short-term and long-term health goal achievement plans.
- 2.02 Analyze own defense mechanisms.
- 2.03 Identify positive ways to cope with stress.
- 2.04 Accept responsibility for own behaviors.
- 2.05 Employ a variety of structured thinking processes to solve problems and make decisions.
- 2.06 Recognize and seek help for self-destructive thoughts and behaviors.
- 2.07 Identify the signs of suicide and develop a plan for seeking help.

### **COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

#### **Objectives**

- 3.01 Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or Heart Association approved test of CPR skills.
- 3.02\* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.03\* Explain methods of contraception, their effectiveness and failure rates (some studies indicate condom use failure rates ranging from 2% to 30%), and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.
- 3.04\* Demonstrate skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.05 Project potential personal health consequences of global environmental problems.
- 3.06 Select personal behavior goals and strategies contributing to environmental improvement.
- 3.07 Evaluate accuracy and significance of media reports of health and medical research.
- 3.08 Communicate with health care providers about personal health status and concerns.
- 3.09 Explain how certain fads affect health, e.g., body piercing, tattooing, artificial fingernails.

### **COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

#### **Objectives**

- 4.01 Develop and maintain confidential relationships.
- 4.02 Describe constructive and risky means of expressing independence.
- 4.03 Seeks help from family, schools, and community resources for unhealthy relationships.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.**

**Objectives**

- 5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health.
- 5.02 Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.
- 5.03 Explain how different cultural perceptions impact self-esteem and body image.
- 5.04 Demonstrate how to balance calorie intake with caloric expenditure to maintain, gain, or reduce weight.
- 5.05 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.**

**Objectives**

- 6.01 Explain the relationship between amount and frequency of a harmful substance consumed and effect on behavior.
- 6.02 Identify resources for assistance with problems involving alcohol, tobacco products, and other substances.
- 6.03 Summarize typical experiences and feelings of persons who attempt to quit tobacco use.
- 6.04 Describe the special risks associated with alcohol use and vehicles.
- 6.05 Relate the potential impact—social, emotional, familial, physical, and legal—of harmful substance use on oneself.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

**Objectives**

- 7.01 Explain the principles of cardiovascular and strength training.
- 7.02 Complete a health-related fitness test and achieve fitness scores at an acceptable level.
- 7.03 Monitor resting, exercise, and recovery heart rates.

- 7.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.**

**Objectives**

- 8.01 Monitor and evaluate the benefits of various physical activities.  
8.02 Establish personal physical activity goals and monitor progress toward goals.  
8.03 Express the value and importance of regular physical activity.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

**Objectives**

- 9.01 Recognize the role of sport, games, and dance in modern culture.  
9.02 Identify behaviors that are supportive and inclusive in physical activity settings.  
9.03 Willingly join others of diverse culture, ethnicity, and gender during physical activity.  
9.04 Recognize the influence of differences on participation in physical activities.  
9.05 Work cooperatively with peers of differing skill.

**COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

**Objectives**

- 10.01 Solve problems in physical activity settings by analyzing causes and potential solutions.  
10.02 Analyze potential consequences when confronted with a behavior choice in a physical activity setting.  
10.03 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.  
10.04 Display sensitivity to the feelings of others during physical activities.  
10.05 Consistently engage in fair play and sportsmanship behaviors during physical activity.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Successfully perform a variety of contemporary and popular dances.

- 11.02 Demonstrate square, folk, and social dance skills.
- 11.03 Create original dances using the elements found in recreational dance.
- 11.04 Demonstrate competence in advanced skills needed for team or dual games and sports.
- 11.05 Demonstrate competence in advanced skills needed for individual physical activity.
- 11.06 Create and perform sequential movement routines.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Understand and apply offensive and defensive strategies.
- 12.02 Identify critical elements of movement skills.
- 12.03 Know and apply rules and safe practices in a variety of physical activities.
- 12.04 Analyze the social and cultural significance of various movement forms.

*\*Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

# HEALTHFUL LIVING EDUCATION – HIGH SCHOOL

## **Major Emphases**

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences that help each individual develop proactive healthy active behaviors. While many school systems have additional Health/Physical Education unit as a local requirement, this section only addresses the health and physical education portions of the K-12 Healthful Living Education curriculum required for graduation from high school.

The absence of objectives beyond the state required curriculum should not be interpreted as a lessening of commitment to the high school students. These high school years are vital to ensure a strong knowledge base for continued personal fitness and lifetime activity. A valuable core of health and physical education electives or locally required courses should continue to reflect a competency-based curriculum in Healthful Living Education. The following educational descriptors are reflective of the goals and objectives found in the 9-12 Healthful Living Education curriculum:

## **By the end of high school:**

Students will be able to assess their own health status and understand the relationship of healthful living to their quality of life, develop an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks; demonstrate conflict resolution skills; understand concepts of fitness and lifetime wellness; accept responsibility for personal fitness; demonstrate a variety of skills needed for being active; and control behaviors in physical activity settings.

Students should realize before leaving high school that healthy behaviors are essential to their quality of life; fitness is a part of everyday life; behavior is accountable; and proper nutrition is essential.

Electives should be well developed in a sequential manner with a variety of lifetime wellness opportunities available. Elective requirements should focus on wellness and safety of the individual. The courses should provide daily activity for students to assess personal fitness levels with an opportunity to improve. Courses should also provide continuity within the given competency goals and strands throughout the Healthful Living Standard Course of Study.

**Guidelines for Instruction Regarding Abstinence Until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS**

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually transmitted diseases, including HIV/AIDS.

- present factually accurate biological or pathological information that is related to the human reproductive system;
  - focus on the benefits of abstinence until marriage and the risks of premarital sexual intercourse;
  - establish abstinence from sexual intercourse outside of marriage as the expected standard for all school-age children;
  - offer positive reinforcement for abstinence;
  - provide opportunities that allow for interaction between the parent or legal guardian and the student;
  - assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
  - for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
  - inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS;
  - assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS;
  - be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal guardians for at least 30 days before the public hearing and 30 days after the hearing.
-

## HEALTHFUL LIVING EDUCATION – High School

### Focus Areas

- behaviors related to health risks assessing their own health status and understand the relationship of healthful living to their quality of life.
- developing an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks.
- demonstrating conflict resolution skills, deal effectively with anger.
- explaining a variety of behavior change strategies.
- constructing a model health-risk behavior self-management plan.
- demonstrating skills of personal self-protection; act independently of peer pressure; identify risk behaviors.
- assessing their own nutritional/weight status; and analyze influences on their eating behaviors.
- demonstrating and maintaining an acceptable level of health-related fitness and learn the benefits of fitness and activity.
- demonstrating appropriate developmental gymnastic skills used to encourage flexibility, balance, and strength development.
- demonstrating appropriate developmental dance skills.
- implementing a personal fitness program as well as identify community support resources for lifetime fitness.
- participating at a competent level in at least two lifetime sports and one other movement form.
- demonstrating to safely participate in a wide variety of cardiovascular fitness activities; demonstrate a variety of body control.
- demonstrating the ability to evaluate activities in terms of social, emotional, and physical benefits.
- demonstrating the skills, knowledge, interest, and desire to independently maintain an active lifestyle.

**Strands:** Preparatory, Stress Management, Protecting Self/Others, Relationships, Nutrition/Weight Management, Substance Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellness, Movement Forms, Fitness and Sport Literacy

**COMPETENCY GOAL 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

### Objectives

- 1.01 Assess own health status.
- 1.02 Accept responsibility for own health.

- 1.03 Determine individual control over health risks.
- 1.04 Compare relationship of health to quality of life.
- 1.05 Describe the procedures for organ donation, local and state resources, and benefits to society.
- 1.06 Identify the value for personal outcomes acquired from lifelong learning about health education.

**COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

**Objectives**

- 2.01 Develop awareness of own control over stress.
- 2.02 Replace negative thoughts with positive.
- 2.03 Associate behaviors with personal, family, and cultural values.
- 2.04 Cope with losses appropriately.
- 2.05 Respond to others with empathy.
- 2.06 Identify symptoms of mental disorders and know where to seek professional assistance.

**COMPETENCY GOAL 3: The learner will interpret health risks for self and others and corresponding protection measures.**

**Objectives**

- 3.01 Interpret the importance of various health risks.
- 3.02 Explain activities taken for disaster preparedness.
- 3.03 Prioritize own health risks and construct a model health risk behavior self-management plan.
- 3.04 Identify risk behavior to manage.
- 3.05 Explain the importance of early detection, including medical examination and self-examination.
- 3.06 Assess behaviors and decisions as to their likelihood of resulting in infant morbidity and mortality.
- 3.07\* Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.08\* Refine skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.09\* Understand causes, consequences, and prevention of major health risk behaviors for own age group, including the transmission of HIV/AIDS.

**COMPETENCY GOAL 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

**Objectives**

- 4.01 Analyze problems stemming from unhealthy relationships.
- 4.02 Implement skills which develop positive relationships.
- 4.03 Utilize anger management skills.
- 4.04 Identify resources for managing relationship problems.
- 4.05 Demonstrate conflict resolution skills.
- 4.06 Formulate principles for healthful dating relationships.

**COMPETENCY GOAL 5: The learner will apply behavior management skills to nutrition-related health concerns.****Objectives**

- 5.01 Provide detailed examples of how nutrition and physical activity can reduce the risk for chronic diseases.
- 5.02 Develop a personal healthful eating plan that incorporates food choices outside the home setting.
- 5.03 Develop specific eating plans to meet changing nutritional requirements, such as special dietary needs, athletic training, pregnancy, and food allergies.
- 5.04 Describe the pharmacological benefits of nutrients such as folic acid.
- 5.05 Evaluate specific diet plans found in popular magazines and books.
- 5.06 Design a plan for personal weight management based on a realistic and healthful body image.
- 5.07 Differentiate between healthful and harmful dietary habits.

**COMPETENCY GOAL 6: The learner will choose not to participate in substance use.****Objectives**

- 6.01 Recognize and seek help for depression.
- 6.02 Describe the potential effects on others of substance abuse by individuals.
- 6.03 Analyze motives for and consequences of steroid abuse.
- 6.04 Access services for dealing with substance abuse problems.
- 6.05 Explain behavior change strategies used in the treatment of substance abuse.
- 6.06 Delineate the risks involved in binge drinking.
- 6.07 Define “Fetal Alcohol Syndrome” and describe how it is prevented.

**COMPETENCY GOAL 7: The learner will achieve and maintain an acceptable level of health-related fitness.**

### **Objectives**

- 7.01 Recognize and apply safety techniques, practices, and guidelines as related to fitness and nutrition.
- 7.02 Identify and analyze the principles of cardiovascular and strength development.
- 7.03 Complete a health related fitness test and assess personal level of physical fitness, including monitoring of the heart.
- 7.04 Interpret multiple sets of data in order to determine the best course of action for a healthy personal lifestyle.
- 7.05 Design and implement a personal activity program that demonstrates the relationship between physical activity, nutrition and weight management.
- 7.06 Recognize the implications of cardiovascular disease on healthy living.

### **COMPETENCY GOAL 8: The learner will exhibit regular physical activity.**

#### **Objectives**

- 8.01 Identify resources in the community that can be accessed to maintain regular physical activity.
- 8.02 Evaluate the benefits of various physical activities.
- 8.03 Demonstrate and evaluate the importance of regular physical activity and proper diet.
- 8.04 Use goals and logical steps to develop an action plan to organize resources in order to be physically active.
- 8.05 Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.
- 8.06 Appreciate and value the importance of regular physical activity.

### **COMPETENCY GOAL 9: The learner will demonstrate an understanding and respect for differences among people in physical activity settings.**

#### **Objectives**

- 9.01 Execute respect for individual differences in physical activity settings.
- 9.02 Synthesize and evaluate knowledge about the role of physical activity in a diverse society.
- 9.03 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.

### **COMPETENCY GOAL 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

#### **Objectives**

- 10.01 Work productively as a member of a team and contribute to the team's success through the assumption of a variety of noncompetitive duties.
- 10.02 Set personal goals for the development of skills, knowledge, and social responsibility, and work independently toward those goals.
- 10.03 Practice acceptable sportsmanship and fair play behaviors in physical activity settings.
- 10.04 Apply cooperative social skills to partner and group activities such as dance, outdoor activities, team building, problem solving, and cooperation games.
- 10.05 Demonstrate leadership in physical activities.

**COMPETENCY GOAL 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.**

**Objectives**

- 11.01 Participate at a competent level in small-sided games in at least one team sport.
- 11.02 Participate at a competent level in small-sided games in at least one individual or dual sport.
- 11.03 Participate at a competent level in at least one other movement form such as dance, gymnastics, aquatics, and outdoor pursuits.
- 11.04 Engage in various duties as they pertain to games and sport.

**COMPETENCY GOAL 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

**Objectives**

- 12.01 Exhibit knowledge of concepts in three different activities by officiating, judging, or refereeing.
- 12.02 Demonstrate competence in basic offensive and defensive strategies or tactics in team, individual, and dual activities.
- 12.03 Apply rules, biomechanical or movement principles, problem solving and fitness concepts to game and movement settings.
- 12.04 Know and apply safe practices in physical activity settings.
- 12.05 Apply statistical data about personal and group performance to the improvement of game play.

*\*Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and*

*materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

# GLOSSARY

**Abstinence:** to refrain from something by one's own choice. Sexual abstinence is refraining from intimate sexual activity that could lead to pregnancy or disease.

**Asthma:** a chronic respiratory disease, often arising from allergies, and accompanied by labored breathing, chest constriction, and coughing.

**Basic Movement Skills:** Locomotor movement skills are gallop, hop, jump, leap, run, skip, slide, and walk. Manipulative: catch, kick, strike, throw.

**Behavior Management Skills:** actions or behaviors that help an individual stay safe and healthy; having the ability to reduce health risks and practice high-level wellness.

**Body Management:** basic skills taught in early years focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, or supporting body weight.

**Cardiovascular Fitness:** the ability to persist in a physical activity that requires oxygen.

**Competence:** sufficient ability to enjoy safe participation in an activity.

**Contraception:** a process or technique for the prevention of pregnancy.

**Critical Elements:** the important qualitative cues that describe aspects of a movement or skill.

**Dietary Guidelines for Americans:** recommendations for nutritional health published by the USDA and DHHS. These guidelines reflect the most current scientific knowledge in nutrition for preventing chronic illnesses.

**Discrimination:** an act based on prejudice.

**Empathy:** identification with and understanding of another's situation, feelings, and motives.

**Fetal Alcohol Syndrome:** a complex of birth defects including retarded growth and cardiac abnormalities that occur in infants born to women who consume excess alcohol during pregnancy.

**F.I.T. Formula:** training principle describing the relationship between increase in *frequency*, *intensity* of exercise and amount of *time* of exercise and their relationship to increases in performance.

**Fitness Components:** There are two kinds of components of fitness. Health related components are cardiovascular endurance, muscle strength, flexibility, body composition, and muscular endurance. Skill related components add agility, speed and other sport-related factors.

**Flammable:** easily ignited and capable of burning with great rapidity.

**Food-borne illnesses:** infectious illnesses that are transmitted by unsafe or unclean handling of food or by inadequate cooking of food.

**Food Guide Pyramid:** a visual representation of USDA recommendations for healthy food choices; includes number of recommended servings each of food group.

**Fundamental movement skills:** running, throwing, striking, leaping, jumping, etc.

**Game structure:** Each game has a basic framework that usually falls into one of several categories including:

- invasion games (i.e., soccer, football, hockey);
- net/wall activities (i.e., badminton, volleyball, tennis, racquetball); or
- target games (golf, archery, bowling).

**Health-related physical fitness:** the personal fitness component most associated with health (cardiovascular endurance, muscular strength, flexibility, body composition, and muscular endurance).

**Heterosexual:** characterized by the attraction to and sexual orientation for the opposite sex.

**Hygiene:** conditions or practices that serve to promote or preserve health; habits of cleanliness.

**Heimlich maneuver:** an emergency procedure for dislodging food or other obstruction to prevent asphyxiation.

**Infant morbidity:** the incidence of injury/disease among infants (defined as younger than one year-old).

**Infant mortality:** the incidence of death among infants (defined as younger than one year-old).

**Inhalant:** A substance introduced into the body by breathing it in. The practice of abusing substances in this manner is referred to as "huffing."

**Mature form or fundamental motor patterns:** The most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances.

**Microorganisms:** an animal or plant of microscopic size, especially a bacterium or protozoan, which is capable of transmitting disease.

**Monogamous:** the custom of being married to only one person at a time; practicing sexual fidelity.

**Movement concepts:** The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement and the content involved in the movement.

**Movement forms:**

Dance: creative/modern, social-recreational, folk/square

Developmental Gymnastics: progression gymnastic movement patterns appropriate for each grade level.

Individual Activities: gymnastics, self-defense, weight training, fitness walking

Movement Sequence: a series of movement's put together to flow smoothly and demonstrate an understanding of movement patterns.

Outdoor Education: ropes, backpacking, canoeing, orienteering, and fishing

Net/Racquet: badminton, racquetball, table tennis, and volleyball

Target Activities: archery, bowling, and golf

Team Activities: soccer, volleyball, lacrosse, and field hockey

Non-traditional games: lacrosse, field hockey, and table tennis

**Periodontal disease:** disease of the tissues around a tooth.

**Small-sided game:** A game or activity that is played with fewer numbers of people that the rules state and usually on a smaller playing area to incorporate more practice.

**Stereotype:** a person, group, event, or issue considered conforming to an unvarying pattern or manner lacking any individuality. Stereotypes limit expression and may be based on bias.

**Universal standards for behavior:** values or morals that are universally held, i.e., most cultures or societies expect the behavior.

*Some definitions were adapted from South Carolina Physical Education Framework Field Review Draft, May 1999, pp.101-102.*

## BIBLIOGRAPHY

Be Active North Carolina. *A Plan To Increase Physical Activity in North Carolina 1999-2003*. North Carolina's Governor's Council on Physical Fitness and Health. 1999.

Available: <http://www.beactivenc.org>.

Center for the Study and Prevention of Violence. *Blueprints for Violence Prevention: 10 Model Programs*. University of Colorado. Available:

<http://www.Colorado.EDU/cspv/blueprints/model/index.html>

Centers for Disease Control and Prevention. *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*. MMWR, Vol. 46, No. RR-6, 1997.

Centers for Disease Control and Prevention. *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*. MMWR, Vol. 43, No. RR-2, 1994.

Centers for Disease Control and Prevention. *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. MMWR, Vol. 45, No. RR-9, 1996.

Centers for Disease Control and Prevention. *Physical Activity and Health*. A Report of the Surgeon General. (1996).

Council of Chief State School Officers. *Assessing Health Literacy: Assessment Framework*. ToucanEd Publications, Soquel, CA, 1998.

Council of Chief State School Officers. *State Education Agencies*. <http://www.ccsso.org>.

Dusenbury, Linda et al. "Nine Critical Elements of Promising Violence Prevention Programs." *Journal of School Health*, Vol. 67, No. 10, 1997, pp. 409-414.

Joint Committee on National Health Education Standards. *National Health Education Standards*. American Cancer Society, 1998.

Mid-Continent Regional Education Laboratory (McREL). *Health Standards*. Available: <http://www.mcrel.org/standards-benchmarks/standardslib/health.html>

National Association for Sport & Physical Education (NASPE). *Developmentally Appropriate Education Practices for K-12 Physical Education*, Reston, VA: NASPE. (1999). <http://www.aahperd.org/naspe>. Available: 1-800-321-0789.

National Association for Sport & Physical Education (NASPE). *K-12 Assessment Series*. <http://www.aahperd.org/naspe>. Available:1-800-321-0789. Stock orders: 304-10206, 304-10207, 304-10208, 304-10209, 304-10212.

National Association for Sport & Physical Education (NASPE). *Moving Into The Future. National Physical Education Standards: A Guide to Content and Assessment*. Reston, VA: NASPE. Mosby (1995). Available: <http://www.aahperd.org/naspe>. Available:1-800-321-0789.

National Institute on Drug Abuse. *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*. 1997.

N.C. Department of Public Instruction. *Youth Risk Behavior Survey: High School 1997 Results*. 1998.

——— *Youth Risk Behavior Survey: Middle School 1997 Results*. 1998.

State Center for Health Statistics. *North Carolina's Health Report Card: Progress Toward the Healthy People 2000 Objectives..* NCPH SCHS Studies, No. 106, 1997.

State Center for Health Statistics. *North Carolina Performance on Year 2000 Child Health Objectives*. NCPH SCHS Studies, No. 102, 1997.

U.S. Department of Agriculture et al. *Nutrition and Your Health: Dietary Guidelines for Americans, Fifth Edition*. 2000.

U.S. Department of Education et al. *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*. 1996.

U.S. Department of Health and Human Services. *Healthy People 2010 (Conference Edition, in Two Volumes)*, Washington, DC. 2000.

Walker, Judith (ed.). "Healthy, Active Living Summary." *ASCD Curriculum Handbook..* Association for Supervision and Curriculum Development, 1993, pp. 9.1-9.76.

Wooley, Susan. "Behavior Mapping: A Tool for Identifying Priorities for Health Education Curricula and Instruction." *Journal of Health Education*, Vol. 26, No. 4, 1995, p. 200.

**Appendix**

**§115C-81 (e1)**

**School Health Education Program to Be Developed and Administered**

## §115C-81 (e1)

### School Health Education Program to Be Developed and Administered

July, 1997

- (1) A comprehensive school health education program shall be developed and taught to pupils of the public schools of this State from kindergarten through ninth grade. This program includes age-appropriate instruction in the following subject areas, regardless of whether this instruction is described as, or incorporated into a description of, "family life education"; "family health education"; "health education"; "family living"; "health"; "healthful living curriculum"; or "self-esteem":
  - a. Mental and emotional health;
  - b. Drug and alcohol abuse prevention;
  - c. Nutrition;
  - d. Dental health;
  - e. Environmental health;
  - f. Family living;
  - g. Consumer health;
  - h. Disease control;
  - i. Growth and development;
  - j. First aid and emergency care, including the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands-on training with mannequins so that students become proficient in order to pass a test approved by the American Heart Association, or American Red Cross;
  - k. Preventing sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS) virus infection, and other communicable diseases;
  - l. Abstinence until marriage education; and
  - m. Bicycle safety.
  
- (2) The State Board of Education shall supervise the development and operation of a statewide comprehensive school health education program including curriculum development, in-service training provision and promotion of collegiate training, learning material review, and assessment and evaluation of local programs in the same manner as for other programs. The State Board of Education shall adopt objectives for the instruction of the subject areas listed in subdivision (1) of this subsection that are appropriate for each grade level. In addition, the State Board shall approve textbooks and other materials incorporating these objectives that local school administrative units may purchase with State funds. The State Board

of Education, through the Department of Public Instruction shall, on a regular basis, review materials related to these objectives and distribute these reviews to local school administrative units for their information.

- (3) The State Board of Education shall develop objectives for instruction in the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS) virus infection, that includes emphasis on the importance of parental involvement, abstinence from sex until marriage, and avoiding intravenous drug use. Any program developed under this subdivision shall present techniques and strategies to deal with peer pressure and to offer positive reinforcement and shall teach reasons, skills, and strategies for remaining or becoming abstinent from sexual activity; for appropriate grade levels and classes, shall teach that abstinence from sexual activity until marriage is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health and emotional problems, and that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including Acquired Immune Deficiency Syndrome (AIDS); and shall teach the positive benefits of abstinence until marriage and the risks of premarital sexual activity. Any instruction concerning the causes of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), in cases where homosexual acts are a significant means of transmission, shall include the current legal status of those acts.
  
- (4) The State Board of Education shall evaluate abstinence until marriage curricula and their learning materials and shall develop and maintain a recommended list of one or more approved abstinence until marriage curricula. The State Board may develop an abstinence until marriage program to include on the recommended list. The State Board of Education shall not select or develop a program for inclusion on the recommended list that does not include the positive benefits of abstinence until marriage and the risks of premarital sexual activity as the primary focus. The State Board shall include on the recommended list only programs that include, in appropriate grades and classes, instruction that:
  - a. Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school-age children;
  - b. Presents techniques and strategies to deal with peer pressure and offering positive reinforcement;
  - c. Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity;
  - d. Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases,

- including Acquired Immune Deficiency Syndrome (AIDS), and other associated health and emotional problems;
- e. Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS);
  - f. Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity;
  - g. Provides opportunities that allow for interaction between the parent or legal guardian and the student; and
  - h. Provides factually accurate biological or pathological information that is related to the human reproductive system.
- (5) The State Board of Education shall make available to all local school administrative units for review by the parents and legal guardians of students enrolled at that unit any State-developed objectives for instruction, any approved textbooks, the list of reviewed materials, and any other State-developed or approved materials that pertain to or are intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), to the avoidance of out-of-wedlock pregnancy, or to the abstinence until marriage curriculum. The review period shall extend for at least 60 days before use.
- (6) Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this subsection and all the objectives established by the State Board. Each local board of education may expand on the subject areas to be included in the program and on the instructional objectives to be met. This expanded program may include a comprehensive sex education program for that local school administrative unit only if all of the following requirements are satisfied:
- a. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing, after adequately notifying the public of the hearing.
  - b. For at least 30 days before this public hearing and during this public hearing, the objectives for this proposed program and all instructional materials shall be made available for review.
  - c. For at least 30 days after the public hearing, the objectives for the program and all instructional materials shall remain available for review by parents and legal guardians of students in that local school administrative unit.
- (7) Each school year, before students may participate in any portion of

- (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy,
  - (ii) an abstinence until marriage program, or
  - (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.
- (8) Students may receive information about where to obtain contraceptives and abortion referral services only in accordance with a local board's policy regarding parental consent. Any instruction concerning the use of contraceptives or prophylactics shall provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), in actual use among adolescent populations and shall explain clearly the difference between risk reduction and risk elimination through abstinence.
- (9) Contraceptives, including condoms and other devices, shall not be made available or distributed on school property.
- (10) School health coordinators may be employed to assist in the instruction of any portion of the comprehensive school health education program. Where feasible, a school health coordinator should serve more than one local school administrative unit. Each person initially employed as a State-funded school health coordinator after June 30, 1987, shall have a degree in health education.

**Appendix**

**§115C- 307 (e1)**

**School Physical Activity in Early Childhood**

## **§115C-307 (e1)**

### **Duties of Teachers**

- (b) To provide for General Well-Being of Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, or voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

# INFORMATION SKILLS



Standard Course of Study and  
Grade Level Competencies

**K-12**





# TABLE OF CONTENTS

Acknowledgements .....	3-5
Preface .....	6
Philosophy.....	7-8
Program Description .....	9
Organization of Curriculum .....	10-11
Early Grades K-2 .....	12
Grade K .....	13-14
Grade 1 .....	15-16
Grade 2 .....	17-18
Intermediate Grades 3-5.....	19
Grade 3 .....	20-22
Grade 4 .....	23-25
Grade 5 .....	26-28
Middle Grades 6-8.....	29
Grade 6 .....	30-32
Grade 7 .....	33-35
Grade 8 .....	36-38
High School 9-12.....	39
Grade 9 .....	40-42
Grade 10 .....	43-45
Grade 11 .....	46-48
Grade 12 .....	49-51
Glossary .....	52
Bibliography.....	53

# ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the *North Carolina Standard Course of Study* would not have been possible.

We wish to express special thanks to:

The Information Skills Curriculum Committee for providing the leadership and vision that guided the development of these documents. The untiring efforts of the members of this group contributed greatly to the completion of this task.

- Gloria Miller, Media Program Specialist, Charlotte-Mecklenburg Schools
- Norma Miller, Director of Media, Rowan-Salisbury Schools
- Karen Perry, Library Media Coordinator, Griffin Middle School, Guilford County Schools
- Karen Lowe, North West RESA
- Pat Siegfried, Youth Services Director, Public Library of Charlotte-Mecklenburg County
- Nita Matzen, Library Media Coordinator, Riverbend Elementary School, Haywood County Schools
- Anne Thibodeau, Canton Middle School, Haywood County Schools
- Augie Beasley, Library Media Coordinator, East Mecklenburg High School, Charlotte-Mecklenburg Schools
- Rusty Taylor, Library Media Coordinator, Root Elementary School, Wake County Schools
- Diane Kester, East Carolina University
- Carol Truitt, Appalachian State University
- Constance Mellon, East Carolina University
- Sarah Waller, Teacher, Cabarrus County Schools
- Mindy Payum, Teacher, Cabarrus County Schools
- Pauletta Bracy, School of Library and Information Sciences, North Carolina Central University
- Fran Hoch, Section Chief, Second Languages/ESL/Information Skills and Computer Skills
- Martha Campbell, Information Skills Consultant, Second Languages/ ESL/ Information Skills and Computer Skills

We also wish to thank:

- the many educators statewide who participated in the current revision process by working with the curriculum committee, by responding to surveys, attending focus groups and reacting to draft documents,
- the faculty from the institutions of higher education who advised the staff and assisted in the revision of curriculum,
- those who participated in public hearings,
- the Raleigh-based staff in Arts Education, English, Language Arts, Exceptional Children, Healthful Living, School Instructional Technology Planning and Integration, Information Technology Evaluation Services, Mathematics, Science, Second Languages, Social Studies, Testing and Accountability, and Workforce Development. These Public Instruction staff members collaborated with the Information Skills Curriculum Committee to integrate information skills into content areas in a meaningful context,
- the office support staff who assisted the work of the committee and processed documents for mailings,
- the Division of Communication Services for technical assistance in the publication of the documents.

The current revision process involved the entire education community at virtually every level, and its end product is a North Carolina curriculum of which the State can be justifiably proud. We will constantly revise and improve the *Standard Course of Study* in order that it will continue to meet the needs of the children of North Carolina.

### **The Curriculum Revision Process**

In January 1997 a committee of system-level media coordinators/directors, school-based library media coordinators, representatives from institutions of higher education and classroom teachers was established to update and revise the 1992 *Information Skills K-12 Standard Course of Study*. The committee conducted an evaluation of the 1992 *Information Skills Curriculum* document and determined the need for revision. The committee developed a survey and disseminated 2500 surveys to get direct input from media supervisors and school-based library media coordinators. Survey results were compiled and reviewed by the committee who formulated a first draft. This first draft document was distributed among Instructional Services consultants for review and comment. In addition, the Information Skills committee met with various Instructional Services content area specialists to get input and help with integrating subject area concepts into the Information Skills document.

From March 1997 through January 1999, versions of the Information Skills K-12 draft have been shared with focus groups at educational conferences, regional and local meetings all across the state. Following focus group sessions, results were reviewed by the committee and appropriate changes made. Focus group sessions were conducted at the following conferences:

- North Carolina Educational Technology Conference - December 1996, 1997, 1998
- North Carolina Association for Educational Communications & Technology Conference - March 1997, 1998, 1999
- East Carolina University Teaching and Technology Conference - April 1997
- North Carolina Middle Schools Association Conference - March 1998

In addition, an update of the curriculum development process and copies of the draft have been shared with attendees at media supervisors'/media coordinators' meetings in February and July 1998. Media supervisors around the state shared various versions of the draft during district level meetings.

In November 1998 members of the Information Skills Curriculum Committee carefully reviewed input from focus group sessions and compared the document to the newly revised *Information Literacy Standards for Student Learning*. The language of the draft was refined and a complete draft was assembled. The Draft Information Skills K-12 document were mailed to district level media/technology leaders, and school-based media coordinators, and community stakeholders in January 1999, along with a request for feedback from school personnel. Draft materials were also posted on the Instructional Services News, Information and Resources webpage to solicit feedback.

In January 1999 four public hearings were conducted:

- Greenville
- Charlotte
- Waynesville
- Raleigh

The Information Skills Curriculum Committee met on January 22, 1999 to review results of public hearings and the written comments and to finalize the document.

**STANDARD COURSE OF STUDY**  
**Information Skills K-12**

**PREFACE**

Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information in a variety of formats. The learning process and the information search process mirror each other: Students actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote.<sup>1</sup>

**Intent**                    The *Information Skills Standard Course of Study K-12* identifies the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich society. Authentic practice of these skills enables students to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.<sup>2</sup>

---

**Revision**                    Historically, the framework for teaching information skills has evolved and has been defined within the broader context of education. Sweeping changes in society and education since the 1960's have influenced skills identified, over time, as library skills, library/media skills, and currently, information skills.

The *1985 Standard Course of Study and Teacher Handbook*, Library Media and Computer Skills curriculum was the most comprehensive identification of skills in North Carolina, to date. This document was revised and approved by the State Board of Education in 1992. The terminology changed in the 1992 revision from Library/Media Skills and Computer Skills to Information Skills and Computer Skills.

The 1999 revision represents an expansion of the competency goals to clearly identify process skills needed by all students in order to actively

---

<sup>1</sup> *Information Literacy Standards for Student Learning*. Prepared by the American Association of School Librarians/Association for Educational Communications and Technology. (Chicago: ALA, 1998)

<sup>2</sup> *The Role of the School Library Media Program*. A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

construct meaning from a wide variety of print, non-print, and electronic resources they encounter and to create products in a variety of print and electronic formats that shape and communicate that meaning effectively.

---

## **Philosophy**

The *Information Skills Standard Course of Study* helps students develop skills to be information literate.

“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information in such a way that others can learn from them. They are people who are prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”<sup>3</sup>

In 1995, the State Board of Education published *The New ABCs’ of Public Education*, its plan for restructuring education in our state. The B in the ABCs’ focuses instruction on the basics—specifically the mastery of reading, mathematics, and writing. Information Literacy skills are essential for students. When integrated with the core curricular areas, these skills enable students to improve and enhance their learning of the other basic skills.<sup>4</sup>

The *Information Skills Standard Course of Study* is intended to equip learners with the skills needed to find, evaluate, use, and create information and ideas in order to communicate with greater power and effectiveness.

*Information Literacy Standards for Student Learning* (AASL/AECT, 1998) describes the content and processes related to information that students must master to be considered well educated. The student who is information literate:

## **National Standards**

- Accesses information efficiently and effectively
- Evaluates information critically and competently
- Uses information effectively and creatively
- Pursues information related to personal interests
- Appreciates and enjoys literature and other creative expressions of information

---

<sup>3</sup> *American Library Association Presidential Committee on Information Literacy: Final Report*. (Chicago: ALA, 1989)

<sup>4</sup> *The Role of the School Library Media Program*. A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

## **Student Outcomes**

- Strives for excellence in information-seeking and knowledge generation
- Contributes positively to the learning community and to society by recognizing the importance of information to a democratic society
- Contributes positively to the learning community and to society by practicing ethical behavior in regard to information and information technology
- Contributes positively to the learning community and to society by participating effectively in groups to pursue and generate information

The revised North Carolina *Information Skills Standard Course of Study* complements *Information Literacy Standards for Students Learning*.

Students meeting these competency goals and objectives will be:

### **Self-directed learners who**

- Pursue knowledge throughout life
- Use systematic processes to seek and use information
- Select discriminately from a wide array of resources
- Read, listen, and view for pleasure

### **Complex thinkers who**

- Use pertinent and reliable information
- Judge quality and usefulness of resources for the specific task
- Question the messages presented in the mass media
- Adapt and transfer strategies for seeking information among various technologies
- Solve problems effectively and make appropriate decisions

### **Quality producers who**

- Communicate information and ideas through products and presentation
- Use systematic processes to create products

### **Collaborative workers who**

- Communicate information and ideas effectively and in a variety of ways
- Recognize that people are sources of information
- Cooperate to complete a task

### **Community contributors who**

- Recognize and appreciate similarities and differences in diverse cultures and environments
- Respect ownership of ideas and information
- Adhere to copyright laws, guidelines, and interpretations

In order for today's students to function in the 21st century, they must be able to acquire, evaluate, and use information effectively. Today's students must become information literate workers, teachers,

**Process/  
Content  
Integration**

facilitators and coaches. Information Literacy Skills emphasize the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society. The new curriculum is more than lessons to be taught at a fixed time. It offers the wider window of opportunity to connect learning with meaningful experiences. **In collaboration with all classroom teachers, the library media specialist focuses on student involvement, activity and action. Through the integration of process and content, today's learners will be better educated to live in a democratic society.**

---

**Purpose**

Information Skills are the skills that prepare students to gather, process, use, and communicate information. As we move toward a dynamic, global society, we are continuously bombarded with diverse ideas, new information, and innovative technologies that increase the demand for students to become skilled in accessing, processing, and using information. Integrated with other curricular areas, Information Skills will enable students to become lifelong learners and informed decision-makers.

---

**Program  
Description**

A dynamic relationship exists between the goals and objectives identified in the Information Skills Curriculum and all other curricular areas. Information literacy skills are essential for students when integrated with the core curricular areas. These skills enable students to improve and enhance their learning of the other basic skills.<sup>5</sup> Classroom instruction in all subject areas requires students to access, analyze, evaluate, organize, and use information from a wide variety of resources (print, non-print, electronic). Students must be able to synthesize information and construct meaning to solve problems, make decisions, and communicate ideas and information in a variety of formats (print, graphical, audio, video, multimedia, web-based) to meet academic and personal needs, **practicing and refining these skills at all grade levels enable students to be effective learners and to make the connection between classroom learning and resources (print, non-print, and electronic), whether accessed in the classroom, library media center, or community.** This practice is known in educational literature as resource-based learning. (Haycock, 1991, p. 15-22)<sup>6</sup>

The following charts identify the variety of resources (print, non-print, electronic) often available in the library media center and classroom.

---

<sup>5</sup>*The Role of the School Library Media Program.* A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

<sup>6</sup> Haycock, C. A. (1991). Resource-based learning: a shift in the roles of teacher, learner. *NASSP Bulletin*, 75 (535),15-22.

Chart 1 identifies types of print resources usually found in library media center and classroom.

**Chart 1**

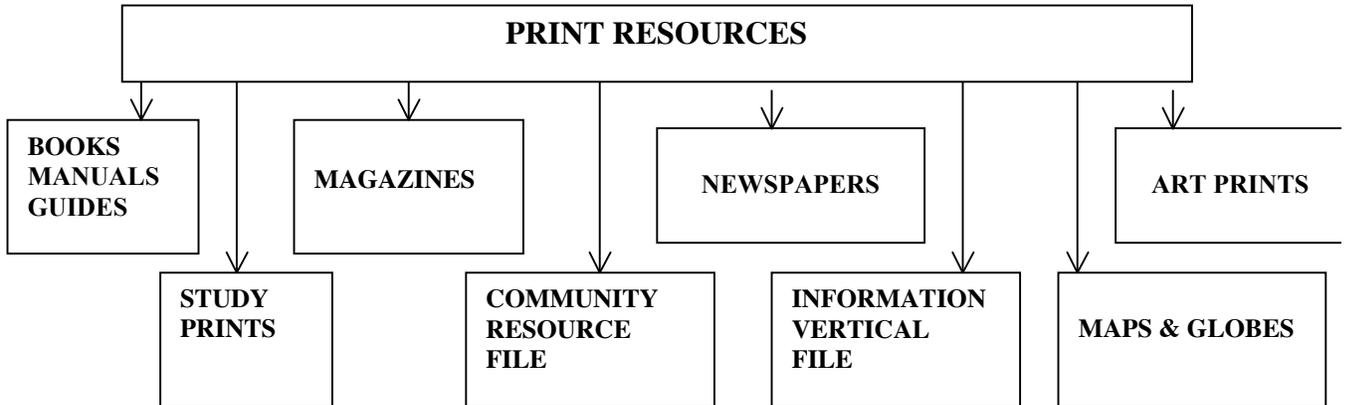
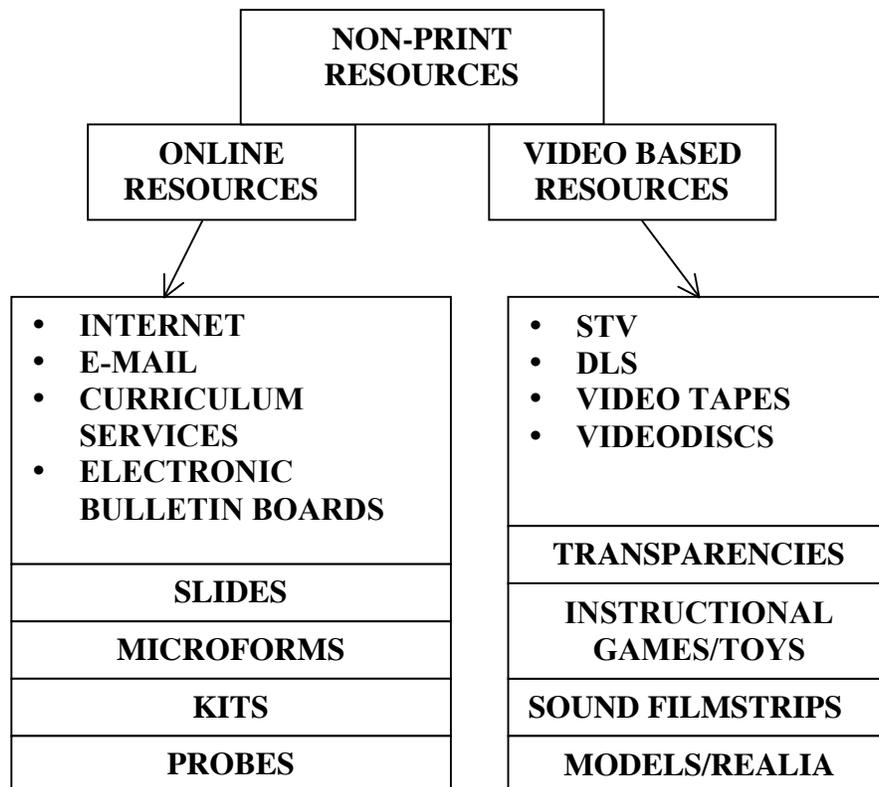


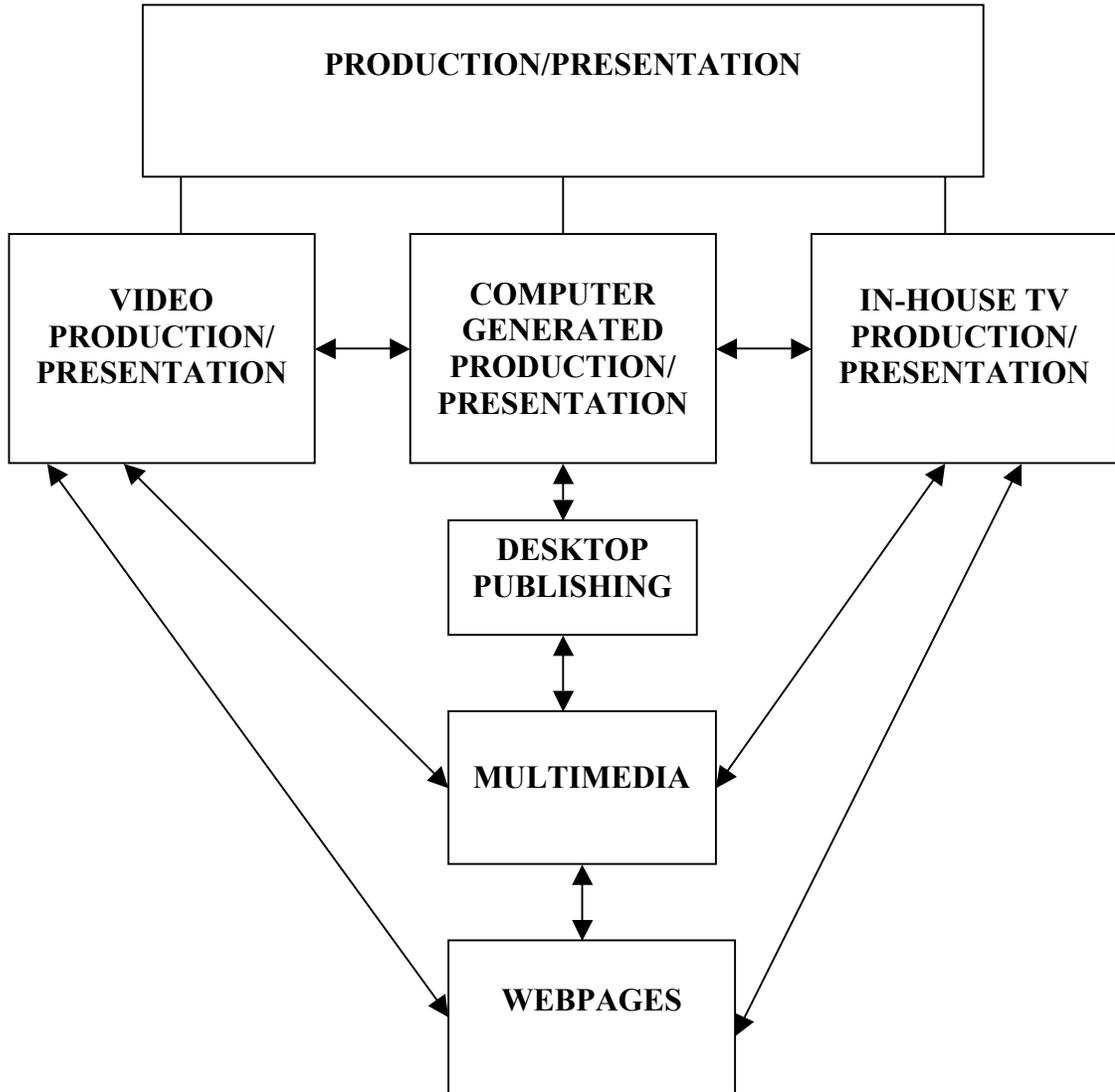
Chart 2 identifies types of non-print resources usually found in library media center and classroom.

**Chart 2**



**Chart 3 identifies types of production/presentation resources usually found in library media center and classroom.**

**Chart 3**



**Organization of Curriculum** The Information Skills Standard Course of Study document uses the following format: **Focus, Strands, Goals** and **Objectives** with a transitional statement introducing the primary grades, elementary grades, the middle grades, and high school grades.

**Focus** The **Focus** provides an overview of skills addressed in each grade.

**Strands** The **Strands** address the two overarching principles in the *Information Skills K-12 Standard Course of Study* which break down into five Competency Goals. The strands are:

- **Literacy** - *Experiencing a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.* The Literacy strand is addressed in all five Competency Goals.
- **Research Process Skills (Information Literacy)**  
*Developing strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving.* Competency Goal 4 and 5 focus on Information Literacy.

**Competency Goals** **COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

*The focus of the goals clearly shows that students at all grade levels need many experiences with a wide variety of information, points of view, and formats as well as opportunities to interact with reading, listening, and viewing.*

The objectives under each of the five goals in the revised *Information Skills Standard Course of Study* describe the skills needed to access and use information for success in school, work, and personal life.

## Information Literacy

The Information Skills objectives are stated grade by grade but are organized by grade ranges: K-2, 3-5, 6-8, 9-12. Structuring the focus, goals, and objectives by grade range recognizes the holistic nature of the learning process. The student actively engaged in information searching does not follow the same path or use the same strategies for every task; indeed, the student must be able to continuously evaluate and alter strategies in the face of ever-shifting information needs. Likewise, new and emerging technologies demand critical thinking strategies that are broader in application—for instance, students must understand and use a full range of indexing applications, not just those in an encyclopedia. Information literacy is not just a matter of *finding* information. **More importantly, the process implicitly focuses on the learning outcomes: how one uses information and what one does with it. Therefore, the Information Skills goals and objectives move away from the traditional approach of learning library location skills taught in isolation and focus instead on information literacy skills embedded in the core curriculum.**

Focus, Goals, and Objectives are parallel for:

**K-2**

**3-5**

**6-8**

**9-12**

**In the primary grades K-2 the curriculum provides structured, supervised learning experiences that include selection of materials for pleasure and leisure as well as for information.**

## INFORMATION SKILLS – Kindergarten

### Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria in selecting resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).

- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.
- 5.02 Produce media in various formats (e.g., pictorial, multimedia)
- 5.03 Acknowledge resources used in all print, non-print, and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

## INFORMATION SKILLS – Grade 1

### Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia, web-based).

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).

- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats.
- 5.02 Produce media in various formats (e.g., pictorial, multimedia).
- 5.03 Acknowledge resources used in all print non-print and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.

## INFORMATION SKILLS – Grade 2

### Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia, web-based).

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria in selecting resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, non-print, graphical, audio, video, multimedia, web-based).

- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats.
- 5.02 Produce media in various formats (e.g., pictorial, multimedia).
- 5.03 Acknowledge resources used in all print, non-print, and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

**In grades 3-5 the curriculum provides an introduction to independent learning experiences that include more in-depth research strategies and application of personal and evaluative criteria to reading for pleasure.**

## INFORMATION SKILLS – Grade 3

### Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04. Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine usefulness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.
- 5.04 Credit sources in all print, non-print, and electronic.
- 5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 4

### Focus Areas

The learner will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal taste through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia) to extend content of resources used.
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine usefulness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g. print, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.
- 5.04 Credit sources in all print, non-print, and electronic products.
- 5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 5

### Focus Areas

The learner will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal taste through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities to extend content of resources used in a variety of formats (print, graphical, audio, video, multimedia)

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine usefulness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.04 Credit sources in all print, non-print, and products.
- 5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

**In grades 6-8 the curriculum provides a transition from a more structured, supervised learning experience to more independent practice with guidance.**

## INFORMATION SKILLS – Grade 6

### Focus Areas

The learners will:

- begin to independently access a greater and more varied number of resources (print, non-print, electronic)
- continue development of personal criteria that they can describe in detail
- begin to examine and evaluate ideas and opinions using more than their immediate surroundings as a point of comparison, and to recognize bias and stereotypes independently
- develop a search strategy with guidance, access more resources for research, learn how to access these resources more efficiently, and begin to recognize the most appropriate resources (print, non-print, electronic) for specific tasks
- create products with progressively less direction, using a variety of formats (print, graphical, audio, video, multimedia) and begin using formally accepted standards for production, including crediting sources, acceptable formats, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

### **COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

#### **Objectives**

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

### **COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

#### **Objectives**

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.

- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 7

### Focus Areas

The learners will:

- begin to independently access a greater and more varied number of resources (print, non-print, electronic)
- continue development of personal criteria that they can describe in detail
- begin to examine and evaluate ideas and opinions using more than their immediate surroundings as a point of comparison, and to recognize bias and stereotypes independently
- develop a search strategy with guidance, access more resources for research, learn how to access these resources (print, non-print, electronic) more efficiently, and begin to recognize the most appropriate resources for specific tasks
- create products with progressively less direction, using a variety of media and begin using formally accepted standards for production, including crediting sources, acceptable formats, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).

- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 8

### Focus Areas

The learners will:

- begin to independently access a greater and more varied number of resources (print, non-print, electronic)
- continue development of personal criteria that they can describe in detail
- begin to examine and evaluate ideas and opinions using more than their immediate surroundings as a point of comparison, and to recognize bias and stereotypes independently
- develop with guidance, a search strategy, access more resources for research, learn how to access these resources (print, non-print, electronic) more efficiently, and begin to recognize the most appropriate resources for specific tasks
- create products with progressively less direction, using a variety of media and begin using formally accepted standards for production, including crediting sources, acceptable formats, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.

- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

**In grades 9-12 the curriculum provides practice linking and refining previous learning.**

## INFORMATION SKILLS – Grade 9

### Focus Areas

The learners will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based), following production and design standards, including crediting sources, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources (print, non-print, electronic).
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 10

### Focus Areas

The learner will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based) following production and design standards, including crediting sources, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based), for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 11

### Focus Area

The learner will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based), following production and design standards, including crediting sources, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## INFORMATION SKILLS – Grade 12

### Focus Areas

The learner will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based), following production and design standards, including crediting sources, etc.

**Strands:** Literacy and Research Process Skills (Information Literacy)

**COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

### Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

**COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

### Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

**COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

**Objectives**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

**Objectives**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

**COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.**

**Objectives**

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

# Glossary

## **Acceptable Use Policy (AUP) Internet Use Policy (AUP/IUP)**

Policies adopted by school districts to address Internet usage. Acceptable Use Policy is an agreement between the user (students and/or teachers) and the school district requiring responsible use of Internet access. Typically agreements are signed by their parent(s) or guardian.

## **Booktalking**

Strategy by library/media coordinator to share a large number of books with a group of students by telling about plot summaries or reading short selections from books to encourage students to read books selected by common features as author or genre.

## **Copyright Law**

Law granting a legal right to a copyright holder which requires the permission of the copyright holder to make.

## **Formats**

All formats to include print, non-print, graphical, audio, video, multimedia, and web-based. Multimedia and web-based products combine two or more of these elements in an interactive format.

## **Genre**

A category of artistic, musical, or literary composition characterized by a particular style, form, or content.

## **Information Literacy**

Developing strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving.

## **Primary Sources**

Primary sources are results of experiments or original research, literary works, autobiographies, original theories, and other materials.

## **Resources**

All types of print, non-print and electronic media.

## **Secondary Sources**

Sources compiling or critiquing original works. Examples of secondary source include literary criticism, biographies, encyclopedia articles, and journal articles critiquing the work of others.

## BIBLIOGRAPHY

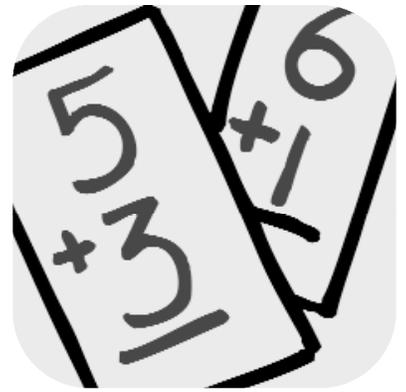
American Association of School Librarians/Association for Educational Communications and Technology. *Information Literacy Standards for Student Learning*. Chicago: American Library Association, 1998.

American Association of School Librarians. *The Role of the School Library Media Program: A Position Paper*. Chicago: American Library Association, 1990.

American Library Association Presidential Committee on Information Literacy: *Final Report*. Chicago: American Library Association, 1989.

Haycock, C. A. "Resource-Based Learning: A Shift in the Roles of Teacher, Learner." *NASSP Bulletin*, Vol. 75, No. 535, May 1991, pp. 15-22.

# 2003 MATHEMATICS



Standard Course of Study and  
Grade Level Competencies

**K-12**

- **K-8 Implementation 2004-05**
- **9-12 Implementation 2005-06**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction



# TABLE OF CONTENTS

ACKNOWLEDGMENTS .....	1
PREFACE .....	2
PHILOSOPHY .....	4
PURPOSE .....	6
THE MATHEMATICS PROGRAM .....	9
EARLY GRADES K-2 .....	10
Kindergarten .....	12
Grade 1 .....	14
Grade 2 .....	16
INTERMEDIATE GRADES 3-5 .....	19
Grade 3 .....	21
Grade 4 .....	24
Grade 5 .....	27
MIDDLE GRADES 6-8 .....	30
Grade 6 .....	32
Grade 7 .....	35
Grade 8 .....	38
HIGH SCHOOL GRADES 9-12 .....	41
Introductory Mathematics .....	43
Algebra 1 .....	45
Geometry .....	47
Algebra 2 .....	49
Technical Mathematics 1 .....	52
Technical Mathematics 2 .....	54
Advanced Functions and Modeling .....	56
Discrete Mathematics .....	58
Pre-Calculus .....	60
Integrated Mathematics 1 .....	62
Integrated Mathematics 2 .....	64
Integrated Mathematics 3 .....	67
Integrated Mathematics 4 .....	69
Advanced Placement Statistics .....	72
Advanced Placement Calculus .....	74



# ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revision of the *North Carolina Standard Course of Study* would not have been possible.

We wish to express special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of this document,
- the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and responding to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum, and
- the Department of Public Instruction staff who carried the primary responsibility for revising and editing the *Standard Course of Study*.

The current revision process involved on some level the entire mathematics education community, and its end product is a mathematics curriculum of which North Carolina can be proud.

# PREFACE

## **Intent**

The intent of the *North Carolina Mathematics Standard Course of Study* is to provide a set of mathematical competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. It is not meant to be an instructional manual. It does not provide strategies for teaching or lesson plans.

Teachers will find NCDPI-developed support documents, such as the *Strategies for Instruction in Mathematics*, more useful in lesson planning and design. These documents will provide more detailed recommendations and support for teaching and assessing the intended curriculum.

The *North Carolina Mathematics Standard Course of Study* clearly defines a curriculum supporting the ABC's school reform effort as well as the North Carolina Testing Program. These revisions maintain a forward focus, looking at what students will need to know and be able to do to be successful and contributing citizens in our state and nation in the years ahead.

---

## **Revisions**

North Carolina has had a *Standard Course of Study* since 1898. The Basic Education Program was enacted into law in 1985 and called for "a set of competencies by grade level, for each curriculum area." In 1997 the Excellent Schools Act included the following:

The State Board of Education shall develop a plan to create rigorous student academic performance standards for kindergarten through eighth grade and student academic performance standards for courses in grades 9-12. The performance standards shall align, whenever possible, with the student academic performance standards developed for the National Assessment of Educational Progress (NAEP).

The *North Carolina Mathematics Standard Course of Study* was last revised in 1998. Advisory committee meetings generated discussions

centered on initiatives in mathematics education developed or published since 1998. The review included results from the Third International Mathematics and Science Study (TIMSS), Principles and Standards of School Mathematics (NCTM 2000), and the National Assessment of Educational Progress Mathematics Framework for 2005 (NAEP).

The current revisions continue to build upon the work of the North Carolina Mathematics Framework that is “based on a philosophy of the teaching and learning of mathematics that is consistent with the current research, exemplary practices, and national standards.” The primary goal of this document is to provide content requirements that lead students to attain proficiency in mathematics. The objectives set clear, concise, and measurable expectations for all students. This *North Carolina Mathematics Standard Course of Study* provides expectations that students demonstrate competence in conceptual understanding, computing, applying, and reasoning. Classroom activities should encourage students to explore, conjecture, reason logically, and use a variety of mathematical methods effectively and efficiently to solve problems.

The revisions in content for this document have been developed through a series of public hearings and the efforts of parents, teachers, education officials, and representatives of business and industry. The revisions were approved by the North Carolina State Board of Education in March 2003.

---

## **Program Review**

In order to create and maintain a quality program, a continuing re-evaluation of all aspects of the mathematics education program is necessary. There continues to be an urgent need to examine:

- The roles of teachers and students in classrooms;
- The content of school mathematics;
- Assessment practices;
- The preparation and professional development of teachers; and
- The level of support for mathematics education from all parts of society.

# PHILOSOPHY

North Carolina public schools have the challenge to provide all students with the mathematical knowledge, skills, and confidence they will need to compete in a technology-oriented workforce and to be informed citizens. With national standards, research in learning, and the increasing role of the federal government in education, there is an emerging consensus about the essential elements of mathematics content and instruction.

The *North Carolina Mathematics Standard Course of Study* is organized in five strands or goals for K-8: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. (Geometry and Measurement are combined for grades 9-12.) The objectives for each goal progress in complexity at each grade level and throughout the high school courses. The curriculum has been designed around key ideas that should not be piecemealed into incidental details that address low-level skills. Success in mathematics integrates knowledge, conjecture, and facility with a variety of mathematical concepts. The goal of mathematics instruction should be to produce learners who comprehend concepts, operations, and relationships in mathematics as well as proficiency in computation and the application of those concepts.

The early grades focus on building a strong understanding of number and fluency with mathematics to solve problems. Fundamental to these skills is knowledge of number facts, the computational processes, and the appropriate use of each operation. Together with an emphasis on using mathematics to solve problems, elementary students will build a depth of understanding enabling them to apply the content in a variety of contexts.

Middle grades content will highlight rational numbers and algebraic thinking. Students will develop fluency in solving multi-step equations and modeling linear functions.

High school courses are designed to give students the skills and knowledge required for their future. Algebraic and geometric thinking and applied mathematics are essential for all students.

Fluency in mathematics is an expectation for all students. Fluency incorporates three ideas: efficiency, accuracy, and flexibility. Students can get bogged down with procedures and calculations that lead to errors. They become efficient as they develop strategies that are manageable, understandable, easily carried out, and generate results that solve problems. Students must develop an accurate knowledge of number facts and number relationships in order to reason and solve problems well. Flexibility is the product of students' successful experiences

with problems using a variety of strategies and the analysis of the strategies to determine their efficiency and accuracy.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is critical to a student's understanding and appreciation of the subject. Students need to use correctly the concepts, skills, symbols, and vocabulary identified in the standards set in this document. Students should talk about mathematics and use the language to verify solutions to mathematical problems.

Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Experiences in problem-solving processes should permeate instruction. Problem solving should be integrated early and continuously into each student's mathematics education. Students need a wide range of skills and strategies to use as a tool for representing and solving a variety of problems.

Mathematical modeling is an important technique used to build understanding of abstract ideas. Teachers need to expose students to physical representations that help develop understanding of abstract concepts. Early years should include work with manipulatives to help form a sense of number, and work with geometric shapes and patterns facilitates the development of spatial reasoning. In later studies, students will generate algebraic expressions, another form of modeling, which represent physical, social, or natural phenomena and help them make predictions.

One of the challenges facing education today is the development of effective mechanisms for informing teachers about this research so that they can transform the learning environment in their classrooms. Research shows that students develop mathematical competence and power by engaging in solving meaningful problems. Beginning in the earliest grade levels, students should use their own knowledge and experience, working alone, in pairs, and in small and large groups, to solve challenging tasks. They should be expected to communicate their thinking with pictures, numbers and words. Teachers should encourage students to question one another when an explanation doesn't make sense to them. This problem-centered approach to learning mathematics will enable students to take greater responsibility for their own learning, to develop essential communication and decision-making skills, and to understand the fundamental concepts of mathematics, all of which will be critically important to them.

# PURPOSE

The vision and philosophy described throughout this document are based on our goals in mathematics education for North Carolina students.

The six goals are for *all* students to develop:

- Strong mathematical problem-solving and reasoning abilities;
- A firm grounding in essential mathematical concepts and skills, including computation and estimation;
- Connections within mathematics and with other disciplines;
- The ability to use appropriate tools including technology to solve mathematical problems;
- The ability to communicate their understanding of mathematics effectively; and
- Positive attitudes and beliefs about mathematics.

These goals for our students in mathematics are the foundation for the rest of the document and guide the development of the critical areas in mathematics education.

Five components have been identified as critical for achieving the goals for our students and as making a significant impact on the quality of mathematics education. A summary of each of these is given here. They are:

- Teaching and Learning
- Content
- Assessment
- Preparation and Professional Development of Teachers
- Roles and Responsibilities

Teachers are the keys to changing the learning environment in North Carolina's classrooms. They plan classroom experiences and create a supportive environment for learning to take place. A teacher plays many roles in today's classrooms as the guide, the coach, the facilitator, and the instigator of mathematical explorations. Through their classroom practices, teachers promote students' mathematical reasoning, challenge them with rich problems through which they learn to value mathematics, and provide them with a strong foundation for further study. Most of all, teachers encourage and support their students' development of mathematical power.

The heart of mathematics is reasoning, which, together with knowledge of appropriate mathematical content, forms the basis of mathematical power. The goal of mathematics education in North Carolina is to enable all students to develop mathematical power and

confidence in their ability to do mathematics. A curriculum that focuses on significant mathematical ideas, instead of isolated topics, encompasses both concepts and skills through rich explorations, problems, and applications that enable students to develop a genuine understanding of the big ideas of mathematics.

Assessment is a process of planning, gathering evidence, interpreting evidence, and making decisions. Mathematics assessment is directly related to instruction and student thinking. Four purposes of assessment are monitoring student progress, making instructional decisions, evaluating student achievement, and evaluating a program.

Assessment has taken on a broader meaning. Beyond grading students, assessment should probe beneath right answers to discover how students think and how instruction can be improved. In this view of assessment, expected outcomes are set and the time necessary for each student to achieve the intended outcomes varies. Every student is challenged to meet a higher standard.

Effective assessment fosters the development of mathematical power. Students must be given opportunities to acquire and demonstrate understanding and depth of knowledge. The criteria for judging mathematical accomplishment must be made public and communicated clearly to students, parents, and other appropriate parties.

Teaching in a manner that cultivates mathematical power for all students is a complex and demanding process that requires intensive lifelong learning. Teachers must have not only extensive knowledge of mathematics but also deep understanding of how students learn mathematics. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using suitable strategies and resources in an environment where all students have an opportunity to succeed. Teachers are role models for their students, as learners and problem solvers who value and enjoy mathematics. Programs for teachers at all stages in their career must provide them with the tools to implement the goals previously stated.

The professional development of a mathematics teacher is an ongoing process. This development occurs in three distinct phases: pre-service (undergraduate or teacher preparation); induction (the first three to five years of teaching); and in-service (continued professional growth over the span of the teacher's career). Communication and articulation efforts to link these phases are necessary for a continuum of professional growth. Although teachers need to take a major responsibility for their own professional development, it also requires leadership, resources, financial support, and advocacy at the state, district, school, classroom, and university levels.

Many different constituencies in North Carolina must work together to establish a mathematics education program that enables all students in the state to develop their full potential as powerful and creative thinkers and problem solvers.

Support for mathematics education requires that:

- Legislators and other financial partners provide funding that increases the likelihood of student achievement;
- School boards and administrators enact policies which enable teachers to provide quality instruction;
- Colleges and universities help teachers develop content knowledge and expertise in teaching;
- Parents and other citizens become partners with schools to value and nurture student efforts; and
- Educators and students work cooperatively to establish and reach high educational goals.

The education of students is our shared responsibility. All citizens of North Carolina must assume this responsibility and become active advocates for improved mathematics education.

# THE MATHEMATICS PROGRAM

The competency goals and objectives of the *Mathematics Standard Course of Study* are organized into five strands for K-8: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. (Geometry and Measurement are combined for grades 9-12.) These strands are not meant to be a sequential guide for instruction but rather an organization of similar objectives under a common topic.

The mathematics program is designed in grade spans that parallel the developmental stages of students: grades K-2, grades 3-5, grades 6-8, and grades 9-12. The elementary program focuses on students actively engaged in the development of mathematical understanding by using manipulatives, working independently and cooperatively to solve problems, and conducting investigations and recording findings. Middle grade students expand their skills to compute with all real numbers and are challenged to apply their prior knowledge and experience in new and more difficult situations. The basic high school mathematics program includes courses from Introductory Mathematics through Advanced Placement Calculus. Additional elective courses are intended to offer opportunities that address the needs of individual schools.

<b>Elementary School Mathematics</b>	
<b>Middle School Mathematics</b>	
<b>High School Courses</b>	
• Introductory Mathematics	• Algebra 1
• Technical Mathematics 1	• Geometry
• Technical Mathematics 2	• Algebra 2
• Integrated Mathematics 1, 2, 3, 4	
• Advanced Functions and Modeling	
• Discrete Mathematics	
• Pre-Calculus	
• Advanced Placement Statistics	
• Advanced Placement Calculus	

There are several differences for the 2003 revision of the *North Carolina Mathematics Standard Course of Study*:

- Five strands for K-8.
- Development and mastery of major concepts in specific grades.
- Extension of the Integrated Mathematics sequence to a fourth year.
- Advanced Functions and Modeling, a new high school elective.

## EARLY GRADES K-2

### **Number and Operations**

In the early grades students develop number sense, reading, writing, and counting with whole numbers. Whole numbers are represented using concrete, pictorial, and symbolic representations. Students recognize different representations for whole numbers and explain why those representations are equivalent. Whole numbers are compared and ordered and students use a variety of strategies to estimate quantities and understand place value. Students develop fluency with addition and subtraction using multiple strategies.

---

### **Measurement**

Students in the early grades begin to understand the concepts of measurement by using a variety of materials. As they learn about different tools for measuring, they describe, estimate, and measure length and temperature using non-standard and standard units. Students use the calendar to follow the days of the week and months of the year. Clocks are used to explore and tell time at the five-minute intervals.

---

### **Geometry**

Students learn the names and basic properties of simple geometric shapes. They learn how shapes can be cut or arranged to form new shapes. Students look for the shapes in the environment, and practice drawing and using the shapes. They learn the meaning of basic directional and positional relationships.

---

### **Data Analysis and Probability**

Students are introduced to the process of statistical investigation. They collect data by counting, measuring, and conducting simple surveys and experiments. They organize, describe, and display data. Simple probability experiments are conducted and the results interpreted.

---

## **Algebra**

Children in the early grades learn about patterns and describe objects by their attributes. They compare, sort, and order things by one or more characteristics. Their understanding is extended by finding and creating patterns, correcting errors in patterns, and translating patterns into different forms. Students gather data pertaining to interests, family, and other things around them. They begin to understand that a number is a symbol for how much of something there is and begin to explore the use of a variable or placeholder and write open sentences to express relationships. Students begin to use patterns as a problem-solving strategy.

---

## Kindergarten

### Major Concepts/Skills

- Number sense 0 - 30
- Calendar time
- Recognize basic shapes
- Create and extend patterns
- Sort and classify

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will recognize, model, and write whole numbers through 30.**

### Objectives

- 1.01 Develop number sense for whole numbers through 30.
  - a) Connect model, number word (orally), and number, using a variety of representations.
  - b) Count objects in a set.
  - c) Read and write numerals.
  - d) Compare and order sets and numbers.
  - e) Use ordinals (1st-10th).
  - f) Estimate quantities fewer than or equal to 10.
  - g) Recognize equivalence in sets and numbers 1-10.
- 1.02 Share equally (divide) between two people; explain.
- 1.03 Solve problems and share solutions to problems in small groups.

**COMPETENCY GOAL 2: The learner will explore concepts of measurement.**

**Objectives**

- 2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
- 2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

**COMPETENCY GOAL 3: The learner will explore concepts of geometry.**

**Objectives**

- 3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
- 3.02 Compare geometric shapes (identify likenesses and differences).
- 3.03 Model and use directional and positional vocabulary.
- 3.04 Complete simple spatial visualization tasks and puzzles.

**COMPETENCY GOAL 4: The learner will collect, organize and display data.**

**Objectives**

- 4.01 Collect and organize data as a group activity.
- 4.02 Display and describe data with concrete and pictorial graphs as a group activity.

**COMPETENCY GOAL 5: The learner will model simple patterns and sort objects.**

**Objectives**

- 5.01 Sort and classify objects by one attribute.
- 5.02 Create and extend patterns with actions, words, and objects.

## Grade 1

### Major Concepts/Skills

- Number sense 0-99
- Single digit addition and subtraction
- Time
- Non-standard measurement
- Collect and display data
- Create and extend patterns

### Concepts/Skills to Maintain

- Basic geometric shapes
- Sort and classify

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers.**

### Objectives

- 1.01 Develop number sense for whole numbers through 99.
  - a) Connect the model, number word, and number using a variety of representations.
  - b) Use efficient strategies to count the number of objects in a set.
  - c) Read and write numbers.
  - d) Compare and order sets and numbers.
  - e) Build understanding of place value (ones, tens).
  - f) Estimate quantities fewer than or equal to 100.
  - g) Recognize equivalence in sets and numbers 1-99.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

**COMPETENCY GOAL 2: The learner will use non-standard units of measure and tell time.**

**Objectives**

- 2.01 For given objects:
  - a) Select an attribute (length, capacity, mass) to measure (use non-standard units).
  - b) Develop strategies to estimate size.
  - c) Compare, using appropriate language, with respect to the attribute selected.
- 2.02 Develop an understanding of the concept of time.
  - a) Tell time at the hour and half-hour.
  - b) Solve problems involving applications of time (clock and calendar).

**COMPETENCY GOAL 3: The learner will identify, describe, draw, and build basic geometric figures.**

**Objectives**

- 3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.
- 3.02 Identify, build, and name cylinders, cones, and rectangular prisms.
- 3.03 Compare and contrast geometric figures.
- 3.04 Solve problems involving spatial visualization.

**COMPETENCY GOAL 4: The learner will understand and use data and simple probability concepts.**

**Objectives**

- 4.01 Collect, organize, describe and display data using line plots and tallies.
- 4.02 Describe events as certain, impossible, more likely or less likely to occur.

**COMPETENCY GOAL 5: The learner will demonstrate an understanding of classification and patterning.**

**Objectives**

- 5.01 Sort and classify objects by two attributes.
- 5.02 Use Venn diagrams to illustrate similarities and differences in two sets.
- 5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

## Grade 2

### Major Concepts/Skills

- Number sense 0-999
- Place value
- Addition and subtraction of multi-digit numbers
- Length, time
- Symmetry and congruence
- Pictographs
- Probability experiments
- Number sentences
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Patterns
- Sort and classify
- Line plots, tallies

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will read, write, model, and compute with whole numbers through 999.**

### Objectives

- 1.01 Develop number sense for whole numbers through 999.
- a) Connect model, number word, and number using a variety of representations.
  - b) Read and write numbers.
  - c) Compare and order.
  - d) Rename.
  - e) Estimate.
  - f) Use a variety of models to build understanding of place value (ones, tens, hundreds).

- 1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.
  - a) Represent fractions (halves, thirds, fourths) concretely and symbolically.
  - b) Compare fractions (halves, thirds, fourths) using models.
  - c) Make different representations of the same fraction.
  - d) Combine fractions to describe parts of a whole.
- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).
- 1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
  - a) Strategies for adding and subtracting numbers.
  - b) Estimation of sums and differences in appropriate situations.
  - c) Relationships between operations.
- 1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.
- 1.06 Define and recognize odd and even numbers.

**COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.**

**Objectives**

- 2.01 Estimate and measure using appropriate units.
  - a) Length (meters, centimeters, feet, inches, yards).
  - b) Temperature (Fahrenheit).
- 2.02 Tell time at the five-minute intervals.

**COMPETENCY GOAL 3: The learner will perform simple transformations.**

**Objectives**

- 3.01 Combine simple figures to create a given shape.
- 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.
- 3.03 Identify and make:
  - a) Symmetric figures.
  - b) Congruent figures.

**COMPETENCY GOAL 4: The learner will understand and use data and simple probability concepts.**

**Objectives**

- 4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).
- 4.02 Conduct simple probability experiments; describe the results and make predictions.

**COMPETENCY GOAL 5: The learner will recognize and represent patterns and simple mathematical relationships.**

**Objectives**

- 5.01 Identify, describe, translate, and extend repeating and growing patterns.
- 5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

## INTERMEDIATE GRADES 3-5

### **Number and Operations**

Students in the intermediate grades represent whole numbers, fractions, and decimals with concrete objects, pictures, and symbols in a variety of contexts. A firm understanding and use of the place value system and various properties of numbers is developed. Students recognize equivalent rational numbers and explain the basis for the equivalence. Fractions and decimals are compared and ordered.

A variety of tools is used to model operations with whole numbers and fractions, develop and apply different methods of computing, and relate models to standard symbolic expressions and algorithms. Students learn the order of operations, explore various properties of operations, and are able to estimate reasonable answers to computations. Students become fluent operating with whole numbers.

---

### **Measurement**

Students estimate and measure temperature, length, mass, and capacity in both customary and metric units. They solve problems involving perimeter of plane figures and area of rectangles and develop the basic formulas for computing these quantities.

---

### **Geometry**

In the intermediate grades, students compare, describe, classify, and analyze two- and three- dimensional figures. They investigate basic geometric relationships, such as parallelism, perpendicularity, congruence, and similarity, and recognize geometric transformations. Students plot points and read graphs on a rectangular grid.

---

### **Data Analysis and Probability**

Students continue working with the process of statistical investigation, as the techniques for data collection become more sophisticated. The nature and kinds of representations used include tables, bar and circle graphs, and stem-and-leaf plots. Data are described and compared using median, mode, and range. Students design experiments and list all possible outcomes and probabilities.

---

## **Algebra**

Students in the intermediate grades continue to identify and describe patterns in many situations. Tools, such as calculators and computers, are used to investigate and discover patterns. Patterns are used in geometry and other mathematics to develop new concepts. Tables and graphs are made to show relationships and then students verbally describe the patterns. Patterns are used to extend student data, suggest rules for relationships, and make predictions. Students begin to use symbols to represent unknown quantities. They use the symbols in expressions and open sentences when describing relationships and solving problems. Students begin to identify, describe, and analyze situations with constant or varying rates of change, and compare them.

---

## Grade 3

### Major Concepts/Skills

- Number sense 0 - 9,999
- Multiplication and division
- Non-negative rational numbers
- Capacity and mass
- Coordinate grids
- Circle graphs
- Permutations and combinations
- Growing patterns
- Variables
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Addition and subtraction of multi-digit numbers
- Length and time
- Symmetry and congruence
- Line plots, tallies, pictographs
- Venn diagrams

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will model, identify, and compute with whole numbers through 9,999.**

### Objectives

- 1.01 Develop number sense for whole numbers through 9,999.
- a) Connect model, number word, and number using a variety of representations.
  - b) Build understanding of place value (ones through thousands).
  - c) Compare and order.
- 1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using:
- a) Strategies for adding and subtracting numbers.
  - b) Estimation of sums and differences in appropriate situations.
  - c) Relationships between operations.

- 1.03 Develop fluency with multiplication from  $1 \times 1$  to  $12 \times 12$  and division up to two-digit by one-digit numbers using:
  - a) Strategies for multiplying and dividing numbers.
  - b) Estimation of products and quotients in appropriate situations.
  - c) Relationships between operations.
- 1.04 Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
- 1.05 Use area or region models and set models of fractions to explore part-whole relationships.
  - a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).
  - b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.
  - c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.
  - d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.
  - e) Understand and use mixed numbers and their equivalent fraction forms.
- 1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.**

**Objectives**

- 2.01 Solve problems using measurement concepts and procedures involving:
  - a) Elapsed time.
  - b) Equivalent measures within the same measurement system.
- 2.02 Estimate and measure using appropriate units.
  - a) Capacity (cups, pints, quarts, gallons, liters).
  - b) Length (miles, kilometers)
  - c) Mass (ounces, pounds, grams, kilograms).
  - d) Temperature (Fahrenheit, Celsius).

**COMPETENCY GOAL 3: The learner will recognize and use basic geometric properties of two- and three-dimensional figures.**

**Objectives**

- 3.01 Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.
- 3.02 Use a rectangular coordinate system to solve problems.
  - a) Graph and identify points with whole number and/or letter coordinates.
  - b) Describe the path between given points on the plane.

**COMPETENCY GOAL 4: The learner will understand and use data and simple probability concepts.**

**Objectives**

- 4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.
- 4.02 Determine the number of permutations and combinations of up to three items.
- 4.03 Solve probability problems using permutations and combinations.

**COMPETENCY GOAL 5: The learner will recognize, determine, and represent patterns and simple mathematical relationships.**

**Objectives**

- 5.01 Describe and extend numeric and geometric patterns.
- 5.02 Extend and find missing terms of repeating and growing patterns.
- 5.03 Use symbols to represent unknown quantities in number sentences.
- 5.04 Find the value of the unknown in a number sentence.

## Grade 4

### Major Concepts/Skills

- Number sense 0.01-99,999
- Multiplication and division of multi-digit numbers
- Perimeter and area
- Transformations
- Line graphs
- Median, mode, and range
- Variables in number sentences
- Proportional reasoning
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Whole number computation
- Non-negative rational numbers
- Length, time, capacity, and mass
- Symmetry and congruence
- Coordinate grids
- Circle graphs
- Permutations and combinations

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will read, write, model, and compute with non-negative rational numbers.**

### Objectives

- 1.01 Develop number sense for rational numbers 0.01 through 99,999.
- a) Connect model, number word, and number using a variety of representations.
  - b) Build understanding of place value (hundredths through ten thousands).
  - c) Compare and order rational numbers.
  - d) Make estimates of rational numbers in appropriate situations.
- 1.02 Develop fluency with multiplication and division:
- a) Two-digit by two-digit multiplication (larger numbers with calculator).
  - b) Up to three-digit by two-digit division (larger numbers with calculator).
  - c) Strategies for multiplying and dividing numbers.
  - d) Estimation of products and quotients in appropriate situations.
  - e) Relationships between operations.

- 1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.
- 1.04 Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths.
  - a) Develop and analyze strategies for adding and subtracting numbers.
  - b) Estimate sums and differences.
  - c) Judge the reasonableness of solutions.
- 1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will understand and use perimeter and area.**

**Objectives**

- 2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.
- 2.02 Solve problems involving perimeter of plane figures and areas of rectangles.

**COMPETENCY GOAL 3: The learner will recognize and use geometric properties and relationships.**

**Objectives**

- 3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.
- 3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.
- 3.03 Identify, predict, and describe the results of transformations of plane figures.
  - a) Reflections.
  - b) Translations.
  - c) Rotations.

**COMPETENCY GOAL 4: The learner will understand and use graphs, probability, and data analysis.**

**Objectives**

- 4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.
- 4.02 Describe the distribution of data using median, range and mode.
- 4.03 Solve problems by comparing two sets of related data.
- 4.04 Design experiments and list all possible outcomes and probabilities for an event.

**COMPETENCY GOAL 5: The learner will demonstrate an understanding of mathematical relationships.**

**Objectives**

- 5.01 Identify, describe, and generalize relationships in which:
  - a) Quantities change proportionally.
  - b) Change in one quantity relates to change in a second quantity.
- 5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.
- 5.03 Verify mathematical relationships using:
  - a) Models, words, and numbers.
  - b) Order of operations and the identity, commutative, associative, and distributive properties.

## Grade 5

### Major Concepts/Skills

- Number sense 0.001-999,999
- Addition and subtraction of non-negative rational numbers
- Properties of plane figures
- Bar graphs and stem-and-leaf plots
- Rates of change
- Simple equations and inequalities
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Whole number computation
- Transformations
- Perimeter and area
- Coordinate grids
- Line graphs
- Median, mode, and range

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will understand and compute with non-negative rational numbers.**

### Objectives

- 1.01 Develop number sense for rational numbers 0.001 through 999,999.
- a) Connect model, number word, and number using a variety of representations.
  - b) Build understanding of place value (thousandths through hundred thousands).
  - c) Compare and order rational numbers.
  - d) Make estimates of rational numbers in appropriate situations.
- 1.02 Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers).
- a) Develop and analyze strategies for adding and subtracting numbers.
  - b) Estimate sums and differences.
  - c) Judge the reasonableness of solutions.

- 1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.**

**Objectives**

- 2.01 Estimate the measure of an object in one system given the measure of that object in another system.
- 2.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.

**COMPETENCY GOAL 3: The learner will understand and use properties and relationships of plane figures.**

**Objectives**

- 3.01 Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.
- 3.02 Make and test conjectures about polygons involving:
  - a) Sum of the measures of interior angles.
  - b) Lengths of sides and diagonals.
  - c) Parallelism and perpendicularity of sides and diagonals.
- 3.03 Classify plane figures according to types of symmetry (line, rotational).
- 3.04 Solve problems involving the properties of triangles, quadrilaterals, and other polygons.
  - a) Sum of the measures of interior angles.
  - b) Lengths of sides and diagonals.
  - c) Parallelism and perpendicularity of sides and diagonals.

**COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.**

**Objectives**

- 4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.
- 4.02 Compare and contrast different representations of the same data; discuss the effectiveness of each representation.

- 4.03 Solve problems with data from a single set or multiple sets of data using median, range, and mode.

**COMPETENCY GOAL 5: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.**

**Objectives**

- 5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.
- 5.02 Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.
- 5.03 Identify, describe, and analyze situations with constant or varying rates of change.

## MIDDLE GRADES 6-8

### **Number and Operations**

Students in the middle grades represent real numbers using manipulatives, pictures, number lines, and symbols in a variety of contexts. Relationships among rational numbers are explored and equivalence among fractions, decimals, and percents is recognized and explained. Students extend their understanding of place value to decimal and scientific notation and use the properties of real numbers, including zero, one, and inverses. Numerical comparisons are expressed as ratios and rates and problems are solved using ratio, proportion, and percent.

Students develop fluency in computation with rational numbers as well as with relationships among numbers, including primes, composites, factors, and multiples. They explain exponents and square and cube roots of numbers, develop facility with estimation and mental computation, and use calculators appropriately.

---

### **Measurement**

In the middle grades, the study of perimeter and area is expanded to include surface area and volume of prisms and cylinders and formulas are developed for computing these quantities. Relationships among length, perimeter, area, and volume are studied. Students draw objects to scale and use scale drawings to solve problems.

---

### **Geometry**

Students use the properties and relationships among geometric figures to solve problems. Congruence, similarity using ratio and proportion, and the Pythagorean theorem are studied. Students continue to study symmetries and transformations and become proficient at visualizing and recognizing transformed figures in the coordinate plane. Three-dimensional figures are drawn and built using different views.

---

**Data Analysis and Probability**

Students investigate increasingly complex data sets and, with the appropriate statistical measures, solve problems involving multiple data sets. More sophisticated representations, such as histograms, box plots, and scatter plots, highlight an increased understanding of the spread and grouping of data and the relationships between variables. Students identify basic patterns and trends in tables and charts and use them to make predictions. They describe the distribution of data using measures of central tendency. Students explore extremes in data and the misuse of representations to communicate information.

With bivariate data, students learn to recognize relationships, estimate, and make predictions. In particular, linear relationships are identified and used to investigate bivariate data.

Students conduct experiments and simulations to investigate basic probability, including dependent and independent events. Experimental results are compared with theoretical probabilities and students learn that the level of agreement between the two often depends on the number of times an experiment is repeated. Students learn to make inferences and predictions based on the outcomes of their experiments and simulations.

---

**Algebra**

Students in the middle grades begin to use the language of function, identifying patterns and relationships in context and expressing them algebraically. Variables are used to describe the interdependence of quantities and build an understanding of slope as the rate of change between quantities. In order to solve problems, ordered pairs of data are generated and used to identify a linear relationship between quantities graphically and algebraically. From tables and graphs students recognize nonlinear relationships and functions. Linear equations and inequalities are solved using multiple strategies, including manipulatives, tables, guess-and-test, working backwards, and algebraic methods. Students simplify algebraic expressions involving real numbers and variables and apply algebraic methods to solve a variety of problems.

---

## Grade 6

### Major Concepts/Skills

- Negative rational numbers
- Percent
- Transformations in the coordinate plane
- Probability
- Equations and inequalities
- Multiplication and division of non-negative rational numbers
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Addition and subtraction of non-negative rational numbers
- Number properties
- Perimeter and area
- Median, mode, and range
- Bar graphs and leaf plots

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will understand and compute with rational numbers.**

### Objectives

- 1.01 Develop number sense for negative rational numbers.
  - a) Connect the model, number word, and number using a variety of representations, including the number line.
  - b) Compare and order.
  - c) Make estimates in appropriate situations.
- 1.02 Develop meaning for percents.
  - a) Connect the model, number word, and number using a variety of representations.
  - b) Make estimates in appropriate situations.
- 1.03 Compare and order rational numbers.

- 1.04 Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers.
  - a) Analyze computational strategies.
  - b) Describe the effect of operations on size.
  - c) Estimate the results of computations.
  - d) Judge the reasonableness of solutions.
- 1.05 Develop fluency in the use of factors, multiples, exponential notation, and prime factorization.
- 1.06 Use exponential, scientific, and calculator notation to write very large and very small numbers.
- 1.07 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will select and use appropriate tools to measure two- and three-dimensional figures.**

**Objectives**

- 2.01 Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.
- 2.02 Solve problems involving perimeter/circumference and area of plane figures.

**COMPETENCY GOAL 3: The learner will understand and use properties and relationships of geometric figures in the coordinate plane.**

**Objectives**

- 3.01 Identify and describe the intersection of figures in a plane.
- 3.02 Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.
- 3.03 Transform figures in the coordinate plane and describe the transformation.
- 3.04 Solve problems involving geometric figures in the coordinate plane.

**COMPETENCY GOAL 4: The learner will understand and determine probabilities.**

**Objectives**

- 4.01 Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distribution tables, permutations, combinations, and the Fundamental Counting Principle.
- 4.02 Use a sample space to determine the probability of an event.

- 4.03 Conduct experiments involving simple and compound events.
- 4.04 Determine and compare experimental and theoretical probabilities for simple and compound events.
- 4.05 Determine and compare experimental and theoretical probabilities for independent and dependent events.
- 4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.

**COMPETENCY GOAL 5: The learner will demonstrate an understanding of simple algebraic expressions.**

**Objectives**

- 5.01 Simplify algebraic expressions and verify the results using the basic properties of rational numbers.
  - a) Identity.
  - b) Commutative.
  - c) Associative.
  - d) Distributive.
  - e) Order of operations.
- 5.02 Use and evaluate algebraic expressions.
- 5.03 Solve simple (one- and two-step) equations or inequalities.
- 5.04 Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios.

## Grade 7

### Major Concepts/Skills

- Computation with rational numbers
- Ratio and proportion
- Factors and multiples
- Volume and surface area
- Measures of central tendency
- Box plots and histograms
- Equations and inequalities
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Number properties
- Percent
- Transformations in the coordinate plane
- Probability

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will understand and compute with rational numbers.**

### Objectives

- 1.01 Develop and use ratios, proportions, and percents to solve problems.
- 1.02 Develop fluency in addition, subtraction, multiplication, and division of rational numbers.
  - a) Analyze computational strategies.
  - b) Describe the effect of operations on size.
  - c) Estimate the results of computations.
  - d) Judge the reasonableness of solutions.
- 1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will understand and use measurement involving two- and three-dimensional figures.**

**Objectives**

- 2.01 Draw objects to scale and use scale drawings to solve problems.
- 2.02 Solve problems involving volume and surface area of cylinders, prisms, and composite shapes.

**COMPETENCY GOAL 3: The learner will understand and use properties and relationships in geometry.**

**Objectives**

- 3.01 Using three-dimensional figures:
  - a) Identify, describe, and draw from various views (top, side, front, corner).
  - b) Build from various views.
  - c) Describe cross-sectional views.
- 3.02 Identify, define, and describe similar and congruent polygons with respect to angle measures, length of sides, and proportionality of sides.
- 3.03 Use scaling and proportional reasoning to solve problems related to similar and congruent polygons.

**COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.**

**Objectives**

- 4.01 Collect, organize, analyze, and display data (including box plots and histograms) to solve problems.
- 4.02 Calculate, use, and interpret the mean, median, mode, range, frequency distribution, and inter-quartile range for a set of data.
- 4.03 Describe how the mean, median, mode, range, frequency distribution, and inter-quartile range of a set of data affect its graph.
- 4.04 Identify outliers and determine their effect on the mean, median, mode, and range of a set of data.
- 4.05 Solve problems involving two or more sets of data using appropriate statistical measures.

**COMPETENCY GOAL 5: The learner will demonstrate an understanding of linear relations and fundamental algebraic concepts.**

**Objectives**

- 5.01 Identify, analyze, and create linear relations, sequences, and functions using symbols, graphs, tables, diagrams, and written descriptions.
- 5.02 Translate among different representations of algebraic expressions, equations and inequalities.
- 5.03 Use and evaluate algebraic expressions, linear equations or inequalities to solve problems.
- 5.04 Develop fluency in the use of formulas to solve problems.

## Grade 8

### Major Concepts/Skills

- Real numbers
- Linear functions
- Pythagorean theorem, indirect measurement
- Scatterplots
- Slope
- Equations and inequalities
- Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

### Concepts/Skills to Maintain

- Ratio, proportion, and percent
- Factors and multiples
- Box plots and histograms
- Volume and surface area

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will understand and compute with real numbers.**

### Objectives

- 1.01 Develop number sense for the real numbers.
  - a) Define and use irrational numbers.
  - b) Compare and order.
  - c) Use estimates of irrational numbers in appropriate situations.
- 1.02 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will understand and use measurement concepts.**

**Objectives**

- 2.01 Determine the effect on perimeter, area or volume when one or more dimensions of two- and three-dimensional figures are changed.
- 2.02 Apply and use concepts of indirect measurement.

**COMPETENCY GOAL 3: The learner will understand and use properties and relationships in geometry.**

**Objectives**

- 3.01 Represent problem situations with geometric models.
- 3.02 Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems.
- 3.03 Identify, predict, and describe dilations in the coordinate plane.

**COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.**

**Objectives**

- 4.01 Collect, organize, analyze, and display data (including scatterplots) to solve problems.
- 4.02 Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.
- 4.03 Identify misuses of statistical and numerical data.

**COMPETENCY GOAL 5: The learner will understand and use linear relations and functions.**

**Objectives**

- 5.01 Develop an understanding of function.
  - a) Translate among verbal, tabular, graphic, and algebraic representations of functions.
  - b) Identify relations and functions as linear or nonlinear.
  - c) Find, identify, and interpret the slope (rate of change) and intercepts of a linear relation.
  - d) Interpret and compare properties of linear functions from tables, graphs, or equations.

- 5.02 Write an equation of a linear relationship given: two points, the slope and one point on the line, or the slope and y-intercept.
- 5.03 Solve problems using linear equations and inequalities; justify symbolically and graphically.
- 5.04 Solve equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.

## HIGH SCHOOL GRADES 9-12

### **Number and Operations**

Students in the secondary years extend their understanding of numbers to include the complex numbers and become proficient with advanced numeric relationships, including exponential, logarithmic, trigonometric, and matrix expressions. Students develop fluency in operating with and evaluating algebraic expressions.

---

### **Geometry and Measurement**

Appropriate tools are used to create figures and identify characteristics and properties that describe relationships among shapes. Students use and apply algebraic representations to describe geometric relationships and transformations. Basic trigonometric relationships and functions are developed to solve problems. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. A variety of proof strategies is used to verify generalizations and properties of shape and connect geometry to other branches of mathematics.

Students maintain and extend measurement skills from earlier years, especially through science and technical course work. They focus on solving measurement-related problems involving concepts of precision, tolerance, error, and multiple dimensions.

---

### **Data Analysis and Probability**

Students use appropriate technology to investigate, analyze, and present data. Measures of central tendency, spread, and distribution are used to describe and analyze data. Hypotheses, arguments, and conclusions are made, tested, and evaluated based on data. Using a best-fit function for bivariate data, students interpret and apply the function in the context of a problem.

Building upon study in earlier years, students use theoretical and experimental probability to model and solve increasingly complex problems.

---

## **Algebra**

Students will be expected to describe and translate among graphic, algebraic, numeric, and verbal representations of relations and use those representations to solve problems. They use symbols to represent variables, parameters, and functions and extend their use of symbols to include vectors and matrices. Students use technology to assist in developing models and analytical solutions. They use appropriate terminology and notation to define function, domain, range, composition, and inverses of functions. They expand their understanding of functions to include power, polynomial, exponential, periodic, piece-wise, and recursively defined functions. They solve equations, inequalities, and systems using algebraic, tabular, numerical, and graphical methods.

---

## Introductory Mathematics

Introductory Mathematics provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will understand and compute with real numbers.**

### Objectives

- 1.01 Develop number sense for the real numbers.
  - a) Define and use irrational numbers.
  - b) Compare and order.
  - c) Use estimates of irrational numbers in appropriate situations.
- 1.02 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**COMPETENCY GOAL 2: The learner will use properties and relationships in geometry and measurement concepts to solve problems.**

### Objectives

- 2.01 Determine the effect on perimeter, area or volume when one or more dimensions of two- and three-dimensional figures are changed.
- 2.02 Apply and use concepts of indirect measurement.
- 2.03 Represent problem situations with geometric models.
- 2.04 Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems.
- 2.05 Identify, predict, and describe dilations in the coordinate plane.

**COMPETENCY GOAL 3: The learner will understand and use graphs and data analysis.**

**Objectives**

- 3.01 Collect, organize, analyze, and display data (including scatterplots) to solve problems.
- 3.02 Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.
- 3.03 Identify misuses of statistical and numerical data.

**COMPETENCY GOAL 4: The learner will understand and use linear relations and functions.**

**Objectives**

- 4.01 Develop an understanding of function.
  - a) Translate among verbal, tabular, graphic, and algebraic representations of functions.
  - b) Identify relations and functions as linear or nonlinear.
  - c) Find, identify, and interpret the slope (rate of change) and intercepts of a linear relation.
  - d) Interpret and compare properties of linear functions from tables, graphs, or equations.
- 4.02 Write an equation of a linear relationship given: two points, the slope and one point on the line, or the slope and y-intercept.
- 4.03 Solve problems using linear equations and inequalities; justify symbolically and graphically.
- 4.04 Solve problems using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.

## Algebra 1

Algebra 1 continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Operate with the real numbers to solve problems.
- Find, identify, and interpret the slope and intercepts of a linear relation.
- Visually determine a line of best fit for a given scatterplot; explain the meaning of the line; and make predictions using the line.
- Collect, organize, analyze, and display data to solve problems.
- Apply the Pythagorean Theorem to solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with numbers and expressions to solve problems.**

### Objectives

- 1.01 Write equivalent forms of algebraic expressions to solve problems.
  - a) Apply the laws of exponents.
  - b) Operate with polynomials.
  - c) Factor polynomials.
- 1.02 Use formulas and algebraic expressions, including iterative and recursive forms, to model and solve problems.
- 1.03 Model and solve problems using direct variation.

**COMPETENCY GOAL 2: The learner will describe geometric figures in the coordinate plane algebraically.**

**Objectives**

- 2.01 Find the lengths and midpoints of segments to solve problems.
- 2.02 Use the parallelism or perpendicularity of lines and segments to solve problems.

**COMPETENCY GOAL 3: The learner will collect, organize, and interpret data with matrices and linear models to solve problems.**

**Objectives**

- 3.01 Use matrices to display and interpret data.
- 3.02 Operate (addition, subtraction, scalar multiplication) with matrices to solve problems.
- 3.03 Create linear models for sets of data to solve problems.
  - a) Interpret constants and coefficients in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.

**COMPETENCY GOAL 4: The learner will use relations and functions to solve problems.**

**Objectives**

- 4.01 Use linear functions or inequalities to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret constants and coefficients in the context of the problem.
- 4.02 Graph, factor, and evaluate quadratic functions to solve problems.
- 4.03 Use systems of linear equations or inequalities in two variables to model and solve problems. Solve using tables, graphs, and algebraic properties; justify results.
- 4.04 Graph and evaluate exponential functions to solve problems.

## Geometry

Geometry continues students' study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology, from manipulatives to calculators and graphics software, should be used regularly for instruction and assessment.

### Prerequisites

- Apply geometric properties and relationships to solve problems.
- Use formulas to solve problems.
- Define and use linear expressions to model and solve problems.
- Operate with matrices to model and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with real numbers to solve problems.**

### Objectives

- 1.01 Use the trigonometric ratios to model and solve problems involving right triangles.
- 1.02 Use length, area, and volume of geometric figures to solve problems. Include arc length, area of sectors of circles; lateral area, surface area, and volume of three-dimensional figures; and perimeter, area, and volume of composite figures.
- 1.03 Use length, area, and volume to model and solve problems involving probability.

**COMPETENCY GOAL 2: The learner will use geometric and algebraic properties of figures to solve problems and write proofs.**

**Objectives**

- 2.01 Use logic and deductive reasoning to draw conclusions and solve problems.
- 2.02 Apply properties, definitions, and theorems of angles and lines to solve problems and write proofs.
- 2.03 Apply properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs:
  - a) Triangles.
  - b) Quadrilaterals.
  - c) Other polygons.
  - d) Circles.
- 2.04 Develop and apply properties of solids to solve problems.

**COMPETENCY GOAL 3: The learner will transform geometric figures in the coordinate plane algebraically.**

**Objectives**

- 3.01 Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.
- 3.02 Use matrix operations (addition, subtraction, multiplication, scalar multiplication) to describe the transformation of polygons in the coordinate plane.

## Algebra 2

Algebra 2 continues students' study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis should be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Operate with matrices to solve problems.
- Create linear models, for sets of data, to solve problems.
- Use linear functions and inequalities to model and solve problems.
- Use quadratic functions to model problems and solve by factoring and graphing.
- Use systems of linear equations or inequalities to model and solve problems.
- Graph and evaluate exponential functions to solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with complex numbers, matrices, and polynomials.**

### Objectives

- 1.01 Simplify and perform operations with rational exponents and logarithms (common and natural) to solve problems.
- 1.02 Define and compute with complex numbers.
- 1.03 Operate with algebraic expressions (polynomial, rational, complex fractions) to solve problems.
- 1.04 Operate with matrices to model and solve problems.
- 1.05 Model and solve problems using direct, inverse, combined and joint variation.

**COMPETENCY GOAL 2: The learner will use relations and functions to solve problems.**

**Objectives**

- 2.01 Use the composition and inverse of functions to model and solve problems; justify results.
- 2.02 Use quadratic functions and inequalities to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.03 Use exponential functions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.04 Create and use best-fit mathematical models of linear, exponential, and quadratic functions to solve problems involving sets of data.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.
- 2.05 Use rational equations to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
  - c) Identify the asymptotes and intercepts graphically and algebraically.
- 2.06 Use cubic equations to model and solve problems.
  - a) Solve using tables and graphs.
  - b) Interpret constants and coefficients in the context of the problem.
- 2.07 Use equations with radical expressions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the degree, constants, and coefficients in the context of the problem.
- 2.08 Use equations and inequalities with absolute value to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.09 Use the equations of parabolas and circles to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.

- 2.10 Use systems of two or more equations or inequalities to model and solve problems; justify results. Solve using tables, graphs, matrix operations, and algebraic properties.

## Technical Mathematics 1

Technical Mathematics 1 continues students' study of algebra and geometry, building upon middle school and Algebra I topics. Problem solving, measurement, special relationships in right triangles, transformations, and geometric applications of algebra are the topics to be studied in an application-centered environment. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Apply geometric properties and relationships to solve problems.
- Use tables, formulas and algebraic expressions to model and solve problems.
- Define and use linear functions to model and solve problems.
- Operate with matrices to model and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Algebra

**COMPETENCY GOAL 1: The learner will apply various strategies to solve problems.**

### Objective

- 1.01 Apply various techniques and strategies to solve problems.
- a) Select or create an appropriate graphical display for a given set of data.
  - b) Identify and represent patterns using appropriate algebraic notation.
  - c) Select and apply appropriate formulas.
  - d) Choose or create appropriate representations of two- and three-dimensional figures.

**COMPETENCY GOAL 2: The learner will measure and apply geometric concepts to solve problems.**

### Objectives

- 2.01 Select and use appropriate tools to measure two- and three-dimensional figures; interpret and communicate results with regard to precision.
- 2.02 Interpret and construct maps and scale drawings to solve problems.

- 2.03 Use the length, area, and volume of geometric figures to solve problems. Include arc length, area of sectors of circles; lateral area, surface area, and volume of three-dimensional figures; and perimeter, area, and volume of composite figures.
- 2.04 Use the trigonometric ratios to model and solve problems involving right triangles.

**COMPETENCY GOAL 3: The learner will describe the transformation of polygons in the coordinate plane algebraically.**

**Objectives**

- 3.01 Apply algebraic and trigonometric concepts to confirm properties of geometric figures in the coordinate plane.
- 3.02 Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.
- 3.03 Use matrix operations (addition, subtraction, multiplication, scalar multiplication) to describe the transformation of polygons in the coordinate plane.

## Technical Mathematics 2

Technical Mathematics 2 continues students' study of algebra and geometry, building upon middle and high school topics. Geometry, functions, and statistical methods for estimation and prediction are the topics to be studied in an application-centered environment.

Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Apply geometric properties and relationships to solve problems.
- Use tables, formulas and algebraic expressions to model and solve problems.
- Identify, graph, and use exponential and quadratic functions to solve problems.
- Create linear models, for a set of data, to solve problems.

**Strands:** Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will use properties of geometric figures to solve problems.**

### Objectives

- 1.01 Apply the properties and definitions of lines and angles to model and solve problems.
- 1.02 Apply the properties and definitions of plane figures to model and solve problems:
  - a) Triangles.
  - b) Quadrilaterals.
  - c) Other polygons.
  - d) Circles.

**COMPETENCY GOAL 2: The learner will use relations and functions to solve problems.**

**Objectives**

- 2.01 Use quadratic equations to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.02 Use exponential functions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.03 Create, interpret, and analyze best-fit models of linear, exponential, and quadratic functions to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.
- 2.04 Use systems of equations and inequalities to model and solve problems using tables, graphs, matrix operations, and algebraic properties; justify results.

## Advanced Functions and Modeling

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, and input/output.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear, quadratic, cubic, and exponential functions to model and solve problems.
- Use systems of two or more equations or inequalities to solve problems.
- Use the trigonometric ratios to model and solve problems.
- Use logic and deductive reasoning to draw conclusions and solve problems.

**Strands:** Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will analyze data and apply probability concepts to solve problems.**

### Objectives

- 1.01 Create and use calculator-generated models of linear, polynomial, exponential, trigonometric, power, and logarithmic functions of bivariate data to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check models for goodness-of-fit; use the most appropriate model to draw conclusions and make predictions.
- 1.02 Summarize and analyze univariate data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.

- c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of univariate data.
  - f) Compare distributions of univariate data.
- 1.03 Use theoretical and experimental probability to model and solve problems.
- a) Use addition and multiplication principles.
  - b) Calculate and apply permutations and combinations.
  - c) Create and use simulations for probability models.
  - d) Find expected values and determine fairness.
  - e) Identify and use discrete random variables to solve problems.
  - f) Apply the Binomial Theorem.

**COMPETENCY GOAL 2: The learner will use functions to solve problems.**

**Objectives**

- 2.01 Use logarithmic (common, natural) functions to model and solve problems; justify results.
- a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.02 Use piecewise-defined functions to model and solve problems; justify results.
- a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.03 Use power functions to model and solve problems; justify results.
- a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.04 Use trigonometric (sine, cosine) functions to model and solve problems; justify results.
- a) Solve using tables, graphs, and algebraic properties.
  - b) Create and identify transformations with respect to period, amplitude, and vertical and horizontal shifts.
  - c) Develop and use the law of sines and the law of cosines.
- 2.05 Use recursively-defined functions to model and solve problems.
- a) Find the sum of a finite sequence.
  - b) Find the sum of an infinite sequence.
  - c) Determine whether a given series converges or diverges.
  - d) Translate between recursive and explicit representations.

## Discrete Mathematics

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, input/output, mapping.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear and exponential functions to model and solve problems.
- Operate with matrices to model and solve problems.
- Define complex numbers and perform basic operations with them.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will use matrices and graphs to model relationships and solve problems.**

### Objectives

- 1.01 Use matrices to model and solve problems.
  - a) Display and interpret data.
  - b) Write and evaluate matrix expressions to solve problems.
- 1.02 Use graph theory to model relationships and solve problems.

**COMPETENCY GOAL 2: The learner will analyze data and apply probability concepts to solve problems.**

**Objectives**

- 2.01 Describe data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.
  - c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of data.
  - f) Compare distributions of data.
- 2.02 Use theoretical and experimental probability to model and solve problems.
  - a) Use addition and multiplication principles.
  - b) Calculate and apply permutations and combinations.
  - c) Create and use simulations for probability models.
  - d) Find expected values and determine fairness.
  - e) Identify and use discrete random variables to solve problems.
  - f) Apply the Binomial Theorem.
- 2.03 Model and solve problems involving fair outcomes:
  - a) Apportionment.
  - b) Election Theory.
  - c) Voting Power.
  - d) Fair Division.

**COMPETENCY GOAL 3: The learner will describe and use recursively-defined relationships to solve problems.**

**Objective**

- 3.01 Use recursion to model and solve problems.
  - a) Find the sum of a finite sequence.
  - b) Find the sum of an infinite sequence.
  - c) Determine whether a given series converges or diverges.
  - d) Write explicit definitions using iterative processes, including finite differences and arithmetic and geometric formulas.
  - e) Verify an explicit definition with inductive proof.

## Pre-Calculus

Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, input/output, mapping.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear, quadratic, cubic, exponential, rational, absolute value, and radical functions to model and solve problems.
- Use systems of two or more equations or inequalities to solve problems.
- Use the trigonometric ratios to model and solve problems.
- Use logic and deductive reasoning to draw conclusions and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will describe geometric figures in the coordinate plane algebraically.**

### Objectives

- 1.01 Transform relations in two dimensions; describe the results algebraically and geometrically.
- 1.02 Use the quadratic relations (parabola, circle, ellipse, hyperbola) to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 1.03 Operate with vectors in two dimensions to model and solve problems.

**COMPETENCY GOAL 2: The learner will use relations and functions to solve problems.**

**Objectives**

- 2.01 Use functions (polynomial, power, rational, exponential, logarithmic, logistic, piecewise-defined, and greatest integer) to model and solve problems; justify results.
  - a) Solve using graphs and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.02 Use trigonometric and inverse trigonometric functions to model and solve problems; justify results.
  - a) Solve using graphs and algebraic properties.
  - b) Create and identify transformations with respect to period, amplitude, and vertical and horizontal shifts.
  - c) Develop and use the law of sines and the law of cosines.
- 2.03 For sets of data, create and use calculator-generated models of linear, polynomial, exponential, trigonometric, power, logistic, and logarithmic functions.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check models for goodness-of-fit; use the most appropriate model to draw conclusions or make predictions.
- 2.04 Use the composition and inverse of functions to model and solve problems.
- 2.05 Use polar equations to model and solve problems.
  - a) Solve using graphs and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.06 Use parametric equations to model and solve problems.
- 2.07 Use recursively-defined functions to model and solve problems.
  - a) Find the sum of a finite sequence.
  - b) Find the sum of an infinite sequence.
  - c) Determine whether a given series converges or diverges.
  - d) Translate between recursive and explicit representations.
- 2.08 Explore the limit of a function graphically, numerically, and algebraically.

## Integrated Mathematics 1

Integrated Mathematics 1 provides students the opportunity to study traditional topics from algebra, geometry, probability, and statistics in a problem-centered, connected approach. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Operate with real numbers to solve problems.
- Use formulas to solve problems.
- Find, identify, and interpret the slope and intercepts of a linear relation.
- Visually determine the line of best fit for a given scatterplot; explain the meaning of the line; and make predictions using the line.
- Collect, organize, analyze, and display data to solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with numbers and expressions to solve problems.**

### Objectives

- 1.01 Write equivalent forms of algebraic expressions to solve problems.
  - a) Apply the laws of exponents.
  - b) Operate with polynomials.
  - c) Factor polynomials.
- 1.02 Use algebraic expressions, including iterative and recursive forms, to model and solve problems.

**COMPETENCY GOAL 2: The learner will use properties of geometric figures to solve problems.**

**Objectives**

- 2.01 Use the length, area, and volume of geometric figures to solve problems. Include arc length, area of sectors of circles; lateral area, surface area, and volume of three-dimensional figures; and perimeter, area, and volume of composite figures.
- 2.02 Develop and apply properties of solids to solve problems.

**COMPETENCY GOAL 3: The learner will analyze data and apply probability concepts to solve problems.**

**Objectives**

- 3.01 Use graph theory to model relationships and solve problems.
- 3.02 Use theoretical and experimental probability to model and solve problems.
  - a) Use addition and multiplication principles.
  - b) Calculate and apply permutations and combinations.
  - c) Create and use simulations for probability models.
  - d) Find expected values and determine fairness.
- 3.03 Create linear and exponential models, for sets of data, to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.

**COMPETENCY GOAL 4: The learner will use relations and functions to solve problems.**

**Objectives**

- 4.01 Use linear functions or inequalities to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 4.02 Use exponential functions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 4.03 Use systems of linear equations or inequalities in two variables to model problems and solve graphically.

## Integrated Mathematics 2

Integrated Mathematics 2 continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Create linear and exponential models, for sets of data, to solve problems.
- Use linear expressions to model and solve problems.
- Collect, organize, analyze, and display data to solve problems.
- Apply geometric properties and relationships to solve problems.
- Apply the Pythagorean Theorem to solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with numbers, algebraic expressions, and matrices to solve problems.**

### Objectives

- 1.01 Write equivalent forms of algebraic expressions to solve problems.
- 1.02 Use algebraic expressions, including iterative and recursive forms, to model and solve problems.
- 1.03 Model and solve problems using direct variation.
- 1.04 Operate with matrices to model and solve problems.

**COMPETENCY GOAL 2: The learner will describe geometric figures in the coordinate plane algebraically.**

**Objectives**

- 2.01 Find the lengths and midpoints of segments to solve problems.
- 2.02 Use the parallelism or perpendicularity of lines and segments to solve problems.
- 2.03 Use the trigonometric ratios to model and solve problems.
- 2.04 Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.

**COMPETENCY GOAL 3: The learner will collect, organize, and interpret data to solve problems.**

**Objectives**

- 3.01 Describe data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.
  - c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of data.
  - f) Compare distributions of data.
- 3.02 Create and use, for sets of data, calculator-generated models of linear, exponential, and quadratic functions to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.

**COMPETENCY GOAL 4: The learner will use relations and functions to solve problems.**

**Objectives**

- 4.01 Use systems of linear equations or inequalities in two variables to model and solve problems. Solve using tables, graphs, and algebraic properties; justify steps used.
- 4.02 Use quadratic functions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 4.03 Use power models to solve problems.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.

## Integrated Mathematics 3

Integrated Mathematics 3 continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions and the deductive methods of proof with geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Use the trigonometric ratios to model and solve problems.
- Apply geometric properties and relationships to solve problems.
- Use systems of linear equations or inequalities to model and solve problems.
- Define and use linear and exponential functions to model and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with numbers and algebraic expressions to solve problems.**

### Objectives

- 1.01 Write equivalent forms of algebraic expressions to solve problems.
- 1.02 Use algebraic expressions, including iterative and recursive forms, to model and solve problems.
- 1.03 Simplify and perform operations with rational exponents and logarithms to solve problems.
- 1.04 Model and solve problems using direct, inverse, combined and joint variation.

**COMPETENCY GOAL 2: The learner will use properties of geometric figures to solve problems.**

**Objectives**

- 2.01 Use logic and deductive reasoning to draw conclusions and solve problems.
- 2.02 Apply the properties, definitions, and theorems of angles and lines to solve problems and write proofs.
- 2.03 Apply the properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs:
  - a) Triangles.
  - b) Quadrilaterals.
  - c) Other polygons.
  - d) Circles.
- 2.04 Use the law of sines and law of cosines to solve problems.

**COMPETENCY GOAL 3: The learner will use relations and functions to solve problems.**

**Objectives**

- 3.01 Use systems of two or more equations or inequalities to model and solve problems; justify results. Solve using tables, graphs, matrix operations, and algebraic properties.
- 3.02 Use quadratic functions and inequalities to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 3.03 Use rational equations to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
  - c) Identify the asymptotes and intercepts graphically and algebraically.
- 3.04 Use equations and inequalities with absolute value to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 3.05 Transform functions in two dimensions; describe the results algebraically and geometrically.

## Integrated Mathematics 4

Integrated Mathematics 4 provides students an advanced study of trigonometry, functions, analytic geometry, and data analysis with a problem-centered, connected approach in preparation for college-level mathematics. Applications and modeling should be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, and input/output.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear, quadratic, cubic, exponential, rational, absolute value, and radical functions to model and solve problems.
- Use systems of two or more equations or inequalities to solve problems.
- Use the trigonometric ratios to model and solve problems.
- Use logic and deductive reasoning to draw conclusions and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will operate with complex numbers and vectors to solve problems.**

### Objectives

- 1.01 Operate with vectors in two dimensions to model and solve problems.
- 1.02 Define and compute with complex numbers.

**COMPETENCY GOAL 2: The learner will describe geometric figures in the coordinate plane algebraically.**

**Objectives**

- 2.01 Use the quadratic relations (parabola, circle, ellipse, hyperbola) to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.02 Estimate the area and volume of continuously varying quantities.

**COMPETENCY GOAL 3: The learner will analyze data to solve problems.**

**Objectives**

- 3.01 Analyze univariate data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.
  - c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of distributions of univariate data.
  - f) Compare distributions of univariate data.
- 3.02 Create and use calculator-generated models of linear, polynomial, exponential, trigonometric, power, logistic, and logarithmic functions of bivariate data to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check models for goodness-of-fit; use the most appropriate model to draw conclusions or make predictions.

**COMPETENCY GOAL 4: The learner will use relations and functions to solve problems.**

**Objectives**

- 4.01 Use functions (polynomial, power, rational, exponential, logarithmic, logistic, piecewise-defined, and greatest integer) to model and solve problems; justify results.
  - a) Solve using graphs and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.

- 4.02 Use recursively-defined functions to model and solve problems.
  - a) Find the sum of a finite sequence.
  - b) Find the sum of an infinite sequence.
  - c) Determine whether a given series converges or diverges.
  - d) Translate between recursive and explicit representations.
- 4.03 Use the composition and inverse of functions to model and solve problems.
- 4.04 Use trigonometric and inverse trigonometric functions to model and solve problems.
  - a) Solve using graphs and algebraic properties.
  - b) Create and identify transformations with respect to period, amplitude, and vertical and horizontal shifts.
- 4.05 Use polar equations to model and solve problems.
  - a) Solve using graphs and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 4.06 Use parametric equations to model and solve problems.
- 4.07 Find the rate of change at any point of a function.

## Advanced Placement Statistics

Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Create and use, for sets of data, best-fit mathematical models of functions to solve problems.
- Use logic and deductive reasoning to draw conclusions and solve problems.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use functions to model and solve problems.

**Strands:** Number and Operations, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will analyze univariate data to solve problems.**

### Objectives

- 1.01 Summarize distributions of univariate data by determining and interpreting measures of center, spread, position, boxplots, and effects of changing units on summary measures.
- 1.02 Analyze distribution of continuous univariate data (both normal and non-normal).

**COMPETENCY GOAL 2: The learner will construct and interpret displays of univariate data to solve problems.**

### Objectives

- 2.01 Construct and interpret graphical displays of univariate data
- 2.02 Compare distributions among sets of univariate data.

**COMPETENCY GOAL 3: The learner will collect and analyze data to solve problems.**

**Objectives**

- 3.01 Analyze categorical data.
- 3.02 Use and compare methods of data collection.
- 3.03 Apply statistical principles and methods in sample surveys; identify difficulties.
- 3.04 Apply principles and methods in designed experiments; identify difficulties.
- 3.05 Apply concepts of probability to solve problems.
- 3.06 Use normal distributions as a model for distribution.
  - a) Investigate the properties of the normal distribution.
  - b) Use the table of standard normal distribution ( $Z$ ).
- 3.07 Simulate sampling distributions.
- 3.08 Use simulations to develop an understanding of the Central Limit Theorem and its importance in confidence intervals and tests of significance.
- 3.09 Recognize, construct and interpret results using confidence intervals in the context of a problem.
- 3.10 Perform tests of significance and interpret results in the context of a problem.

**COMPETENCY GOAL 4: The learner will analyze bivariate data to solve problems.**

**Objective**

- 4.01 Analyze bivariate data.
  - a) Recognize and analyze correlation and linearity.
  - b) Determine the least squares regression line.
  - c) Create residual plots and identify outliers and influential points to analyze data.
  - d) Use logarithmic and power transformations to analyze data.

## Advanced Placement Calculus

Advanced Placement Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### Prerequisites

- Use circle, trigonometric, and inverse trigonometric functions to solve problems.
- Use the trigonometric ratios and the laws of sines and cosines to solve problems.
- Describe graphically, algebraically and verbally phenomena as functions; identifying independent and dependent quantities, domain, and range.
- Translate among graphic, algebraic, tabular, and verbal representations of relations.
- Use functions (linear, polynomial, exponential, logarithmic, rational, power, piecewise) to model and solve problems.
- Use the composition and inverse of functions to model and solve problems.
- Transform relations in two and three dimensions; describe algebraically and/or geometrically the results.
- Use the conic relations to model and solve problems.
- Write equivalent forms of algebraic expressions.
- Find special points (zeros, intercepts, asymptotes, local maximum, local minimum, etc.) of relations and describe in the context of the problem.

**Strands:** Number and Operations, Geometry and Measurement, Algebra

**COMPETENCY GOAL 1: The learner will demonstrate an understanding of the behavior of functions.**

### Objectives

- 1.01 Demonstrate an understanding of limits both local and global.
  - a) Calculate limits, including one-sided, using algebra.
  - b) Estimate limits from graphs or tables of data.

- 1.02 Recognize and describe the nature of aberrant behavior caused by asymptotes and unboundedness.
  - a) Understand asymptotes in terms of graphical behavior.
  - b) Describe asymptotic behavior in terms of limits involving infinity.
  - c) Compare relative magnitudes of functions and their rates of change.
- 1.03 Identify and demonstrate an understanding of continuity of functions.
  - a) Develop an intuitive understanding of continuity. (Close values of the domain lead to close values of the range.)
  - b) Understand continuity in terms of limits.
  - c) Develop a geometric understanding of graphs of continuous functions. (Intermediate Value Theorem and Extreme Value Theorem).

**COMPETENCY GOAL 2: The learner will use derivatives to solve problems.**

**Objectives**

- 2.01 Explore and interpret the concept of the derivative graphically, numerically, analytically and verbally.
  - a) Interpret derivative as an instantaneous rate of change.
  - b) Define derivative as the limit of the difference quotient.
  - c) Identify the relationship between differentiability and continuity.
- 2.02 Apply the concept of the derivative at a point.
  - a) Find the slope of a curve at a point. Examples are emphasized, including points at which there are vertical tangents and points at which there are no tangents.
  - b) Find the tangent line to a curve at a point and local linear approximation.
  - c) Find the instantaneous rate of change as the limit of average rate of change.
  - d) Approximate a rate of change from graphs and tables of values.
- 2.03 Interpret the derivative as a function.
  - a) Identify corresponding characteristics of graphs of  $f$  and  $f'$ .
  - b) Identify relationship between the increasing and decreasing behavior of  $f$  and the sign of  $f'$ .
  - c) Investigate the Mean Value Theorem and its geometric consequences.
  - d) Translate between verbal and algebraic descriptions of equations involving derivatives.

- 2.04 Demonstrate fluency and accuracy in the computation of derivatives.
- Find the derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
  - Use the basic rules for the derivative of sums, products, and quotients of functions.
  - Use the chain rule and implicit differentiation.
- 2.05 Interpret the second derivative.
- Identify the corresponding characteristics of the graphs of  $f$ ,  $f'$ , and  $f''$ .
  - Identify the relationship between the concavity of  $f$  and the sign of  $f''$ .
  - Identify points of inflection as places where concavity changes.
- 2.06 Apply the derivative in graphing and modeling contexts.
- Analyze curves, with attention to monotonicity and concavity.
  - Optimize with both absolute (global) and relative (local) extrema.
  - Model rates of change, including related rates problems.
  - Use implicit differentiation to find the derivative of an inverse function.
  - Interpret the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.
  - Interpret differential equations geometrically via slope fields and the relationship between slope fields and solution curves for differential equations.

**COMPETENCY GOAL 3: The learner will use integrals to solve problems.**

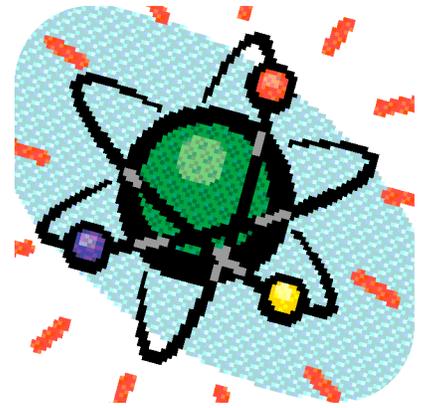
**Objectives**

- 3.01 Explore and interpret the concept of the definite integral.
- Compute Riemann sums using left, right, and midpoint evaluation points.
  - Find the definite integral as a limit of Riemann sums over equal subdivisions.
  - Find the definite integral of the rate of change of a quantity over an interval interpreted as the change of the quantity over the interval:
 
$$\int_a^b f'(x)dx = f(b) - f(a)$$
  - Identify basic properties of definite integrals.

- 3.02 Apply standard techniques of anti-differentiation.
- Find anti-derivatives following directly from derivatives of basic functions.
  - Find anti-derivatives by substitution of variables. (including change of limits for definite integrals).
- 3.03 Apply and interpret the Fundamental Theorem of Calculus.
- Use the Fundamental Theorem to evaluate definite integrals.
  - Use the Fundamental Theorem to represent a particular anti-derivative, and the analytical and graphical analysis of functions so defined.
- 3.04 Define and use appropriate integrals in a variety of applications.
- Interpret the integral of a rate of change to give accumulated change.
  - Find specific anti-derivatives using initial conditions.
  - Set up and use an approximating Riemann sum or trapezoidal sum and represent its limit as a definite integral.
  - Find the area of a region.
  - Find the volume of a solid with known cross sections.
  - Find the average value of a function.
  - Find the distance traveled by a particle along a line.
  - Solve separable differential equations and use them in modeling. In particular, study the equation  $y' = ky$  and exponential growth.



# 1999 SCIENCE



Standard Course of Study and  
Grade Level Competencies

**K-12**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction



# TABLE OF CONTENTS

Acknowledgements .....	1
Preface .....	2
Philosophy .....	4
Purpose .....	5
Description of Program Strands .....	9
Early Grades K-5 .....	16
Kindergarten .....	17
Grade 1 .....	21
Grade 2 .....	25
Grade 3 .....	29
Grade 4 .....	33
Grade 5 .....	37
Middle Grades 6-8 .....	41
Grade 6 .....	43
Grade 7 .....	50
Grade 8 .....	58
High School Courses .....	66
Biology .....	68
Chemistry .....	76
Earth/Environmental .....	84
Physical Science .....	94
Physics .....	102
Glossary .....	109
Bibliography .....	112

# ACKNOWLEDGEMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the North Carolina Standard Course of Study would not have been possible.

We wish to express special thanks to:

- the Division of Instructional Services for providing the leadership and vision that guided the development of this document,
- the many local educators, parents, and business industry people who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum, and
- the Department of Public Instruction staff who carried the primary responsibility for revising and editing the curriculum.

The current revision process involved on some level the entire science educational community, and its end product is a North Carolina curriculum of which North Carolina can be proud. We will regularly revise and improve the curriculum in order to meet the needs of the students of North Carolina.

## PREFACE

### Intent

In a 1786 letter to a friend, Thomas Jefferson called for "the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness." Jefferson saw clearly what has since become evident: that nations' fortunes rest on their citizens' ability to understand and use information about their world.

Given his life-long fascination with the natural world, Jefferson would have agreed that an understanding of science is critical to the knowledge we all need to understand and successfully live in our world. The ability to use science in turn rests on the core education that people receive from kindergarten through high school.

The *North Carolina Science Standard Course of Study* was created to ensure such an education by establishing competency goals and objectives for teaching and learning science in all grades. It contains the concepts and theories, strands, skills, and processes on which all science instruction should be based. In addition, the curriculum defines and illustrates the connections between the *National Science Education Standards*, the *Benchmarks for Scientific Literacy*, and the state standards. The *North Carolina Science Standard Course of Study* is a guide to stronger, more relevant science education for every student.

The approach to this curriculum revision follows four major strands across all grade levels. These strands, Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives, provide unifying threads of understanding that are supported by competency goals. These goals permeate the curriculum and reflect a *science as inquiry* approach to understanding and *doing* science. Objectives under these goals become more complex as students progress from kindergarten through grade 12.

---

### Revisions

The *North Carolina Science Standard Course of Study* was last revised in 1994. The 1999 revision has been written to better reflect the development of National Science Education Standards. The 1999 revision further reflects the recommendations of the Third International Mathematics and Science Study (TIMSS) and the 1996 National Assessment of Educational Progress (NAEP) science framework and assessment. The *North Carolina Science Standard Course of Study* has been written to expand the intent of previous documents and represents an evolutionary process of curriculum refinement.

---

**Connections** At all levels, science should be taught with an awareness of its connection to other subjects and to society's needs. As author James Burke wrote, "This interdependence is typical of almost every aspect of life in the modern world. We live surrounded by objects and systems that we take for granted, but which profoundly affect the way we behave, think, work, play and in, general, conduct our lives and those of our children." The *North Carolina Science Standard Course of Study* embodies this sense of connections, as each level draws on those that precede it and contributes to those that follow.

---

**Scope** An enormous amount of scientific content has accumulated at an increasing rate, causing curricula to thicken as material is added but rarely deleted. *The Science Standard Course of Study*, therefore, does not include all science, but instead focuses on what all students should understand and be able to do as they move towards scientific literacy. Although the revisions suggest less coverage of numerous topics, they place more emphasis on teaching for understanding and the ability to apply that understanding to real life.

*The Basic Educational Program for North Carolina's Public Schools* specifies that *The North Carolina Standard Course of Study* is the curriculum that should be provided in all schools throughout the state. Local schools are in compliance with the *Basic Educational Plan* by providing the courses in the *Science Standard Course of Study*.

Underlying these standards is the principle that neither gender, economic status, nor cultural background limits a student's ability to understand scientific principles and develop science-related skills.

---

# PHILOSOPHY

The science component of the *North Carolina Standard Course of Study* is designed to assist educators in planning, implementing, and assessing a science program that allows “students to develop an understanding of what science is, what science is not, what science can and cannot do, and how science contributes to culture.” (National Science Education Standards, 1996, p.21) It is based on the belief that:

- Science is a human activity that can be characterized by participants’ processes.
- All students can learn and succeed in science.
- Learning science is something students do, not something that is done to them.
- Everyone can describe, explain, and predict natural phenomena.
- Science technology and society are interrelated.
- Attitudes toward science established in childhood shape adult scientific literacy.

The goal of the *North Carolina Standard Course of Study* is scientific literacy. The National Science Education Standards define scientific literacy as “the knowledge and understanding of scientific concepts and processes required for scientific decision making, participation in civic and cultural affairs, and economic productivity.” The tenets of scientific literacy include the ability to:

- Find or determine answers to questions derived from everyday experiences.
- Describe, explain, and predict natural phenomena.
- Understand articles about science.
- Engage in non-technical conversation about the validity of conclusions.
- Identify scientific issues underlying national and local decisions.
- Pose explanations based on evidence derived from one’s work.

This philosophy is based on research, state and federal documents, and ideas of professional societies. Though research shows that all students can learn and succeed in science, all students will not become scientists nor achieve the same level of understanding. Rather, the goal is to create the scientifically literate society crucial to our increasingly complex and technological world. The decisions of future policy makers will, in large measure, be based on attitudes developed in today’s classrooms.

Research in cognitive science and science education supports the need for concept development through science and technology instruction. All students, in all grades, deserve on-going and meaningful science instruction.

# PURPOSE

The *North Carolina Science Standard Course of Study* is designed to ensure that our state produces scientifically literate students. Scientific literacy implies an understanding of the scientific concepts and processes needed for personal decision-making, participation in civic affairs, and economic productivity. The scientifically literate person has a substantial understanding of scientific concepts and inquiry skills, which enable one to continue to learn and think logically. This person understands and appreciates the limits of science and technology. North Carolina students can achieve scientific literacy through an instructional program based on the goals and objectives in the science component of the Standard Course of Study.

## **Elementary Education**

The *Elementary Standard Course of Study* has four strands that provide the context for teaching the goals and objectives. The strands include:

- Nature of Science.
- Science as Inquiry.
- Science and Technology.
- Science in Social and Personal Perspectives.

By the end of fifth grade, all students should have constructed an understanding of the following:

- Characteristics of organisms.
- Similarities and differences in organisms.
- Life cycles of organisms.
- Organisms and environments.
- Ecosystems.
- Properties of earth materials.
- Weather concepts.
- Objects in the sky.
- Changes in earth and sky.
- Properties of objects and materials.
- Position and motion of objects.
- Light, heat, electricity, magnetism and sound.

## **Middle School Education**

The *Middle Level Standard Course of Study* includes four strands that provide the context for teaching the goals and objectives. The strands encompass:

- Nature of Science.
- Science as Inquiry.
- Science and Technology.
- Science in Social and Personal Perspectives.

By the end of eighth grade, all students should have constructed understanding of the following concepts, theories, and universal laws:

- Cell theory.
- Human body systems.
- Heredity and genetics.
- Population dynamics.
- Diversity and adaptations of organisms.
- Change over time of life and landforms.
- Structure of the earth system.
- Earth in the universe.
- Transfer of energy.
- Motion and forces.
- Properties of matter.
- Flow of matter and energy.

## High School Education

The *High School Standard Course of Study* includes four strands that provide the context for teaching the goals and objectives. They are

- Nature of Science.
- Science as Inquiry.
- Science and Technology.
- Science in Social and Personal Perspectives.

By the end of twelfth grade, all students should have constructed an understanding of the following concepts, theories, and universal laws. This understanding should result from required courses including Biology, an earth/environmental science, and a physical science (either Chemistry, Physics or Physical Science).

- The cell.
- Molecular basis of heredity.
- Biological evolution.
- Interdependence of organisms.
- Energy in the earth systems.
- Geochemical cycles.
- Origin and evolution of the earth system.
- Origin and evolution of the universe.
- Structure of atoms.
- Structure and properties of matter.
- Chemical reactions.
- Motions and forces.
- Conservation of energy and increase in disorder.
- Interaction of energy and matter.

The science graduation requirements may be satisfied in a variety of ways.

Satisfaction of the biology requirement may be locally designed to encourage the study of local and biological topics. Specific examples of courses that may satisfy this requirement include Standard Course of Study Biology, AP Biology, or IB Biology. Any locally designed course that satisfies this requirement must meet the five competency goals designated in the Biology Course in the Science Standard Course of Study.

Satisfaction of the earth/environmental science requirement (entering high school freshmen in school year 2000) may be locally designed to encourage the study of local earth/environmental issues. Specific examples of courses that may satisfy this requirement include, Environmental Science, AP Environmental Science, or IB Environmental Systems. Any locally designed course that satisfies this requirement must meet the seven competency goals designated in the Earth/Environmental Science course in the Science Standard Course of Study.

Satisfaction of the physical science requirement may be locally designed to encourage the study of local interest in the physical sciences. Specific examples of courses that may satisfy this requirement

include Standard Course of Study Physical Science, Chemistry or Physics, AP Chemistry or Physics, IB Chemistry or Physics. Any locally designed course that satisfies this requirement must meet the competency goals designated in the Physical Science, Chemistry, or Physics course in the Science Standard Course of Study. In addition, Principles of Technology I or Principles of Technology II can count as the undesignated third science credit required for graduation under these conditions: PT I may count as a science elective,

Principles of Technology I or Principles of Technology II can count as the undesignated third science credit required for graduation under these conditions:

- PT I may count as a science elective, a physical science credit, or as the course, Physical Science. When PT I is counted as the course Physical Science, students in this course are subject to the End of Course Test in Physical Science.
- PT II (with PT I as a prerequisite) may count as a science elective, a physical science credit, or as the course Physics. When PT I and II are counted as the course, Physics, students in this course are subject to the End of Course Test in Physics.

PT I and PT II may count as the elective laboratory science credit required for admission to the University of North Carolina System Institutions.

# DESCRIPTION OF PROGRAM STRANDS

## **Nature of Science**

The Nature of Science strand allows us to see science as a human endeavor. Women and men of various backgrounds, with diverse interests and motives, are involved in science, engineering, and related fields. While science encompasses many disciplines, such as physics, chemistry, biology, and the geosciences, these disciplines often take different approaches to the study of reality.

There also are different ways to define science. A lay person might see it as a body of information, a scientist might define it as set of procedures by which hypotheses are tested, and a philosopher might regard it as a way to question the truth of what we know. Each of these views is a valid, but only partial, definition of science. Collectively, however, these concepts begin to define the comprehensive nature of science, which is why a comprehensive science program should include inquiry, as well as the skill building investigations that demonstrate universal laws of science. (Chiappetta, 1998)

Science is a way of knowing about the world. In science, explanations are limited to those that can be inferred from confirmable data - the results obtained through observations and experiments that can be substantiated by other scientists. (NAS Evolution, 1998) When observations of a phenomenon have been confirmed or can be repeated, they are regarded as fact. Any scientific confirmation is, however, tentative, because it is always possible that the results occurred by chance.

A scientific theory is a body of continually refined observation, inference, and testable hypotheses. Because science is never irrevocably committed to any theory, no matter how firmly it appears to be established, science is not dogma. Any theory is always subject to change in the light of new and confirmed observations. Students should be taught that uncertainty is not a weakness, but a strength that leads to self-correction.

History provides yet another way to understand how science works. Students should learn that much of the progress in science and technology is the result of a gradual accumulation and application of knowledge over many centuries. (Benchmarks, 1993)

## Engaging Science

Above all, the pursuit of science should be fun and exciting. Educators can capitalize on children's natural curiosity and the joy they experience "doing" science. Put the "wow" into science education, and students' attention is almost guaranteed.

It was a strange sight: a man, standing before a fountain, watching the falling water and tilting his head from side to side. Drawing closer, I saw he was rapidly moving the fingers of his right hand up and down in front of his face.

I was in the seventh grade, visiting Princeton University with my science class, and the man at the fountain was Albert Einstein.

For several minutes, he continued silently flicking his fingers. Then he turned and asked, "Can you do it? Can you see the individual drops?"

Copying him, I spread my fingers and moved them up and down before my eyes. Suddenly, the fountain's stream seemed to freeze into individual droplets. For some time, the two of us stood there perfecting our strobe technique. Then, as the professor turned to leave, he looked me in the eye and said, "Never forget that science is just that kind of exploring and fun."

Mary Budd Rowe, "Teach Your Child To Wonder," Reader's Digest, May 1995, p. 177

---

## Science As Inquiry

Students cannot just read and/or be told about science -- they must do science. All students should experience the excitement of science as they try to understand the natural world. Science experiences should also connect students to everyday life and the science- and technology-related social issues with which local communities, nations, and all humanity struggle (Cheek, 1992; Aikenhead and Solomon, 1994).

The revised *North Carolina Standard Course of Study* takes students beyond science as merely a body of knowledge to science as inquiry. It requires students to combine science and scientific knowledge with scientific reasoning and critical thinking.

Engaging students in scientific inquiry helps them develop:

- An understanding of scientific concepts.
- An appreciation of how we know what we know in science.
- An understanding of the nature of science, along with the skills to become independent discoverers of the natural world.
- The disposition to use the skills and attitudes associated with science.

Science as inquiry is key to organizing and guiding students' activities. Students in all grades and in every scientific discipline should have the opportunity ask questions, plan and conduct investigations, use appropriate tools and techniques to gather data, think critically and logically about relationships between evidence and explanations, and communicate arguments.

With increasing emphasis on experiential learning, we also must teach appropriate safety practices when engaging in any science activity. Teachers must be aware of safety recommendations, regulations, and laws relating to such topics as eye safety, use of chemicals, and field trip behavior. When students and teachers know how to do science safely, such concerns should not deter meaningful learning activities. An effective science program provides ample opportunities for students to:

- Apply safe laboratory/manipulative procedures.
- Choose, construct, and/or assemble appropriate equipment.
- Manipulate materials, scientific equipment and technologies.
- Properly handle and care for living organisms, materials, and equipment.

If students are to understand the scientific process, they must make decisions themselves. Time must be allowed for revision and repetition of experiments, presentation of results, and even for response to criticism.

Inquiry-based programs lead to integrated studies because students seldom take divisions among disciplines very seriously. Students who learn to question, debate, or explore acquire a deeper understanding of the world. By discovering principles, rather than just memorizing them, students learn not just what we know, but how we know it, and why it is important.

"Science is a way to teach how something gets to be known, to what extent things are known (for nothing is known absolutely), how to handle doubt and uncertainty, what the rules of evidence are, how to think about things so that judgements can be made how to distinguish truth from fraud and from show."

(Richard Fyneman)

---

## Teaching Inquiry

Different scientific disciplines use various methods and theories to advance knowledge. Investigations may involve discovering, observing and describing objects, organisms or events. They also may involve experiments, a search for more information, or model making. To help focus investigations, students should frame questions, such as "What do we want to find out?" "How can we make the most accurate observations?" and "If we do this, what do we expect will happen?" Scientific inquiry should involve students in establishing and refining the methods, materials, and data to collect. As students investigate and observe, they should consider questions such as "What data will answer the question?" and "What are the best measurements to make?"

New knowledge and methods emerge from these investigations and from interaction. In communicating and defending the results of scientific inquiry, arguments must be logical and demonstrate connections among natural phenomena, investigations, and scientific knowledge. In addition, the methods and procedures used to obtain evidence must be clearly reported to encourage further investigation.

Science advances through legitimate skepticism. To evaluate explanations proposed by others, scientists examine and compare evidence, identify faulty reasoning and statements that go beyond the evidence, and suggest alternative explanations. Scientific explanations must be logically consistent, based on historical and current scientific knowledge, and open to question and modification. Students, therefore, should be encouraged to present the results of their inquiries in oral or written reports. Student discussions should center on questions, such as "How should we organize the data to present the clearest answer to our question?" Out of the discussions about the ideas, the background, and the data, learners will gain experience in the practice of science and scientific thought.

---

## **Science and Technology**

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is science, while creating a way to make this salt water drinkable is technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand and control the natural and human-made environment.

"Technology" has many definitions. It may, for example, denote a way of doing things, and or a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- Artifact or hardware (e.g., an aspirin, chair, or video tape).
- Methodology or technique (e.g., painting, using a microscope).
- System of production (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry).
- Social-technical system (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing).

---

## **Science and Technology In Society**

"Achieving the goal of scientific and technological literacy requires more than understanding major concepts and processes of science and technology. Indeed, there is a need for citizens to understand science and technology as an integral part of our society. Science and technology are enterprises that shape and are shaped by human thought and social actions." (Rodger W. Bybee and George E. DeBoer, "Research on Goals for the Science Curriculum," Handbook of Research on Science Teaching and Learning. Ed. Dorothy Gabel. MacMillan, NY 1994, p. 384)

Technology has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are the primary evidence of the beginning of human culture.

Science and technology also reflect a culture's values. Consider, for example, how the acceptance of new ideas can be constrained by the environment in which they are conceived. Galileo's efforts to change perceptions of Earth's place in the solar system, Newton's demonstrations of the laws of motion, and Pasteur's identification of infection with microscopic organisms were rejected by the scientific establishment of their times. Only because of contributions from later investigators did they slowly achieve acceptance.

The development of technology also has been crucial to economic growth. For example, in an effort to make the 1890 U.S. Census faster and more efficient, Herman Hollerith drew upon early "counting machines" to develop a prototype of the computer, which in turn has created today's high-tech industries. In the words of C. Purcell ("The Machine in America: A Social History of Technology." 1995, p.xii), "Since individual technologies and their networks enhance or undermine the people we want to be and the society in which we want to live, we as citizens must try to understand this mighty force and see it not only for what it is but also for what it might be."

While properly applied technology will continue to benefit humanity, we must be aware that its misuse can harm the environment and jeopardize human well-being. Responsibility and stewardship are basic to teaching and learning science and technology. Students must understand that scientific and technological discoveries may have complex -- and perhaps unanticipated -- repercussions that must be addressed.

## **Technology As Design**

---

Technology as design is analogous to science as inquiry. All students should engage in problem-solving by designing, building, and testing solutions to real-world problems. By applying critical thinking skills and knowledge of materials, learners can compare and assess technological devices for costs, benefits, applications, practicality, environmental impact, safety, and convenience.

The goals and objectives for technological design call for students to accumulate the skills necessary to:

- Identify and state a problem, need, or product
- Design a solution including cost and risk/benefit analysis
- Implement and evaluate the solution
- Accurately record and communicate observations.

Today's technology provides nearly instant access to a storehouse of information. Students must learn to use technology as a tool to help understand science and increase creativity in scientific investigations.

---

**Science in  
Personal and  
Social Perspectives**

An essential component of balanced science education is the use of scientific conceptual understandings and processes in personal and public decision-making. Science education gives students a means to understand and act on such issues. In addition, we are so dependent on science and technology that progress is almost universally identified with them. Students must therefore develop a basic understanding of science and technology in order to become responsible citizens capable of making decisions on social, technological, environmental and other problems faced by their communities and throughout the world.

The ability to understand the nature of science and technology, to apply the concepts of and theories about the earth and life, and to use inquiry and technological design in making personal and societal decisions should be the culmination of a K-12 science education. Our job as science educators is to prepare students to be informed, scientifically and technologically literate decision-makers and problem solvers.

---

## Strands – Grades K-5

The *Standard Course of Study* for Grades K-5 provides unifying threads of understanding that span the content areas of elementary science. The strands include the following goals:

### **Nature of Science**

As a result of activities in grades K-5, all students should develop an understanding of:

- Science as a human endeavor.
- 

### **Science as Inquiry**

As a result of activities in grades K-5, all students develop:

- Abilities necessary to do scientific inquiry.
  - Understanding about scientific inquiry.
  - Abilities necessary to use the process skills of science.
    - observe                      - classify                      - use numbers
    - communicate              - measure                    - infer
    - predict                        - interpret                    - experiment
    - use space-time relations                      - control variables
    - formulate hypotheses                        - formulate models
    - define operationally
- 

### **Science and Technology**

As a result of activities in grades K-5, all students should develop:

- Abilities of technological design.
  - Understanding about technology and design.
  - Abilities to distinguish between natural and objects made by humans.
- 

### **Science in Personal and Social Perspectives**

As a result of activities in grades K-5, all students should develop understanding of:

- Personal health.
  - Characteristics and changes in populations.
  - Changes in environments.
  - Science and technology in local challenges.
-

## KINDERGARTEN

### Goal

As students in kindergarten begin their science studies by using the five senses to **observe** plants, animals, earth materials, weather and other objects, the class setting should provide a stimulating atmosphere in which students are intellectually challenged to discover the physical world around them. Young students' natural curiosity leads them to **explore** the world by observing and manipulating common objects and materials in their environment. They **interpret** their observations through the senses; and **investigate** by using taste, smell, touch, hearing and sight. The following explanations are meant to introduce the strands. Strategy books to assist teachers are available through the Department of Public Instruction's Publications Section.

---

### Nature of Science

The Nature of Science strand is designed to help students develop an understanding of the human dimensions of science, the nature of scientific thought, and the enterprise of science in society. Science education in kindergarten serves as the earliest foundation for students to experience science in a form that engages them in active construction of ideas and explanations. Young students have always had questions about themselves and their world. Science is one way of **communicating** their questions and enabling them to make sense of the natural world. Teaching science as inquiry enhances their opportunity to develop the abilities to do science.

The class setting should provide a stimulating atmosphere in which students are intellectually challenged. Young students' natural curiosity leads them to **explore** the world by observing and manipulating common objects and materials in their environment. They make observations directly through the senses; investigate by using taste, smell, touch, hearing, and sight.

---

### Science as Inquiry

Research shows that young students work well in small groups or pairs to construct and share ideas. The kindergarten classroom must employ simple equipment and tools to gather data and extend the senses. Students develop simple skills such as how to **observe**, **measure**(non-standard), **use numbers**, **sort** (using own rules) cut, connect, switch, turn on and off, pour, hold, tie, and hook. They begin to ask questions that they can answer with scientific knowledge, combined with their own observations and simple **predictions**. In the earliest years, investigations are largely based on systematic

observations. Through the observation and manipulation of common objects, students reflect on their likeness and differences. This leads to initial sketches and single word descriptions which in turn lead to increasingly more detailed drawings, richer verbal descriptions, and connections to writing.

---

**Science and  
Technology**

Young students' abilities in technological problem-solving can be developed by first hand experiences in doing tasks with a technological purpose. They can study technological products and systems in their world, such as zippers, coat hooks, can openers, tricycles and other tools. Students can engage in projects that are appropriately challenging for their development level, ones in which they must design a way to fasten, move, or **communicate**.

---

**Personal and  
Social Perspectives**

Students in kindergarten should have a variety of experiences that provide initial understandings for personal care and enable them to take responsibility for their own health. Students understandings should include following safety rules for all their school experiences as well as home, preventing abuse and neglect, avoiding injury, and when and how to say no.

---

## Science - Kindergarten

### His/Her World

The focus for kindergarten will center on students using all the five senses to make observations of events in both indoor and outdoor settings that make up their world. The strands provide a context for teaching the content throughout all goals. Students will be actively involved in:

Students will be actively involved in:

- Exploring a variety of materials.
- Utilizing observed data to make predictions.
- Generating attributes and uses of common objects and organisms.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will build an understanding of similarities and differences in plants and animals.**

#### Objectives

- 1.01 Identify the similarities and differences in plants:
  - Appearance.
  - Growth.
  - Change.
  - Uses.
- 1.02 Identify the similarities and differences in animals:
  - Appearance.
  - Growth.
  - Change.
  - Purpose.
- 1.03 Observe the different ways animals move from place to place, how plants move in different ways.
- 1.04 Observe the similarities of humans to other animals and their basic needs. How humans grow and change.

**COMPETENCY GOAL 2: The learner will build an understanding of weather concepts.**

#### Objectives

- 2.01 Observe daily weather changes throughout the year:
- 2.02 Identify types of precipitation, variations in wind, sky conditions and day and night changes.
- 2.03 Observe the seasonal and daily changes in weather: similarities and differences, temperature changes.

**COMPETENCY GOAL 3: The learner will build an understanding of the properties/movement of common objects and organisms.**

**Objectives**

- 3.01 Describe objects in terms of the materials they are made of (clay, metal, cloth, paper, etc.) their physical properties (color, size, shape, weight, texture, flexibility), and how they are used.
- 3.02 Describe how objects look, feel, smell, taste, and sound using all the senses.
- 3.03 Describe motion when an object a person, an animal, or anything goes from one place to another.

**COMPETENCY GOAL 4: The learner will increase his/her understanding of how the world works by using tools.**

**Objectives**

- 4.01 Describe the functions of tools.
- 4.02 Determine the usefulness of tools to help people: scissors, pencils, crayons, paper clips, hammers, etc.
- 4.03 Apply nonstandard units of measure.
- 4.04 Conclude that tools extend human capabilities.

## GRADE ONE

### Goal

Science education in first grade extends the foundation that began in kindergarten. Teachers build on students' natural inclinations to ask questions and investigate common objects in the natural world. Students engage in active construction of ideas and explanations as they **observe**, collect data, and **classify** living and nonliving objects. The following explanations are meant to introduce the strands. Strategy books to assist teachers are available through the Department of Public Instruction's Publications Section.

---

### Nature of Science

The Nature of Science strand is designed to help students develop an understanding of the human dimensions of science, the nature of scientific thought, and the enterprise of science in society. Through **communication** skills students are introduced to examples of women and men who have made contributions to science. Teachers can introduce young students to how scientists work and the contributions of diverse people to science and technology.

---

### Science as Inquiry

The first grade classroom employs simple equipment and tools to gather data and extend the senses. Students develop simple skills such as how to **observe**, **measure**, connect, record and report data, and **classify** objects using their own rules. Using their own **observations**, they begin to ask questions and **make predictions**. Students' investigations are largely based on systematic **observations** and simple **classifications** using their own rules. As students develop concepts and vocabulary from such experiences, they develop the ability to ask questions, investigate aspects of the world around them, and use their observations to construct reasonable explanations for the questions posed.

---

### Science and Technology

Students develop abilities to work individually and collaboratively and to use suitable tools and measurements when appropriate. Students' abilities in technological problem-solving are developed by first hand experiences in doing task with a technological purpose. They study technological products and systems as they investigate living and nonliving objects. Students develop the ability to explain a problem in their own words and identify a specific task and solution related to the problem.

---

**Personal and  
Social Perspectives**

First grade students should have a variety of experiences that provide initial understandings for personal safety and enable them to take responsibility for their own personal care. They should identify and follow simple safety rules while in school and at home. Students understand that resources are found in the living and nonliving environment.

---

## Science – Grade 1

### Living and Nonliving Objects

The focus for first grade is on students using their senses to make observations based on their own rules for classification, and on experimenting to discover the properties of living and nonliving objects. The strands provide a context for teaching the content goals . Students will actively be involved in:

- Exploring a variety of materials.
- Using observed data to classify objects.
- Identifying properties of common objects.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology,  
Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will build an understanding of the needs of living organisms.**

#### Objectives

- 1.01 Determine the needs of plants:
- Air.
  - Water.
  - Nutrients.
  - Light.
- 1.02 Determine the needs of animals:
- Air.
  - Water.
  - Food.
  - Shelter.
- 1.03 Identify environments that support various types of living organisms.
- 1.04 Identify local environments that support the needs of North Carolina plants and animals.

**COMPETENCY GOAL 2: The learner will build an understanding of solid earth materials.**

#### Objectives

- 2.01 Distinguish the size and shape of rocks, boulders, grains of sand and smaller materials.

- 2.02 Classify rocks and other earth materials according to their properties:
- Size.
  - Shape.
  - Color.
  - Texture.
  - Magnetism.
  - The ability to float or sink.
- 2.03 Determine the properties of soil:
- Composition.
  - Capacity to retain water.
  - Color.
  - Texture.
  - Ability to support life.

**COMPETENCY GOAL 3: The learner will build an understanding of the properties and relationship of objects.**

**Objectives**

- 3.01 Determine the many ways in which objects can be grouped or classified.
- 3.02 Classify solids according to their properties:
- Color.
  - Texture.
  - Shape (ability to roll or stack).
  - Weight (float or sink).
- 3.03 Determine the properties of liquids:
- Color.
  - Ability to float or sink in water (buoyancy).

**COMPETENCY GOAL 4: The learner will build an understanding of the actions of objects.**

**Objectives**

- 4.01 Observe the ways in which things move:
- Straight.
  - Zigzag.
  - Round and round.
  - Back and forth.
  - Fast and slow.
- 4.02 Describe motion of objects by tracing and measuring movement over time.
- 4.03 Observe that movement can be affected by pushing or pulling.
- 4.04 Observe that objects can move steadily or change direction.

## GRADE TWO

### Goal

Science education in the second grade builds on the foundation that began in kindergarten and first grade. Second grade students will **observe** changes in animal and plant life cycles, systems of weather, properties of materials, and sound. Changes in rate, scale, and pattern will be the focus of their investigations. The following explanations are meant to introduce the strands. Strategy books to assist teachers are available through the Department of Public Instruction's Publications Section..

---

### Nature of Science

The Nature of Science strand is designed to help students develop an understanding of the human dimensions of science, the nature of scientific thought, and the enterprise of science in society. Teachers should emphasize the experiences of investigating and thinking about explanations. Students using a cooperative learning approach can conduct investigations and present their findings to their classmates. Although people have learned much about phenomena in nature, much more remains to be understood. Science is constantly changing and will never be finished.

---

### Science as Inquiry

Teaching science as inquiry provides teachers with the opportunity to develop students' abilities and to enrich student understanding of how things change. As students focus on the study of life cycles, changes in weather, changes in properties, and changing sounds, they develop the ability to ask scientific questions, **investigate** aspects of the world around them, and use their findings to construct reasonable explanations for the concepts posed. Inquiry involves asking a simple question, completing an investigation, recording and **communicating**, answering the question, and presenting the results to others. By engaging in these kinds of activities, students begin to develop the physical and intellectual abilities of scientific inquiry.

---

### Science and Technology

Students develop the ability to explain a problem in their own words, identify a specific task and solve the related problem. Students develop abilities to work individually and collaboratively to use suitable tools and **measurements** when appropriate. Tools help students make better **observations** and **measurements** providing helpful equipment for **investigations**. They help students see, **measure**, and do things that they could not otherwise **observe**, **measure**, and do. Student abilities include oral, written, and pictorial

**communication** of design process and product. The science/technology connection is one way of answering questions and explaining changes in the natural world.

---

**Personal and  
Social Perspectives**

Second grade students have a variety of experiences that provide initial understandings for personal safety and enable them to take responsibility for their own personal care. They identify and follow simple safety rules while in school and at home. Students' understandings should include the idea that some environmental changes occur slowly, and others occur rapidly. Students should understand the different consequences of changing environments in small increments over long periods as compared with changing environments in large increments over short periods.

---

## Science – Grade 2

### Change

The focus for second grade centers on students analyzing collected data over a period of time to make predictions and understand change. Students are to look at heat as a way of changing properties of objects and motion as being related to position and time. The strands provide a context for teaching the content goals. Students will actively be involved in:

- Conducting long term investigations to define changes.
- Using tools to collect data.
- Looking at change in properties.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology,  
Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will build an understanding of plant and animal life cycles.**

#### Objectives

- 1.01 Analyze the life cycle of plants:
- Reproducing.
  - Developing into an adult.
  - Eventually dying.
- 1.02 Compare and contrast life cycles of different plants.
- 1.03 Analyze the life cycle of animals
- Being born.
  - Developing into an adult.
  - Reproducing.
  - Eventually dying.
- 1.04 Compare and contrast life cycles of different animals.

**COMPETENCY GOAL 2: The learner will build an understanding of the changes in weather.**

#### Objectives

- 2.01 Describe weather by measurable quantities:
- Temperature.
  - Wind direction.
  - Wind speed.
  - Precipitation.
- 2.02 Assess weather changes from day to day and over the seasons.

**COMPETENCY GOAL 3: The learner will build an understanding of changes in properties.**

**Objectives**

- 3.01 Determine three states of matter:
  - Solid.
  - Liquid.
  - Gas.
- 3.02 Observe changes in state due to heating and cooling in common materials.
- 3.03 Determine what can be done to materials to change some of their properties. (buoyancy-float and sink)
- 3.04 Observe the change in position and motion of objects relative to the strength of the push or pull (force).

**COMPETENCY GOAL 4: The learner will build an understanding of the concepts of sound.**

**Objectives**

- 4.01 Discover how sounds are made by using a variety of instruments and “sound makers”.
- 4.02 Discover that sound is produced by vibrating objects.
- 4.03 Determine the pitch of the sound by changing the rate of the vibration (how fast).
- 4.04 Analyze the pitch produced by changing the size and shape of a variety of instruments.

## GRADE THREE

### Goal

Third grade continues the concepts taught in grades K-2. The natural and designed world is complex; it is too large and complicated for students to investigate and comprehend all at once. The third grade program allows students to define small content portions for in-depth investigation. Each investigation unit addresses a system -- an organized group of related objects or components that form a whole. Plants, soils, earth/moon/sun, and heat/light are investigated as systems. The following explanations are meant to introduce the strands. To assist teachers, strategy books are available from the Department of Public Instruction's Publication Section.

---

### Nature of Science

The Nature of Science strand helps students understand the human dimensions of science, the nature of scientific thought, and science's role in society. Students develop an understanding of regularities in systems, which in later grades allows them to understand basic laws and theories that explain the world. Teachers build on students' natural inclination to ask questions and investigate their world. Cooperative groups of students conduct investigations that begin with a question and progress toward **communicating** an answer. Stories, films, videos, and multimedia introduce women and men who have contributed to science. These examples highlight how scientists work, showing how they pose and answer the questions, the procedures they use, and their contributions to science, technology, and society.

---

### Science as Inquiry

Students experience science in a way that engages them in active building of ideas and explanations, and gives them more opportunities to develop the ability to do science. Teaching science as inquiry requires a learning environment that engages students in hands-on activities and **investigations**. For example, if students ask each other how plants can survive in a particular environment, they might want to identify and compare the various environments where plants naturally occur. To develop the ability to do scientific inquiry, students plan and conduct a simple **investigation**, use simple equipment and tools to gather data, use data to construct reasonable explanations, and **communicate** explanations/evidence to others.

---

## Science and Technology

Students become interested in technology as they design projects, use tools well, **measure** things carefully, make reasonable estimations, calculate accurately, and **communicate** clearly. They become competent designing, analyzing, and explaining their products. Does it work? Can I make it work better? Would it have worked better if I used different materials? The more experience students have with design, the less direct guidance they need. They should begin to enjoy opportunities to clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with a new proposed solution. It is important for students to find out that there is more than one way to design a product or solve a problem. To accomplish this, have several groups of students design and solve the same problem and then discuss the advantages and disadvantages of each solution. Students see that solving some problems may lead to other problems. Introduce the balance between constraints and social impact.

---

## Personal and Social Perspectives

A variety of experiences give students an initial understanding of various science-related personal and societal challenges. “Central ideas related to health, populations, resources, and environments provide the foundations for students’ eventual understandings and actions as citizens.”(NSES) Resources are the things that we get from the living and nonliving environment to meet people’s needs and wants. As students **investigate** making soil through composting, they learn that resources can be extended through recycling and wise use.

---

## Science – Grade 3

### Patterns and Systems

The focus for third grade is on students understanding regularities in systems and that a system is made up of an organized group of related objects or components. Such systems can consist of plants, soils, mineral particles, and the earth/moon/sun. The strands provide a context for teaching the content goals. Students will be actively involved in:

- Exploring the properties of soil through plant investigations.
- Observing and recording data to understand the sun's changes in position.
- Generating data to support the period of time called a month.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology,  
Science in Personal and Social Perspectives

### **COMPETENCY GOAL 1: The learner will build an understanding of plant growth and adaptations.**

#### **Objectives**

- 1.01 Determine that the quantities and qualities of nutrients, light, and water in the environment affect plant growth.
- 1.02 Observe how environmental conditions can determine how well plants grow and survive in a particular environment.
- 1.03 Analyze plant structures for specific functions:
  - Growth.
  - Survival.
  - Reproduction.
- 1.04 Determine that new plants can be generated from:
  - Seeds.
  - Tubers.
  - Bulbs.
  - Cuttings.
- 1.05 Determine that the number of seeds a plant can produce depends on variables such as light, water, nutrients, and degree of pollination.

### **COMPETENCY GOAL 2: The learner will build an understanding of soil concepts.**

#### **Objectives**

- 2.01 Differentiate the properties of soil such as color, texture, and capacity to retain water.
- 2.02 Analyze the ability of soil to support the growth of many plants, including those in our food supply.
- 2.03 Identify various types of soil:
  - Sand.
  - Clay.
  - Humus.
- 2.04 Evaluate composting to show how plant and animal material can be broken down to form soil.

**COMPETENCY GOAL 3: The learner will build an understanding of the earth/moon/sun system.**

**Objectives**

- 3.01 Using shadows, observe the movement of the sun in the sky during the day.
- 3.02 Observe the angular position of the sun at noon over several months and relate to seasons.
- 3.03 Observe the change in shape of the moon from day to day over several months to determine a pattern.
- 3.04 Observe that stars in the night sky appear as tiny points of light.

**COMPETENCY GOAL 4: The learner will build an understanding of light and heat concepts.**

**Objectives**

- 4.01 Analyze the reflection of light.
- 4.02 Determine the nature of light through the use of shadows.
- 4.03 Analyze conduction (the movement of heat from one object to another).
- 4.04 Evaluate the ability of different materials to conduct heat.
- 4.05 Determine that heat is produced from decaying plants in a compost pile.

## GRADE FOUR

### Goal

The goal for the fourth grade is for students to think and analyze nature in terms of systems (A system is an organization of related objects that form a whole). Systems can consist of organisms, machines, fundamental particles, ideas, and numbers. Systems have boundaries, components, resources flow and feedback. The following explanations are meant to introduce the strands. To assist teachers, strategy books are available through the Department of Public Instruction's Publication Section.

---

### Nature of Science

The Nature of Science strand helps students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Science assumes that nature is the same everywhere, and that it is understandable and predictable. Students can develop an understanding of the regularity of systems, which in turn leads to understanding of basic laws of nature, scientific theories, and models that explain the world. Students can read, **investigate**, and explore the theme that science is a human endeavor. Teachers should emphasize the diversity found in the science community. Students can begin to realize that doing science involves more than being a "scientist," and that many different occupations are a part of the scientific enterprise.

---

### Science as Inquiry

Fourth grade students can master some skills of a good inquirer. Most students can make **measurements** using tools, rulers, thermometers, containers, and balances. But a student's most useful tools are the ability to make **predictions** based on **observations**, to take careful **measurements**, to record **observations** and **measurements**, and to **communicate** results in charts and simple graphs as well as prose. Good explanations are based on evidence from **investigations**.

By grade four, distinctions between the properties of objects and materials can be understood in specific context, such as a set of rocks or living materials. Through **experiments** with electricity and magnetism, students begin to understand that phenomena can be observed, measured and manipulated by **controlling variables**. Students begin developing the ability to **communicate**, **infer**, analyze and critique their work and that of other students. Results may be spoken, drawn, written or presented in multimedia.

---

## Science and Technology

Students become interested in technology as they design projects, use tools well, **measure** things carefully, make reasonable **predictions**, calculate accurately, and **communicate** clearly. Students become confident designing and analyzing projects, and the more experience they have with design, the less direct guidance they need. They begin to enjoy opportunities to clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with another proposed solution. It is important for students to find out that there is more than one way to design a product or solve a problem. To accomplish this goal, have several groups of students design and solve the same problem and then discuss the advantages and disadvantages of each solution. Students see that solving some problems may lead to others, and they become able to balance simple constraints in problem solving. Students should analyze and evaluate their own results or solutions, as well as those of other students, by considering how a product or design met the challenge to solve the problem.

---

## Personal and Social Perspectives

Students **investigate** the progression of tool use over time. They understand that people continue to invent new ways of solving problems and getting things done. As they research inventions and technological advances, students begin to understand how new ideas and inventions affect other people. They analyze advantages and disadvantages of new ideas and inventions.

---

## Science – Grade 4

### Analyzing Systems

The focus for fourth grade students is thinking and analyzing in terms of systems. This helps students keep track of objects, organisms, and events. The strands provide a context for teaching the content throughout all goals. Students will actively investigate concepts by:

- Predicting, observing, and recording results of simple experiments.
- Observing and examining structural characteristics and behavior of animals.
- Generating ideas to solve simple problems.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

### **COMPETENCY GOAL 1: The learner will build an understanding of animal growth and adaptation.**

#### **Objectives**

- 1.01 Relate structural characteristics and behavior of a variety of animals to the environment in which they are typically found.
- 1.02 Determine animal behaviors and body structures that have specific growth and survival functions in a particular habitat.
- 1.03 Evaluate living and nonliving things that affect animal life:
  - Other animals.
  - Plants.
  - Climate.
  - Water.
  - Air.
  - Location.

### **COMPETENCY GOAL 2: The learner will build an understanding of the composition and uses of rocks and minerals.**

#### **Objectives**

- 2.01 Describe the composition of a mineral. (Each mineral has a definite chemical composition and structure resulting in definite physical properties.)
- 2.02 Analyze the mineral composition of rocks.
- 2.03 Assess the uses of rocks and minerals.
- 2.04** Classify rocks using student-devised rules.

### **COMPETENCY GOAL 3: The learner will build an understanding of electricity and magnetism.**

#### **Objectives**

- 3.01 Design an electric circuit as a complete pathway with an energy source, energy receiver, and energy conductor.

- 3.02 Determine the ability of electric circuits to produce light, heat, sound, and magnetic effects.
- 3.03 Analyze the parts of a light bulb.
- 3.04 Assess the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.
- 3.05 Measure magnetic effects over distance or through substances such as glass and paper.

**COMPETENCY GOAL 4: The learner will build an understanding of technological designs.**

**Objectives**

- 4.01 Assess the invention of tools and techniques to solve problems.
- 4.02 Observe the many tools that are based on designs found in nature.
- 4.03 Determine how people use simple machines to solve problems.
- 4.04 Evaluate the attributes of simple machines that can be manipulated or combined to affect outcomes.
- 4.05 Assess the natural resources necessary to construct machines and tools.

## GRADE FIVE

### Goal

The goal for fifth grade is to **investigate** energy interactions. The understanding of energy builds on the K-4 experience with light, heat, sound, electricity, magnetism, and the motion of objects. Students connect those phenomena to understand that energy is an important property of substances, and that most change involves energy transfer. Students improve their understanding of energy by experiencing many kinds of energy transfer. The following explanations are meant to introduce the strands. To assist teachers, strategy books are available through the Department of Public Instruction's Publication Section.

---

### Nature of Science

The Nature of Science strand helps students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Science **investigations** provide the background for developing and appreciating the nature of science. Science relies on human qualities, such as reasoning, insight, energy, skill and creativity. Doing science involves many different kinds of work and engages men and women of all ages and backgrounds.

---

### Science as Inquiry

Students must actively participate in science **investigations**, and use the cognitive and manipulative skills associated with the formation of scientific explanations. They examine the validity of an explanation based on evidence. Through **experiments** and **investigations** students conduct, shape, and modify their background knowledge. Students will explore ecosystems in their local environment focusing on the interactions between living and nonliving things. They will look at food webs within ecosystems and describe the relationships among producers, consumers, and decomposers while examining the energy flow from one organism to another. Students at this level should be able to formulate questions, design and carry out **investigations**, **interpret** and use data to generate explanations, and critique explanations and procedures. Students can construct understandings about the Earth's land forms and how those landforms change overtime because of interactions among soil, rocks, water, and wind. These investigations should lead students to conduct further investigations.

---

## Science and Technology

Students can become interested in technology as they design projects, use tools well, **measure** things carefully, **make** reasonable **predictions**, calculate accurately, and **communicate** clearly. Students explore weather systems by **observing, measuring,** and recording local conditions. They use tools such as thermometers, rain gauges, and barometers to collect data to establish trends. Students become comfortable designing and analyzing their products. The more experience students have with design, the less direct guidance they need. They enjoy opportunities to clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with another proposed solution. It is important for students to find out that there is more than one way to design a product or solve a problem. To accomplish this, have several groups of students design and solve the same problem and then discuss the advantages and disadvantages of each solution. Students see that solving some problems may lead to other problems, and demonstrate the ability to balance simple constraints in problem solving. Students should analyze and evaluate their own results or solutions to problems, as well as those of other students, by considering how a product or design met the challenge to solve the problem.

---

## Personal and Social Perspectives

Students **investigate** the progression of tool use and development over time. They understand that people continue inventing new ways of solving problems, and getting things done. As they research inventions and technological advances, they begin to understand how new ideas and inventions affect other people. They analyze the advantages and disadvantages of new ideas and inventions. As students study ecosystems they will become acquainted with what happens when the environment becomes overpopulated and the use of resources increases. Through the landforms investigation students will **observe** earth's external processes that cause natural changes and present challenges, including landslides, floods, and storms.

---

## Science – Grade 5

### Energy Interactions

The focus for fifth grade students is on energy as a property of substances, its function within the earth and its environment, and its effect on the earth's processes and atmospheric movement. The strands provide a context for the teaching the content throughout all goals. Students will be actively involved in:

- Exploring energy interactions.
- Creating and maintaining a model ecosystem.
- Recognizing the forms of energy.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology,  
Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will build an understanding of the interdependence of plants and animals.**

#### Objectives

- 1.01 Assess a variety of ecosystems (communities of organisms and their interaction with the environment).
- 1.02 Determine the function of organisms within the population of the ecosystem: producers, consumers, and decomposers.
- 1.03 Evaluate the variety of organisms an ecosystem can support.
- 1.04 Relate the role of light, range of temperatures, and soil composition to an ecosystem's capacity to support life.
- 1.05 Evaluate the major source of energy for ecosystems (sunlight) and how it is passed from organism to organism in food webs.
- 1.06 Assess the interaction of organisms within an ecosystem.

**COMPETENCY GOAL 2: The learner will build an understanding of forms and sources of energy.**

#### Objectives

- 2.01 Assess the sources and forms of energy (heat, light, electricity, mechanical motion, and sound).
- 2.02 Assess the needs, benefits, distribution, pollution, and cost associated with society's use of energy.
- 2.03 Analyze the interaction and transformation of the forms of energy.

**COMPETENCY GOAL 3: The learner will build an understanding of landforms.**

#### Objectives

- 3.01 Summarize changes to the earth caused by erosion, weathering, and mass wasting.
- 3.02 Compare and contrast the stages of stream erosion and the valleys they produce.
- 3.03 Compare and contrast the rock structure and relief of plains, plateaus, and mountains

**COMPETENCY GOAL 4: The learner will build an understanding of weather and climate.**

**Objectives**

- 4.01 Analyze the water cycle:
  - Evaporation.
  - Condensation.
  - Precipitation.
  - Ground water.
- 4.02 Analyze the formation of clouds and their relation to weather systems.
- 4.03 Relate global atmospheric movement patterns to local weather.
- 4.04 Compile weather data to establish climate trends.
- 4.05 Evaluate oceans' effect on weather and climate.

## Strands – Grades 6 – 8

The *Standard Course of Study* for Middle School Science provides unifying threads of understanding to weave through the integrated science content goals and objectives for middle school. The strands include the following goals:

### **Nature of Science**

As a result of activities in grades 6-8, all students should develop an understanding of:

- Science as a human endeavor.
  - Nature of scientific knowledge.
  - Historical perspectives.
- 

### **Science as Inquiry**

As a result of activities in grades 6-8, all students should develop an understanding of:

- Ability to do scientific inquiry.
  - Understanding about scientific inquiry.
  - Ability to perform safe and appropriate manipulation of materials, scientific equipment, and technology.
  - Mastery of integrated process skills.
    - acquiring, processing, and interpreting data
    - identifying variables and their relationships
    - designing investigations
    - experimenting
    - analyzing investigations
    - constructing hypotheses
    - formulating models
- 

### **Science and Technology**

As a result of activities in grades 6-8, all students should develop an understanding of:

- What technologies are.
  - Ability to perform technological design.
  - Understanding science and technology.
-

**Science in Personal  
and Social  
Perspectives**

As a result of activities in grades 6-8, all students should develop an understanding of:

- Personal and community health.
  - Population growth.
  - Environmental quality.
  - Natural and human-induced hazards.
  - Science and technology in local, national, and global challenges.
  - Careers in science and technology.
-

## GRADE SIX

### Goal

Sixth grade science builds on the concepts and skills acquired in kindergarten through fifth grade. Instructional design should provide opportunities for understanding the conceptual goals, objectives, and strands. Connections to mathematics, technology, social science, and communication skills also should be considered for instructional design. To assist teachers with instruction, materials explaining the goals, objectives, and strands with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves (human biology/health issues) and their world (environmental quality/space exploration/technology) motivate them.

Designing technological solutions and pondering benefits and risks should underlie the middle school science experience. As students take the initiative to learn science, they will learn about themselves, their community and possible careers. The confidence to pursue such personal goals can be instilled through successful science experience.

---

### Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable. The natural world can be understood through systematic study of the rules, patterns, and cycles in nature.

Many of science's universal laws are very old ideas that still apply today. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society exemplifies the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, and the application of imagination to devise hypotheses and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
  - Clarify ideas that guide and influence the inquiry.
  - Design and conduct scientific investigations to test ideas.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Control and manipulate variables.
  - Use appropriate resources and tools to gather, analyze, interpret, and communicate data.
  - Use mathematics to gather, organize, and present data
- Students should:
- Make inferences from data .
  - Use evidence to offer descriptions, predictions and models.
  - Think critically and logically to bridge the relationships between evidence and explanations.
  - Recognize and evaluate alternative explanations.

- Review experimental procedures.
  - Communicate scientific procedures, results, and explanations.
  - Formulate questions leading to further investigations.
- 

## **Science and Technology**

Science is the foundation of technology and new technology is necessary for the advancement of science. This reciprocity of science and technology should be emphasized with middle school learners. Current media topics, emerging technologies, and research issues provide a real-world context for understanding and applying targeted grade-level skills and concepts.

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is the pursuit of science, while creating a way to make this salt water drinkable is the pursuit of technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand the world and to control the natural and human-made environment. Technology asks questions like "How does this work?" and "How can it be improved?"

The word "technology" has many definitions. It may, for example, mean a particular way of doing things, and or it may denote a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- artifact or hardware. (e.g., an aspirin, chair, computer, or video tape)
- methodology or technique. (e.g., painting, using a microscope or calculator)
- system of production. (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry)
- social-technical system. (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing).

Technology provides tools for understanding natural phenomena and often sparks scientific advances. It has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are seen as the primary evidence of the beginning of human culture. Applying scientific knowledge of materials and processes to the benefit of people has been a determining factor in shaping our culture.

While understanding the connection of science and technology is critical, the ability to distinguish between the work of engineers and scientists also should be explored. Scientists propose explanations for questions about the natural world, and engineers propose solutions relating to human problems, needs, and aspirations. Technology design skills are parallel to inquiry skills in science.

It is critical that students understand that technology enables us to design adaptations to the natural world but not without both positive and negative consequences. The limits on science's ability to answer all questions, and on technology's ability to design solutions for all adaptive problems, also must be stressed. Design requires that technological solutions adhere to the universal laws of nature.

Constraints such as gravity or the properties of the materials to be used are critical to the success of a technological solution. Other constraints, including cost, time, politics, society, ethics, and aesthetics, also define parameters and limit choices. Students should analyze benefits and costs of technological solutions. Fundamental abilities of technological design include the ability to:

- Identify problems appropriate for technological design.
  - Develop criteria for evaluating the product or solution.
  - Identify constraints that must be taken into consideration
  - Design a product or solution.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Implement a proposed design.
  - Evaluate completed design or product.
  - Analyze the risks and benefits of the solution.
  - Communicate the process of technological design.
  - Review the process of technological design.
- 

### **Science in Personal and Social Perspectives**

The ultimate goal for a scientifically literate person is the ability to use appropriate scientific principles and processes in making personal decisions. Therefore, making personal and societal connections to scientific challenges is imperative for middle school learners. Concepts, skills and theories for middle school science afford opportunities to develop scientific understanding for many aspects of personal and societal health. Opportunities that nurture students' abilities to think creatively and scientifically abound, as students connect science to personal decision making. Personal and societal connections can be made as sixth grade students conduct in-depth investigations which:

- analyze the role of humans in the natural world using issues that concern the lithosphere.
  - interpret the interconnectedness of all organisms in an ecosystem and the effect of disturbing parts of a system.
  - evaluate the spin-offs generated by space exploration technology.
  - investigate the importance of soil quality.
-

## Science – Grade 6

### Patterns and Cycles

Learners study the patterns of natural and technological systems. The strands provide a context for teaching content throughout all goals. In-depth studies include:

- Lithosphere.
- Matter and Energy Flow in an Ecosystem.
- Solar System.
- Energy Transfer.

**Strands:** The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

#### **COMPETENCY GOAL 1: The learner will build an understanding of the lithosphere.**

##### **Objectives**

- 1.01 Determine how physical and biological agents and processes form soil and affect soil characteristics.
- 1.02 Analyze soil properties that can be observed and measured to predict soil quality:
  - Horizon profile.
  - Infiltration.
  - Soil temperature.
  - Structure.
  - Consistency.
  - Texture.
  - Particle size.
  - Soil pH.
  - Fertility.
  - Soil moisture.
- 1.03 Evaluate ways in which human activities have affected Earth's pedosphere and the measures taken to control the impact:
  - Ground cover.
  - Farming.
  - Land use.
  - Nutrient balance.

#### **COMPETENCY GOAL2: The learner will investigate the characteristics of matter and energy flow through an ecosystem.**

##### **Objectives**

- 2.01 Examine evidence that plants convert light energy into stored energy which the plant, in turn, uses to carry out its life processes.
- 2.02 Differentiate between the interconnected terrestrial and aquatic global food webs.

- 2.03 Describe ways in which organisms interact with each other and with non-living parts of the environment:
- Limiting factors.
  - Coexistence/Cooperation/Competition.
  - Symbiosis.
- 2.04 Evaluate the consequences of disrupting food webs.

**COMPETENCY GOAL 3: The learner will build understanding of the Solar System.**

**Objectives**

- 3.01 Interpret scientific theories concerning the components, patterns, and cycles of the solar system.
- 3.02 Compare and contrast the Earth to other planets in terms of:
- Size.
  - Composition.
  - Relative distance from the sun.
  - Ability to support life.
- 3.03 Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth.
- 3.04 Associate the revolution of Earth around the sun and the tilt of Earth's axis with the seasons.
- 3.05 Identify technologies used to explore space.
- 3.06 Analyze the spin-off benefits generated by space exploration technology.

**COMPETENCY GOAL 4: The learner will investigate the characteristics of energy transfer.**

**Objectives**

- 4.01 Determine how convection and radiation transfer energy.
- 4.02 Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.
- 4.03 Conclude that vibrating materials generate waves that transfer energy.
- 4.04 Evaluate data for qualitative and quantitative relationships associated with energy transfer and/or transformation.
- 4.05 Analyze the physical interactions of light and matter:
- Absorption.
  - Scattering.
  - Color perception.
- 4.06 Examine the law of conservation of energy.

## GRADE SEVEN

### Goal

Seventh grade science builds on the concepts and skills acquired in kindergarten through sixth grade. Instructional design should provide opportunities for understanding the conceptual goals, objectives, and strands. Connections to mathematics, technology, social science, and communication skills also should be considered for instructional design. To assist teachers with instruction, materials explaining the goals, objectives, and strands with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction's Publications Section.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high-interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves (human biology/health issues) and their world (environmental quality/space exploration/technology) motivate them.

Designing technological solutions and pondering benefits and risks should underlie the middle school science experience. As students take the initiative to learn science, they will learn about themselves, their community and possible careers. The confidence to pursue such personal goals can be instilled through successful science experience.

---

### Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable. The natural world can be understood through systematic study of the rules, patterns, and cycles in nature.

Many of science's universal laws are very old ideas that still apply. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society illustrates the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, and the application of imagination to devise hypotheses and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
- Clarify ideas that guide and influence the inquiry.
- Design and conduct scientific investigations to test ideas.
- Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
- Control and manipulate variables.
- Use appropriate resources and tools to gather, analyze, interpret, and communicate data.
- Use mathematics to gather, organize, and present data.
- Make inferences from data.
- Use evidence to offer descriptions, predictions and models.

Students should:

- Think critically and logically to bridge the relationships between evidence and explanations.
  - Recognize and evaluate alternative explanations.
  - Review experimental procedures.
  - Communicate scientific procedures, results, and explanations.
  - Formulate questions leading to further investigations.
- 

## **Science and Technology**

Science is the foundation of technology and new technology is necessary for the advancement of science. This reciprocity of science and technology should be emphasized with middle school learners. Current media topics, emerging technologies, and research issues provide a real-world context for understanding and applying targeted grade-level skills and concepts.

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is the pursuit of science, while creating a way to make this salt water drinkable is the pursuit of technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand the world and to control the natural and human-made environment. Technology asks questions like "How does this work?" and "How can it be improved?"

The word "technology" has many definitions. It may, for example, mean a particular way of doing things, and or it may denote a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- Artifact or hardware. (e.g., an aspirin, chair, computer, or video tape)
- Methodology or technique. (e.g., painting, using a microscope or calculator)
- System of production. (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry)
- Social-technical system. (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing)

Technology provides tools for understanding natural phenomena and often sparks scientific advances. It has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are seen as the primary evidence of the beginning of human culture. Applying scientific knowledge of materials and processes to the benefit of people has been a determining factor in shaping our culture.

While understanding the connection of science and technology is critical, the ability to distinguish between the work of engineers and scientists also should be explored. Scientists propose explanations for questions about the natural world, while engineers propose solutions relating to human problems, needs, and aspirations. Technology design skills are parallel to inquiry skills in science.

It is critical that students understand that technology enables us to design adaptations to the natural world but not without both positive and negative consequences. The limits on science's ability to answer all questions, and on technology's ability to design solutions for all adaptive problems, also must be stressed. Design requires that technological solutions adhere to the universal laws of nature. Constraints such as gravity or the properties of the materials to be used are critical to the success of a technological solution. Other constraints, including cost, time, politics, society, ethics, and aesthetics, also define parameters and limit choices. Students should analyze benefits and costs of technological solutions. Fundamental understandings necessary for technological design include the abilities to:

- Identify problems appropriate for technological design.
  - Develop criteria for evaluating the product or solution.
  - Identify constraints that must be taken into consideration.
  - Design a product or solution.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Implement a proposed design.
  - Evaluate completed design or product.
  - Analyze the risks and benefits of the solution.
  - Communicate the process of technological design.
  - Review the process of technological design.
-

**Science in  
Personal and  
Social Perspectives**

The ultimate goal for a scientifically literate person is the ability to use appropriate scientific principles and processes in making personal decisions. Therefore, making personal and societal connections to scientific challenges is imperative for middle school learners. Concepts, skills and theories for middle school science afford opportunities to develop scientific understanding for many aspects of personal and societal health. Opportunities that nurture students' abilities to think creatively and scientifically abound, as students connect science to personal decision making. Personal and societal connections can be made as seventh grade students conduct in-depth investigations which:

- Conceptualize the form and function of interacting systems within an organism
  - Evaluate the economic, social, and ethical issues raised by selective breeding and biomedical research
  - Analyze the use of technology in predicting, monitoring, and recording atmospheric data
  - Evaluate the importance of air quality
  - Determine the suitability of materials for technological design.
-

## Science – Grade 7

### Interactions and Limits

Learners study the interactions and limiting factors of natural and technological systems. The strands provide a context for teaching content throughout all goals. In-depth studies include:

- Atmosphere.
- Cell Theory.
- Genetics/Hereditry.
- Matter.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

#### **COMPETENCY GOAL 1: The learner will build an understanding of the atmosphere.**

##### **Objectives**

- 1.01 Explain the composition, properties, and structure of the atmosphere.
- 1.02 Analyze the properties that can be observed and measured to predict air quality:
  - Particulate matter.
  - Ozone.
  - Pollen.
  - Temperature inversions.
- 1.03 Examine evidence that atmospheric properties can be studied to predict atmospheric conditions and weather hazards:
  - Humidity.
  - Temperature.
  - Wind speed and direction.
  - Air pressure.
  - Precipitation (pH).
- 1.04 Evaluate human impact on the atmosphere.
- 1.05 Assess the use of technology in predicting, monitoring, and recording atmospheric phenomena.

#### **COMPETENCY GOAL 2: The learner will build an understanding of cell theory.**

##### **Objectives**

- 2.01 Analyze structures, functions, and processes within plant and animal cells:
  - Capture and release energy.
  - Feedback information.
  - Dispose of wastes.
  - Reproduction.
  - Enable movement.
  - Specialized.
- 2.02 Compare life functions of protists.
- 2.03 Analyze human body systems:
  - Form to function.
  - Interrelationships.

- 2.04 Relate disease to biological hazards:
- Pollen.
  - Viruses.
  - Bacteria.
  - Parasites.

**COMPETENCY GOAL 3: The learner will build an understanding of heredity and genetics.**

**Objectives**

- 3.01 Explain the significance of chromosomes, genes, and DNA in cell reproduction and their relationship to inherited characteristics.
- 3.02 Analyze the role of probability in the study of heredity.
- 3.03 Explain how, during reproduction, the sorting and recombination of parents' genetic material produces potential variation among offspring.
- 3.04 Summarize the genetic transmittance of disease.
- 3.05 Analyze the issues raised by selective breeding and biomedical research.

**COMPETENCY GOAL 4: The learner will build an understanding of the general properties and interactions of matter.**

**Objectives**

- 4.01 Classify substances based on their properties:
- Elements.
  - Compounds.
  - Mixtures.
- 4.02 Relate state of matter to the arrangement and motion of atoms or molecules.
- 4.03 Analyze the suitability of materials for use in technological design:
- Conductivity.
  - Density.
  - Magnetism.
  - Solubility.
  - Rigidity.
  - Flexibility.
- 4.04 Classify objects based on characteristics:
- Density.
  - Boiling/Melting points.
  - Solubility.

- 4.05 Describe and measure quantities related to chemical/physical changes within a system:
- Temperature.
  - Volume.
  - Mass.
  - Precipitate.
  - Gas production.
- 4.06 Evaluate evidence to support the law of conservation of matter.

## GRADE EIGHT

### Goal

Eighth grade science builds on the concepts and skills acquired in kindergarten through seventh grade. Instructional design should provide opportunities for understanding the conceptual goals, objectives, and strands. Connections to mathematics, technology, social science, and communication skills also should be considered for instructional design. To assist teachers with instruction, materials explaining the goals, objectives, and strands with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction's Publications Section.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high-interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves (human biology/health issues) and their world (environmental quality/space exploration/technology) motivate them.

Designing technological solutions and pondering benefits and risks should underlie the middle school science experience. As students take the initiative to learn science, they will learn about themselves, their community and possible careers. The confidence to pursue such personal goals can be instilled through successful science experience.

---

### Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable. The natural world can be understood through systematic study of the rules, patterns, and cycles in nature.

Many of science's universal laws are very old ideas that still apply. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society illustrates the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, and the application of imagination to devise hypotheses and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
- Clarify ideas that guide and influence the inquiry.
- Design and conduct scientific investigations to test ideas.
- Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
- Control and manipulate variables.
- Use appropriate resources and tools to gather, analyze, interpret, and communicate data.
- Use mathematics to gather, organize, and present data.
- Make inferences from data.
- Use evidence to offer descriptions, predictions and models.
- Think critically and logically to bridge the relationships between evidence and explanations.
- Recognize and evaluate alternative explanations.

- Review experimental procedures.
  - Communicate scientific procedures, results, and explanations.
  - Formulate questions leading to further investigations.
- 

## **Science and Technology**

Science is the foundation of technology and new technology is necessary for the advancement of science. This reciprocity of science and technology should be emphasized with middle school learners. Current media topics, emerging technologies, and research issues provide a real-world context for understanding and applying targeted grade-level skills and concepts.

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is the pursuit of science, while creating a way to make this salt water drinkable is the pursuit of technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand the world and to control the natural and human-made environment. Technology asks questions like "How does this work?" and "How can it be improved?"

The word "technology" has many definitions. It may, for example, mean a particular way of doing things, and or it may denote a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- Artifact or hardware. (e.g., an aspirin, chair, computer, or video tape)
- Methodology or technique. (e.g., painting, using a microscope or calculator)
- System of production. (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry)
- Social-technical system. (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing)

Technology provides tools for understanding natural phenomena and often sparks scientific advances. It has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are seen as the primary evidence of the beginning of human culture. Applying scientific knowledge of materials and processes to the benefit of people has been a determining factor in shaping our culture.

While understanding the connection of science and technology is critical, the ability to distinguish between the work of engineers and scientists also should be explored. Scientists propose explanations for questions about the natural world, while engineers propose solutions relating to human problems, needs, and aspirations. Technology design skills are parallel to inquiry skills in science.

It is critical that students understand that technology enables us to design adaptations to the natural world but not without both positive and negative consequences. The limits on science's ability to answer all questions, and on technology's ability to design solutions for all adaptive problems, also must be stressed. Design requires that technological solutions adhere to the universal laws of nature. Constraints such as gravity or the properties of the materials to be used are critical to the success of a technological solution. Other constraints, including cost, time, politics, society, ethics, and aesthetics, also define parameters and limit choices. Students should analyze benefits and costs of technological solutions. Fundamental understandings necessary for technological design include the abilities to:

- Identify problems appropriate for technological design.
- Develop criteria for evaluating the product or solution.
- Identify constraints that must be taken into consideration.
- Design a product or solution.
- Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
- Implement a proposed design.
- Evaluate completed design or product.
- Analyze the risks and benefits of the solution.
- Communicate the process of technological design.
- Review the process of technological design.

---

### **Science in Personal and Social Perspectives**

The ultimate goal for a scientifically literate person is the ability to use appropriate scientific principles and processes in making personal decisions. Therefore, making personal and societal connections to scientific challenges is imperative for middle school learners. Concepts, skills and theories for middle school science afford opportunities to develop scientific understanding for many aspects of personal and societal health. Opportunities that nurture students' abilities to think creatively and scientifically abound, as students connect science to personal decision making. Personal and societal connections can be made as eighth grade students conduct in-depth investigations which:

- Conceptualize inherent problems and solutions related to population growth.
  - Evaluate the theories of biological, geological, and technological evolution.
  - Analyze information from technologies utilized to monitor the earth from space.
  - Evaluate the importance of water quality.
  - Investigate everyday applications of forces and laws of motion.
-

## SCIENCE – Grade 8

### Constancy and Change

Learners will study the constancy and change of natural and technological systems. The strands provide a context for teaching content throughout all goals. In-depth studies include:

- Hydrosphere.
- Population Dynamics.
- Evolution Theory.
- Motion and Forces.

**Strands:** Nature of Science. Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

### COMPETENCY GOAL 1: The learner will build an understanding of the hydrosphere.

#### Objectives

- 1.01 Explain the composition, properties, and structure of the hydrosphere.
- 1.02 Analyze hydrospheric data over time to predict the health of a water system:
  - Temperature.
  - Dissolved oxygen.
  - pH.
  - Alkalinity.
  - Nitrates.
- 1.03 Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms.
- 1.04 Assess human impact on water quality.
- 1.05 Evaluate the effects of point and non-point sources of pollution on North Carolina water.

### COMPETENCY GOAL 2: The learner will build an understanding of population dynamics.

#### Objectives

- 2.01 Evaluate data related to population growth, along with problems and solutions:
  - Waste disposal.
  - Food supplies.
  - Disease control.
  - Resource availability.
  - Transportation.
- 2.02 Conclude that some ecosystem resources are finite.
- 2.03 Explain how changes in habitat may affect organisms:

- 2.04 Analyze practices that affect the use, availability, and management of natural resources:
- Land use.
  - Urban growth.
  - Manufacturing.

**COMPETENCY GOAL 3: The learner will build an understanding of evidence of change or constancy in organisms and landforms over time.**

**Objectives**

- 3.01 Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life.
- 3.02 Evaluate evolutionary theories and processes:
- Biological.
  - Geological.
  - Technological.
- 3.03 Examine evidence that the movement of continents has had significant global impact:
- Distribution of living things.
  - Major geological events.
- 3.04 Evaluate the forces which shape the lithosphere:
- Constructive.
  - Destructive.
  - Earthquakes.
- 3.05 Analyze information from technology used to monitor Earth from space.
- 3.06 Analyze factors that determine Earth's climate.

**Competency Goal 4: The learner will build an understanding of motion and forces.**

**Objectives**

- 4.01 Analyze gravity as a universal force.
- 4.02 Demonstrate ways that simple machines can change force.
- 4.03 Analyze simple machines for mechanical advantage and efficiency.
- 4.04 Determine how the force of friction retards motion.
- 4.05 Develop an understanding that an object's motion is always judged relative to some other object or point.
- 4.06 Describe and measure quantities that characterize moving objects and their interactions within a system:
- Time.
  - Distance.
  - Mass.
  - Force.
  - Velocity.
  - Center of mass.

- 4.07 Apply Newton's Laws of Motion to the way the world works:
- Inertia.
  - Acceleration.
  - Gravitation.
  - Action/Reaction.
- 4.08 Investigate electricity and magnetism as universal forces:
- Basic properties.
  - Relationship between.
  - Technological applications.

## Strands – Grades 9–12

The *Standard Course of Study* for Grades 9 – 12 provides unifying threads of understanding throughout the content areas of high school science. The strands include the following goals: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspective.

### **Nature of Science**

As a result of activities in grades 9 – 12, all students should develop an understanding of:

- Science as a human endeavor.
  - Nature of scientific knowledge.
  - Historical perspectives.
- 

### **Science as Inquiry**

As a result of activities in grades 9 – 12, all students should develop:

- The ability to do scientific inquiry.
  - Understanding about scientific inquiry.
  - Abilities to perform safe and appropriate manipulation of materials, equipment, and technologies.
  - Mastery of integrated process skills.
    - acquiring, processing, and interpreting data.
    - identifying variables and their relationships.
    - designing investigations.
    - experimenting.
    - analyzing investigations.
    - constructing hypotheses.
    - formulating models.
- 

### **Science and Technology**

As a result of activities in grades 9 – 12, all students should develop:

- An understanding of technology.
  - The ability to perform technological design.
  - An understanding of the connection between science and technology.
-

**Science in  
Personal and  
Social Perspectives**

As a result of activities in grades 9 – 12, all students should develop an understanding of:

- Personal and community health.
  - Population growth.
  - Natural resources.
  - Environmental quality.
  - Natural and human induced hazards.
  - Science and technology in local, national, and global challenges.
  - Careers in science and technology.
-

## **BIOLOGY**

### **Goal**

Instructionally, these concepts should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

### **Nature of Science**

This strand is designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Biology is particularly rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding.

---

### **Science as a Human Endeavor**

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups, to design investigations, formulate hypothesis, collect data, reach conclusions, and present their findings to their classmates.

The content studied in biology provides an opportunity to present science as the basis for medicine, ecology, forensics, biotechnology, and environmental studies. The diverse biology content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a biology background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

---

## **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge-building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. For example, from Mendel's story, to the work of Watson and Crick, to modern breakthroughs in gene manipulation for therapeutic purposes, history illustrates every important facet of the nature of science.

As students explore original writing by and about scientists, they will uncover human drama, such as the obscurity of Mendel's work until after his death, and the interpersonal struggles involved in the discovery of DNA. They will understand that knowledge generated by one generation usually is expanded, modified, or even discarded by the next generation.

---

## **Nature of Scientific Knowledge**

Much of what is understood about the nature of science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
- Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories just become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, the theory of biological evolution is an explanation for phenomena such as diversity of species. Gene theory is an explanation for relationships we observe between one generation and the next.

- Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion and the nature of planetary movement. Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. “Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific.” (1995, National Science Education Standards)
- 

## Science as Inquiry

Inquiry should be the central theme in biology. Inquiry is an integral part of the learning experience and may be used in both traditional class problems and laboratory experiences. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting help students to build knowledge and communicate what they have learned. Inquiry is the application of creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students’ intuitions have been successful. Classical experiments confirming well-accepted scientific principles may be necessary to reinforce constructed understandings and to teach safe and proper use of laboratory techniques and instruments, but they should not be the whole laboratory experience.

Instead, laboratory experience should provide a foundation for exploring new questions. In biology, for example, traditional labs such as dissection and observation of plant and animal cells may be quite appropriate. They should, however, lead to open-ended explorations such as the study of a particular animal’s anatomy in relation to its environment and behavior, or the effect of changing environmental conditions on the growth of yeast (or other) cells. These kinds of activities teach student how science is done – how to clarify questions, how to design and experiment, how to record and display data, how to communicate knowledge generated. If this time investment means that a memorization of the parts of the cells and their function is left undone, consider the long-term value for students

and make the necessary trade-offs. A student can always consult a book if he/she needs to know about a cell organelle, but a book will not provide the experience of generating new knowledge through scientific exploration.

Biology provides potential for many inquiries. “Does the earthworm respond to light?” “Why?” “Does temperature affect the metabolic activity of yeast?” “Why?” The process of inquiry, experimental design, investigation, and analysis is as important as finding the correct answer. Students will master much more than facts and manipulative skills; they will learn to be critical thinkers.

---

### **Science and Technology**

It would be impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students’ knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements – objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life. Technological design plays an important role in building knowledge in biology. For example, electron microscopes, graphing calculators, personal computers, and magnetic resonance images have changed our lives, increased our knowledge of biology, and improved our understanding of the universe.

---

### **Science in Personal and Social Perspectives**

This strand is designed to help students formulate basic understanding and implied actions for many issues facing our society. The fundamental concepts that form the basis for this strand include:

#### **Personal and Community Health**

Biology is an excellent context for investigating the factors that affect the health of organisms in general and humans in specific. Persuading adolescents to adopt personal habits that contribute to

long-term health is not always easy. Looking at issues such as nutrition, exercise, rest, and substance abuse from the perspective of an organism’s needs and responses provides a less emotional atmosphere for considering health issues relevant to teenagers.

Population Growth

Biology students should develop the ability to assess the carrying capacity of a given environment and its implied limits on population growth, as well as how technology allows environmental modifications to adjust its carrying capacity.

Environmental Quality

The role of biological sciences is particularly relevant to areas where humans affect and are affected by other organisms and the non-living environment. The curriculum offers opportunities for students to make decisions based on evidence in the areas of environmental stewardship and economic realities.

---

**Science and Technology in Local, National, and Global Challenges**

This strand examines the involvement of human decisions in the use of scientific and technological knowledge. Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science-and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges. Students should understand the appropriateness and value of basic questions “What can happen?” – “What are the Odds?”– and “How do scientists and engineers know what will happen?’ ” (NSES)

Students should understand the causes and extent of science-related challenges. They should become familiar with the advances and improvements that proper application of scientific principles and products have brought to environmental enhancement, wise energy use, reduced vehicle emissions, and improved human health.

---

## Biology - Grades 9 - 12

The Biology curriculum is designed to continue student investigations of the biological sciences begun in grades K – 8. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum includes inquiry into the following content areas:

- The cell
- Molecular basis of heredity
- Biological evolution
- Interdependence of organisms
- Matter, energy, and organization in living systems
- Behavior of organisms

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. The strands provide the context for teaching of the content Goals and Objectives.

**COMPETENCY GOAL 1: The learner will develop an understanding of the physical, chemical and cellular basis of life.**

### Objectives

- 1.01 Analyze the matter-energy relationships of living and non-living things including:
  - Chemical processes and regulatory mechanisms of cells.
  - Bonding patterns.
  - Energy use and release in biochemical reactions.
- 1.02 Describe the structure and function of cell organelles.
- 1.03 Compare and contrast the structure and function of prokaryotic and eukaryotic cells.
- 1.04 Assess and explain the importance of water to cells, as well as transport into and out of cells.
- 1.05 Describe the structure and function of enzymes and explain their importance in biological systems.
- 1.06 Analyze the bioenergetic reactions:
  - Aerobic respiration.
  - Anaerobic respiration.
  - Photosynthesis.
  - Chemosynthesis.

**COMPETENCY GOAL2: The learner will develop an understanding of the continuity of life and the changes of organisms over time.**

**Objectives**

- 2.01 Analyze the molecular basis of heredity/DNA including:
  - Replication.
  - Protein synthesis (transcription, translation).
- 2.02 Compare and contrast the characteristics of asexual and sexual reproduction.
- 2.03 Interpret and use the laws of probability to predict patterns of inheritance.
- 2.04 Assess the application of DNA technology to forensics, medicine, and agriculture.
- 2.05 Analyze and explain the role of genetics and environment in health and disease.
- 2.06 Examine the development of the Theory of Biological Evolution including:
  - The origins of life.
  - Patterns.
  - Variation.
  - Natural selection.

**COMPETENCY GOAL3: The learner will develop an understanding of the unity and diversity of life.**

**Objectives**

- 3.01 Relate the variety of living organisms to their evolutionary relationships.
- 3.02 Classify organisms according to currently accepted systems.
- 3.03 Determine the form and function of organisms including:
  - Organ systems of animals.
  - Functional systems of plants including: transport, reproduction, and regulation.
- 3.04 Compare and contrast the processes of reproduction, growth, development, and regulation of major phyla of organisms.
- 3.05 Determine the internal and external factors that influence the growth and development of organisms.

**COMPETENCY GOAL 4: The learner will develop an understanding of ecological relationships among organisms.**

**Objectives**

- 4.01 Identify the interrelationships among organisms, populations, communities, ecosystems, and biomes.
- 4.02 Analyze the cycling of matter: water, carbon, and nitrogen in systems.
- 4.03 Explain the flow of energy through ecosystems.
- 4.04 Assess and describe successional changes in ecosystems.
- 4.05 Assess and explain human activities that influence and modify the environment:
  - Global warming.
  - Human population growth.
  - Pesticide use.

**COMPETENCY GOAL 5: Students will develop an understanding of the behavior of organisms, resulting from a combination of heredity and environment.**

**Objectives**

- 5.01 Evaluate the survival of organisms and suitable adaptive responses to environmental pressures.
- 5.02 Assess and examine plant tropism and other responses.
- 5.03 Assess, describe, and explain types of animal behaviors (taxis, reflexes, instincts, and learned behavior).
- 5.04 Analyze the biological clocks and rhythmic behavior of organisms.
- 5.05 Evaluate and explain the evolution of behavioral adaptations and survival of populations.

## CHEMISTRY

### Goals

This explanation introduces teachers to the strands. Instructionally, these concepts should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

### Nature of Science

This strand is designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Chemistry is particularly rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific knowledge.

---

### Science as a Human Endeavor

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work in groups, design investigations, formulate hypothesis, collect data, reach conclusions, and present their findings to their classmates.

The content studied in chemistry provides an opportunity to present science as the basis for engineering, ecology, computer science, health sciences and the technical trades. The diversity of chemistry content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a chemistry background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

## Historical Perspectives

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances.

The philosophical perspective of Democritus (who produced no experimental evidence) to the genius of Dalton's inferences from his observation of gases, a historical view, makes chemistry come alive. In other examples, the history of Aristotle's philosophy of matter, and of Dalton's and Bohr's models of atomic theory, emphasize the value of a scientific model in enabling researchers to explore an unseen entity by starting with certain assumptions posited by the model.

---

## Nature of Scientific Knowledge

Much of what is understood about the nature of science must be explicitly addressed.

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
- Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories just become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, atomic theory is an explanation for the behavior of matter based on the existence of tiny particles. Kinetic molecular theory explains, among other things, the expansion and contraction of gases.

Laws are fundamentally different from theories. They are universal generalizations based on observations we have made of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement. Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with

observations and conclusions. “Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific.” (1995, National Science Education Standards)

---

## **Science as Inquiry**

Inquiry should be the central theme in chemistry. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory work. Because of the unique safety issues that arise in the chemistry lab, students must be given well-supervised experience in basic laboratory techniques, including safe use of materials and equipment. However, the essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting help students build knowledge and communicate what they have learned.

Inquiry applies creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students’ intuition have been successful. Classical experiments confirming well-accepted scientific principles may be necessary to reinforce constructed understandings and to teach safe and proper use of laboratory techniques and instruments, but they should not be the whole laboratory experience. Instead, laboratory experience should be a foundation for exploring new questions. Experiments such as measurement of physical properties, decomposition of compounds, and observation of the behavior of gases should be preliminary to open-ended investigations in which students are charged with posing questions, designing experiments, recording and displaying data, and communicating. For example, after measuring physical properties, students might investigate the relationship between the density of certain liquids and their boiling points. Although original research by students traditionally has been relegated to a yearly science fair project, ongoing student involvement in this process contributes to their understanding of scientific enterprise and to their problem-solving abilities.

---

## **Science and Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements – objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life.

Technological design plays an important role in building chemistry knowledge. For example, electron microscopes, super-colliders, personal computers, and spectrometers have changed our lives, increased our knowledge of chemistry, and improved our understanding of the universe.

---

## **Science in Personal and Social Perspectives**

This strand is designed to help students formulate basic understandings and implied actions for many current issues facing our society. The fundamental concepts that form the basis for this strand include:

---

## **Environmental Quality**

Studies indicate that the general public associates “chemicals” with materials that may harm humans and/or the environment. For that reason, it is particularly important to lead students to approach such issues scientifically. There are, obviously, both negative and positive impacts from man-made chemicals, and students can gain much from conducting cost/benefit analyses of selected uses. Such tasks emphasize the use of evidence in decision-making, a skill that transfers to every aspect of students' lives.

There are many available resources that promote one point of view or another about the use of chemicals. Having students analyze such materials for accuracy, possible bias, and misleading statements equip them to make decisions as consumers and voters. Scientists from local industries or colleges and universities can provide excellent help in evaluating such publications and, at the same time, provide information about careers in chemistry.

---

## **Science and Technology in Local, National, and Global Challenges**

This strand examines the involvement of human decisions in the application of scientific and technological knowledge “Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges. Students should understand the appropriateness and value of basic questions ‘What can happen?’ – ‘What are the Odds?’– and, ‘How do scientists and engineers know what will happen?’ ” (1995, National Science Education Standards)

Students should understand the causes and extent of science-related challenges. They should become familiar with the advances and improvements that proper application of scientific principles and products have brought to environmental enhancement, wise energy use, reduced vehicle emissions, and improved human health.

The relationship between science and technology is easily seen in the discipline of chemistry. As students explore chemistry from a historical perspective, they can easily investigate the technology that contributed to knowledge in specialized areas. A relevant assignment might ask students to identify the technology used by researchers in exploring the atom and the relationships of the technology to the sophistication of the knowledge gained. Another assignment might be for students to compare the relative simplicity of Rutherford’s gold foil apparatus to the space-age technology of modern super-colliders. Interviews with scientists and technicians in all areas of chemistry could provide a rich listing of the newest research instruments and the kinds of questions they seek to answer.

---

## Chemistry - Grades 9 -12

The chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts.

The curriculum includes inquiry into the following content areas:

- Structure of atoms.
- Structure and properties of matter.
- Chemical reactions.
- Conservation of energy and matter.
- Interaction of energy and matter.

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

### **COMPETENCY GOAL 1: The learner will build an understanding of the structure and properties of matter.**

#### **Objectives**

- 1.01 Summarize the development of current atomic theory.
- 1.02 Examine the nature of atomic structure:
  - Protons.
  - Neutrons.
  - Electrons.
  - Atomic mass.
  - Atomic number.
  - Electron configuration.
  - Energy levels.
  - Isotopes.
- 1.03 Apply the language and symbols of chemistry.
- 1.04 Identify substances using their physical properties:
  - Melting points.
  - Boiling points.
  - Density.
  - Color.
  - Solubility.
- 1.05 Analyze and explain the nature and behavior of the atomic nucleus including radioactive isotopes and their practical application.

- 1.06 Analyze the basic assumptions of kinetic molecular theory and its applications:
- Ideal Gas Equation.
  - Combined Gas Law.
  - Graham's Law.
  - Dalton's Law of Partial Pressures.
- 1.07 Assess the structure of compounds relating bonding and molecular geometry to chemical and physical properties;
- Ionic bonds.
  - Covalent bonds.
  - Metallic bonds.

**COMPETENCY GOAL 2: The learner will build an understanding of regularities in chemistry.**

**Objectives**

- 2.01 Analyze periodic nature of trends in chemical properties and examine the use of the Periodic Table to predict properties of elements;
- Symbols.
  - Groups(families).
  - Periods.
  - Transition elements.
  - Ionization energy.
  - Atomic and ionic radii.
  - Electronegativity.
- 2.02 Analyze the mole concept and Avogadro's number and use them to calculate:
- Mole to molecule.
  - Mass to moles.
  - Volume of a gas to moles.
  - Molarity of solutions.
- 2.03 Identify various types of chemical equations and balance those equations:
- Single replacement.
  - Double replacement.
  - Decomposition.
  - Synthesis.
  - Combustion.
- 2.04 Calculate quantitative relationships in chemical reactions (stoichiometry)
- Identify the indicators of chemical change:
  - Formation of a precipitate.
  - Evolution of a gas.
  - Color change.
  - Absorption or release of heat.

- 2.05 Track the transfer of electrons in oxidation/reduction reactions and assign oxidation numbers:
- Identify the oxidizing and reducing agents.
  - Assess practical applications of oxidation and reduction reactions.

**COMPETENCY GOAL 3: The learner will build an understanding of energy changes in chemistry.**

**Objectives**

- 3.01 Observe and interpret changes (emission/absorption) in electron energies in the hydrogen atom including the quantized levels and their relationship to atomic spectra:
- Electromagnetic radiation.
  - Light.
  - Photons.
- 3.02 Analyze the Law of Conservation of Energy, energy transformation, and various forms of energy involved in chemical reactions.
- 3.03 Compare and contrast the nature of heat and temperature.
- 3.04 Analyze calorimetric measurement in simple systems and the energy involved in changes in state.
- 3.05 Analyze the relationship between energy transfer and disorder in the universe:
- Nuclear.
  - Fossil fuels.
  - Solar.
  - Alternative sources.

**COMPETENCY GOAL 4: The learner will build an understanding of equilibrium and kinetics**

**Objectives**

- 4.01 Explain the dynamics of physical and chemical equilibria:
- Phase changes.
  - Forward and reversible reactions.
- 4.02 Explain the factors that alter the equilibrium in a chemical reaction.
- 4.03 Assess reaction rates and factors that affect reaction rates.
- 4.04 Compare and contrast the nature, behavior, concentration, and strength of acids and bases:
- Acid-base neutralization.
  - Degree of dissociation or ionization.
  - Electrical conductivity.
  - pH.

## **EARTH / ENVIRONMENTAL SCIENCE**

### **Goals**

Instructionally, these strands should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

### **Nature of Science**

This strand is designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. The earth and environmental sciences are particularly rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding.

---

### **Science as a Human Endeavor**

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups to design investigations, formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in earth/environmental science is an opportunity to present science as the basis for civil engineering, mining, geology, oceanography, astronomy, and the environmental technical trades. The content diversity lets us look at science as a vocation. Scientist and technician are just two of the many careers in which an earth and environmental sciences background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

---

### **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. Some examples are Eratosthenes' determination of the size of the earth, Wegeners' apparent "fit" of the continents, Kepler's laws of planetary motion, and James Hutton's simple yet powerful idea that the earth history must be explained by what we see happening now. Today, Hutton's uniformity of process principle is used to interpret the structure of landing sites on Mars.

---

### **Nature of Scientific Knowledge**

Much of what is understood about the nature of science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
- Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories just become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, the Theory of Plate Tectonics explains the movement of lithospheric plates.

- Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement. Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. “Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific.” (1995, National Science Education Standards)
- 

## Science as Inquiry

Inquiry should be the central theme in earth/environmental science. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory experiences. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting help students build knowledge and communicate what they have learned. Inquiry applies creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students’ intuitions have been successful. For example, traditional labs, which emphasize observation of the sun or identification and classification of sediments, may be quite appropriate. These labs should, however, lead to open-ended explorations such as investigation of sun spot activity or the factors that influence the sorting of sediments. Although original student research has often been relegated to a yearly science fair project, continuing student research contributes immensely to their understanding of the process of science and to their problem-solving abilities. Earth/environmental science provides many opportunities for inquiry. “Why does the location of sunrise or sunset change through the year?” “Why are sedimentary rock layers tipped at an angle?” “Why do sunspots move faster near the sun’s equator?” The processes of inquiry, experimental design, investigation, and analysis are as important as finding the correct answer. Students will acquire much more than facts and manipulative skills; they will learn to be critical thinkers.

---

**Science  
And Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology. The methods of scientific inquiry and technological design share many common elements – objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life. Technological design plays an important role in earth/environmental science. For example, telescopes, lasers, satellites, transistors, graphing calculators, personal computers, and seismographs have changed our lives, increased our knowledge of earth/environmental science, and improved our understanding of the universe.

---

**Science in  
Personal and  
Social Perspectives**

This strand helps students formulate a basic understanding of and implied actions for many issues facing our society. The fundamental concepts that form the basis for this strand include:

**Population Growth**

Students should develop the ability to assess the carrying capacity of a given environment and its implied limits for population growth, as well as how technology allows environment modification to adjust its carrying capacity.

**Environmental Quality**

Students should develop an appreciation for factors that influence their need and responsibility to maintain environmental quality, including waste disposal and recycling of limited natural resources. The ability to make wise-use decisions based on cost-risk analysis is an integral part of the study of earth and environmental science. “Many factors influence environmental quality. Factors that students might investigate include population growth, resource use, population distribution, over-consumption, the capacity of technology to solve problems, poverty, the role of economic, political, and religious views, and different ways humans view the earth.” (1995, National Science Education Standards)

Natural and Human  
–Induced Hazards

The study of earth and environmental science encourages students to investigate the effects of natural phenomena on society. This is particularly true of spectacular natural phenomena such as earthquakes, volcanic eruptions, severe weather, and the slow changes in water quality. Students will acquire the ability to assess natural and human induced hazards – ranging from relatively minor risks to catastrophic events with major risk, as well as the accuracy with which these events can be predicted. It is particularly important for students to relate such phenomena to North Carolina and its citizens. Investigations of the economic impact of severe storms and the effectiveness of early warning systems in saving lives and property in North Carolina would be an effective way to implement this strand.

Science and Technology  
in Local, National,  
and Global Challenges

Along with the need to understand the causes and extent of environmental challenges related to natural and man-made phenomena, students should become familiar with the advances proper application of scientific principles and products have brought to environmental enhancements. Topics such as improved energy use, reduced vehicle emissions, and improved crop yields are just some examples of how the proper application of science has improved the quality of life. This strand will help students make rational decisions in the use of scientific and technological knowledge. “Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology–related challenges. However, understanding science alone will not resolve local, national, or global challenges. Students should understand the appropriateness and value of basic questions “What can happen? – What are the odds? – and How do scientists and engineers know what will happen?” (1995 National Science Education Standards)

## Earth/Environmental Science - Grades 9 –12

The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. The areas of inquiry include:

- Energy in the earth system.
- Geochemical cycles.
- Origin and evolution of the earth system.
- Origin and evolution of the universe.
- Predictability of a dynamic earth.
- Human interactions with the earth's geologic and environmental systems.

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

**COMPETENCY GOAL 1: The learner will build an understanding of lithospheric materials, processes, changes, and uses with concerns for good stewardship.**

### Objectives

- 1.01 Analyze the dependence of the physical properties of minerals on the arrangement and bonding of their atoms.
- 1.02 Classify the three major groups of rocks according to their origin, based on texture, mineral composition, and the processes responsible for their formation.
- 1.03 Assess the importance of the economic development of earth's finite rock, mineral, fossil fuel and other natural resources to society and our daily lives:
  - Availability.
  - Geographic distribution.
  - Wise use.
  - Conservation.
  - Recycling.
  - Challenge of rehabilitation of previously disturbed lands.
- 1.04 Analyze the importance of soils:
  - Soil use and conservation.
  - Products from soil.
  - Relate land use capabilities and major soil types in North Carolina.
- 1.05 Evaluate geologic hazards and their relationship to geologic processes and materials:
  - Volcanoes.
  - Earthquakes.
  - Mass wasting.
  - Flooding.
- 1.06 Interpret topographic, soil, geologic, and other maps and images for:
  - The location and identification of soils and rock types
  - The identification of erosional and depositional landforms.
  - The evaluation of landforms resulting from tectonic activity.

**COMPETENCY GOAL 2: The learner will develop an understanding of tectonic processes and their human impacts.**

**Objectives**

- 2.01 Analyze the evidence for the development of the Theory of Plate Tectonics:
- Propelling forces.
  - Plate boundary interactions.
  - Features of the sea floor.
- 2.02 Evaluate the forces that propel tectonic plates.
- 2.03 Analyze the model of the earth's interior resulting from the study of earthquake waves.
- 2.04 Analyze the nature, location of epicenters, and magnitude of earthquakes:
- Folds.
  - Faults.
  - Level of seismic activity in North Carolina.

**COMPETENCY GOAL 3: The learner will build an understanding of the origin and evolution of the earth system.**

**Objectives**

- 3.01 Interpret the order and impact of events in the geologic past:
- Origin of the earth system.
  - Origin of life.
  - Relative and absolute dating techniques.
  - Statistical models of radioactive decay.
  - Diversity of life through time.
  - Fossils evidence of past life.
  - Evolution/extinction of species.
- 3.02 Assess evidence for and the influence on the divisions of geologic time of the major geologic events and paleoclimatic changes in global geologic history:
- Uniformitarianism.
  - Unconformities.
  - Stratigraphic principles.
  - Floral and faunal succession.
- 3.03 Evaluate the geologic history of North Carolina and the Appalachian orogen.

**COMPETENCY GOAL 4: The learner will build an understanding of the hydrosphere and its interactions and influences on the lithosphere, the atmosphere, and environmental quality.**

**Objectives**

- 4.01 Evaluate the stream erosion and depositional processes:
- Land forms resulting from natural erosion, deposition, and mass wasting.
  - Formation of stream channels with respect to the work being done by the stream (i.e. down cutting, lateral erosion, and transportation).

- Nature and characteristics of sediments.
  - Ability of running water to sort sediments.
- 4.02 Evaluate water beneath the earth's surface:
- Storage and movement.
  - Environmental impact of a growing human population.
  - Impact of building and development.
  - Causes of natural and manmade contamination.
- 4.03 Analyze the mechanisms for generating ocean currents:
- Temperature.
  - Deep ocean circulation.
  - Salinity.
  - Planetary wind belts.
- 4.04 Analyze the mechanisms that produce the various types of shorelines and their resultant landforms:
- Nature of underlying geology.
  - Long and short term sea-level history.
  - Adjacent topography.
- 4.05 Assess the formation and breaking of waves and their effect on shorelines, particularly the North Carolina coast.
- 4.06 Evaluate environmental issues and solutions for North Carolina's wetlands, inland, and tidal environments:
- Floodplains.
  - Fresh and brackish water marsh.
  - Estuaries.
  - Barriers.
  - Inlets.
- 4.07 Evaluate the phenomenon of upwelling in the oceans and its influence on weather.
- 4.08 Evaluate the ecological services provided by a healthy ocean:
- A carbon sink.
  - The largest watershed.
  - Climate control.

**COMPETENCY GOAL 5: The learner will build an understanding of the dynamics and composition of the atmosphere and its local and global processes influencing climate and air quality.**

### **Objectives**

- 5.01 Analyze the formation of the atmosphere and hydrosphere as a result of the phenomena of out-gassing as the primordial earth cooled.
- 5.02 Analyze the structure of the atmosphere:
- Temperature.
  - Pressure.
  - Water vapor.
  - Atmospheric transparency.
- 5.03 Analyze weather systems:
- Movement.
  - Humidity.

- Cloud formation.
  - Precipitation.
- 5.04 Analyze atmospheric pressure:
- Planetary wind systems.
  - Pressure cells.
  - Altitude.
  - Local breezes.
- 5.05 Analyze air masses and the life cycle of weather systems:
- Air masses.
  - Frontal systems.
  - Hazardous weather.
  - Warning systems and their effectiveness.
- 5.06 Evaluate meteorological observing, analysis, and prediction:
- Worldwide observing systems.
  - Meteorological data depiction.
- 5.07 Analyze the effects of human activity on the environment and the influence of issues on weather and climate.

**COMPETENCY GOAL 6: The learner will acquire an understanding of the earth in the solar system and its position in the universe.**

**Objectives**

- 6.01 Analyze the formation of the solar system.
- 6.02 Analyze planetary motion and the physical laws that explain that motion:
- Rotation.
  - Revolution.
  - Apparent diurnal motions of the sun and stars.
  - Tilt of the earth's axis.
  - Parallelism of the earth's axis.
- 6.03 Evaluate astronomers' use of various instruments to extend their senses:
- Optical telescopes.
  - Radio telescopes.
  - Spectroscope.
  - Cameras.
- 6.04 Assess the current scientific theories of the origin of the universe.
- 6.05 Examine the sources of stellar energies.
- 6.06 Assess the spectra generated by stars and our sun as indicators of motion:
- Doppler effect.
  - Red and blue shifts.
- 6.07 Evaluate Hubble's Law and the concept of an ever-expanding universe
- 6.07 Evaluate the life cycle of stars in the Hertzsprung – Russell Diagram (H-R Diagram).

**COMPETENCY GOAL 7: The learner will build an understanding of alternative choices facing human societies in their stewardship of the earth.**

**Objectives**

- 7.01 Analyze the relationship between the potential of technology to improve the quality of life and the possible causes of stress on the environment.
- 7.02 Analyze the interdependence of Earth's natural resources and systems, including land, air, and water, with the need to support human activity and reduce environmental impacts.
- 7.03 Assess how society weighs the choices of economic progress, population growth and environmental stewardship and selects a balanced responsible course of action.

## PHYSICAL SCIENCE

### Goal

Instructionally, these strands should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

### Nature of Science

This strand is designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Physical science is particularly rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding.

---

### Science as a Human Endeavor

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups to design investigations, formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in physical science is an opportunity to present science as a basis for engineering, electronics, computer science, astronomy and the technical trades. The diversity of physical science content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a physical science background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

---

## Historical Perspectives

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. Galileo's struggle to correct the misconceptions arising from Aristotle's explanation of the behavior of falling bodies led to Newton's deductive approach to motion in *The Principia*. Today, Newton's Law of Universal Gravitation and his laws of motion are used to predict the landing sites for NASA's space flights.

---

## Nature of Scientific Knowledge

Much of what is understood about the nature of science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
  - Theories “explain” phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories just become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, in physical science, atomic theory explains the behavior of matter based on the existence of tiny particles. And kinetic theory explains, among other things, the expansion and contraction of gases.
  - Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement. Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. “Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific.” (1995 National Science Education Standards)
-

## **Understanding Science as Inquiry**

Inquiry should be the central theme in physical science. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory work. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting help students to build knowledge and communicate what they have learned. Inquiry is the application of creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuitions have been most successful.

Classical experiments such as measuring inertia and the speed of falling bodies need not be excluded. Rather, they should be a prelude to open-ended investigations in which the students have the chance to pose questions, design experiments, record and analyze data, and communicate their findings. For example, after measuring the relationships among force, mass, and acceleration of falling bodies, students might investigate the phenomenon of "weightlessness", or, after measuring physical properties, they might investigate the connection (if any) between the density of certain liquids and their boiling point.

Although original student research is often relegated to a yearly science fair project, continuing student involvement in research contributes immensely to their understanding of the process of science and to their problem-solving abilities. Physical science provides much potential for inquiries. "Does the aluminum baseball bat have an advantage over a wooden baseball bat?" "Why?" "Is one brand of golf ball better than another brand?" "Why?" The processes of inquiry, experimental design, investigation, and analysis are as important as finding the correct answer. Students will master much more than facts and acquisition of manipulative skills; they will learn to be critical thinkers.

---

## **Understanding Science and Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements – objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life.

Technological design is important to building knowledge in physical science. Telescopes, lasers, transistors, graphing calculators, personal computers, and photogates, for example, have changed our lives, increased our knowledge of physical science, and improved our understanding of the universe.

---

**Science in Personal  
and Social  
Perspective**

This strand helps students in making rational decisions in the use of scientific and technological knowledge. “Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology–related challenges. However, understanding science alone will not resolve local, national, or global challenges. Students should understand the appropriateness and value of basic questions What can happen? – What are the odds? and How do scientists and engineers know what will happen? (1995, National Science Education Standards)

Students should understand the causes and extent of science-related challenges. They should become familiar with the advances that proper application of scientific principles and products have brought to environmental enhancement, better energy use, reduced vehicle emissions, and improved human health.

---

## Physical Science Grades 9 - 12

The Physical Science curriculum is designed to continue the investigation of the concepts that guide inquiry in the practice of science begun in earlier grades. The Physical Science course will provide a rich knowledge base to provide a foundation for the continued study of science. The investigations should be approached in a qualitative manner in keeping with the mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics:

- Structure of atoms
- Structure and properties of matter
- Motions and forces
- Conservation of energy, matter and charge

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

### COMPETENCY GOAL 1: The learner will construct an understanding of mechanics.

#### Objectives

- 1.01 Analyze uniform and accelerated motion:
- Uniform motion is motion at a constant speed in a straight line. (constant velocity)
  - The rate of change in velocity is acceleration.
- 1.02 Analyze forces and their relationship to motion, Newton's Three Laws of Motion.
- 1.03 Analyze the conservation of energy and work:
- Work.
  - Power.
  - Kinetic Energy.
  - Potential energy.
  - Conservation of mechanical energy.
  -

### COMPETENCY GOAL 2: The learner will build an understanding of thermal energy.

#### Objectives

- 2.01 Assess molecular motion as it relates to temperature and phase changes:
- Thermal energy .
  - Expansion and contraction.
  - Temperature.
  - Phase change, heats of fusion and vaporization.
  - Specific heat.
- 2.02 Analyze the conservation of the total amount of energy, including heat energy, in a closed system; the First Law of Thermodynamics.
- 2.03 Analyze the Second Law of Thermodynamics:
- Heat will not flow spontaneously from a cold to a hot body.
  - It is impossible to build a machine that does nothing but convert heat into useful work.

**COMPETENCY GOAL 3: The learner will construct an understanding of electricity and magnetism.**

**Objectives**

- 3.01 Analyze the nature of static electricity and the conservation of electrical charge:
  - Positive and negative charges.
  - Opposite charges attract and like charges repel.
- 3.02 Analyze the electrical charging of objects due to the transfer of electrons by friction, induction, or conduction.
- 3.03 Analyze direct current electrical circuits:
  - Electrical potential difference.
  - Resistance.
  - Ohm's Law.
  - Simple direct current circuits.
  - Series circuit.
  - Parallel circuit.
- 3.04 Analyze the practical applications of magnetism and its relationship to the movement of electrical charge.
- 3.05 Analyze permanent magnetism and the practical applications of the characteristics of permanent magnets.

**COMPETENCY GOAL 4: The learner will develop an understanding of wave motion and the wave nature of sound and light.**

**Objectives**

- 4.01 Analyze the characteristics of waves;
  - Wavelength.
  - Frequency.
  - Period.
  - Amplitude.
- 4.02 Analyze the phenomena of reflection, refraction, interference and diffraction.
- 4.03 Compare and contrast the frequency and wavelength of sound produced by a fixed source with a moving source of sound, the Doppler Effect.

**COMPETENCY GOAL 5: The learner will build an understanding of the structure and properties of matter.**

**Objectives**

- 5.01 Analyze development of current atomic theory.
  - Dalton.
  - J.J. Thompson.
  - Rutherford.
  - Bohr.

- 5.02 Examine the nature of atomic structure:
- Protons.
  - Neutrons.
  - Electrons.
  - Atomic mass.
  - Atomic number.
  - Isotopes.
- 5.03 Describe radioactivity and its practical application as an alternative energy source:
- Alpha, Beta, and Gamma decay.
  - Fission.
  - Fusion.
- 5.04 Assess the use of physical properties in identifying substances:
- Density.
  - Specific heat.
  - Melting point.
  - Boiling point.
- 5.05 Analyze the formation of simple inorganic compounds from elements.
- 5.06 Analyze the periodic trends in the physical and chemical properties of elements.
- Symbols.
  - Groups(families).
  - Periods.

**COMPETENCY GOAL 6: The learner will build an understanding of regularities in chemistry.**

**Objectives**

- 6.01 Identify and classify the common chemical reactions that occur in our physical environment and in our bodies:
- Oxidation and reduction.
  - Polymerization and depolymerization.
- 6.02 Identify the reactants and products and balance simple equations of various types:
- Single replacement.
  - Double replacement.
  - Decomposition.
  - Synthesis.
  - Combustion.
- 6.03 Measure the temperature, pressure, and volume of gases and assess their Interrelationship:
- Boyle's Law.
  - Charles' Law.
- 6.04 Analyze aqueous solutions and solubility:
- Ionic substances.
  - Covalent substances.
- 6.05 Assess the indicators of chemical change including:
- Development of a gas.
  - Formation of a precipitate.
  - Change in color.

- 6.06 Compare and contrast the composition of strong and weak solutions of acids or bases:
- Degree of dissociation or ionization.
  - Electrical conductivity.
  - pH.
  - Strength.
  - Concentration.

## PHYSICS

### Goal

Instructionally, these strands should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

### Nature of Science

This strand is designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Physics is particularly rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding.

---

### Science as a Human Endeavor

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups to design investigations, formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in physics provides an opportunity to present science as the basis for engineering, electronics, computer science, astronomy and the technical trades. The diversity of physics content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a physics background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

---

### Historical Perspectives

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge-building in

science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. Galileo's struggle to correct the misconceptions arising from Aristotle's explanation of the behavior of falling bodies led to Newton's deductive approach to motion in *The Principia*. Today, Newton's Law of Universal Gravitation and his laws of motion are used to predict the landing sites for NASA's space flights.

---

## Nature of Scientific

Much of what is understood about the nature of **Knowledge** science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
  - Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on the currently available evidence. Theories just become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, the Theory of Relativity explains the behavior of objects accelerating at velocities approaching the speed of light.
  - Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement. Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. "Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific." (1995, National Science Education Standards)
- 

## Science as Inquiry

Inquiry should be the central theme in physics. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory work. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting help students to build knowledge and communicate what they have learned. Inquiry is the application of creative thinking to new and unfamiliar situations.

Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuitions have been successful.

Classical experiments such as measuring inertia and the speed of falling bodies need not be excluded. Rather, they should be a prelude to open-ended investigations in which students have the chance to pose questions, design experiments, record and analyze data, and communicate their findings. For example, after measuring the relationships among force, mass, and acceleration of falling bodies, students might investigate the phenomenon of "weightlessness."

Although original student research is often relegated to a yearly science fair project, continuing student involvement in research contributes immensely to their understanding of the process of science and to their problem-solving abilities. Physics provides much potential for inquiries. "Does the aluminum baseball bat have an advantage over a wooden baseball bat?" "Why?" "Is one brand of golf ball better than another brand?" "Why?" The processes of inquiry, experimental design, investigation, and analysis are as important as finding the correct answer. Students will master much more than facts and acquisition of manipulative skills; they will learn to be critical thinkers.

---

## **Science and Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements – objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life.

Technological design is important to building understanding in physics. Telescopes, lasers, transistors, graphing calculators, personal computers, and photogates, for example, have changed our lives, increased our knowledge of physics, and improved our understanding of the universe.

---

**Science in Personal  
and Social  
Perspectives**

This strand is designed to aid students in making rational decisions in the use of scientific and technological understanding. “Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology–related challenges. However, understanding science alone will not resolve local, national, or global challenges. Students should understand the appropriateness and value of basic questions What can happen? – What are the odds? and How do scientists and engineers know what will happen?” (1995, National Science Education Standards)

Students should understand the causes and extent of science-related challenges. They should become familiar with the advances that proper application of scientific principles and products have brought to environmental enhancement, better energy use, reduced vehicle emissions, and improved human health.

## Physics - Grades 9 –12

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are “uncovered” in this curriculum:

- Conservation of mass and energy.
- Conservation of momentum.
- Waves.
- Fields.
- Interactions of matter and energy.

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

### **COMPETENCY GOAL 1: The learner will build an understanding of linear motion.**

#### **Objectives**

- 1.01 Analyze velocity as a rate of change of position:
  - Average velocity.
  - Instantaneous velocity.
- 1.02 Compare and contrast as scalar and vector quantities:
  - Speed.
  - Velocity.
- 1.03 Analyze graphs to describe instantaneous velocity as motion at a point in time.
- 1.04 Analyze acceleration as rate of change in velocity.
- 1.05 Analyze graphically and mathematically the relationships among position, velocity, acceleration, and time.

### **COMPETENCY GOAL 2: The learner will build an understanding of two-dimensional motion.**

#### **Objectives**

- 2.01 Evaluate the measurement of two-dimensional motion (projectile and circular) in a defined frame of reference.
- 2.02 Assess the two dimensional motion of objects by using their component vectors.
- 2.03 Assess the independence of the horizontal and vertical vector components of projectile motion.
- 2.04 Analyze and evaluate uniform circular motion.

**COMPETENCY GOAL 3: The learner will develop an understanding of forces.**

**Objectives**

- 3.01 Assess, measure and calculate the conditions required to maintain a body in a state of static equilibrium.
- 3.02 Assess, measure and calculate the nature and magnitude of gravitational forces (Newton's Law of Universal Gravitation).
- 3.03 Assess, measure and calculate the nature and magnitude of frictional forces.
- 3.04 Analyze and evaluate the nature of centripetal forces.

**COMPETENCY GOAL 4: The learner will develop an understanding of Newton's Laws of Motion.**

**Objectives**

- 4.01 Determine that an object will continue in its state of motion unless acted upon by a net outside force (Newton's 1<sup>st</sup> Law of Motion, The Law of Inertia).
- 4.02 Assess, measure, and calculate the relationship among the force acting on a body, the mass of the body, and the nature of the acceleration produced (Newton's 2<sup>nd</sup> Law of Motion).
- 4.03 Analyze and mathematically describe forces as interactions between bodies (Newton's 3<sup>rd</sup> Law of Motion).

**COMPETENCY GOAL 5: The learner will develop an understanding of the nature of mechanical energy.**

**Objectives**

- 5.01 Analyze energy of position:
  - Gravitational potential energy.
  - Elastic potential energy.
- 5.02 Analyze energy of motion, kinetic energy.
- 5.03 Analyze, evaluate, and apply the principle of conservation of mechanical energy
- 5.04 Analyze and measure the transfer of mechanical energy through work.

**COMPETENCY GOAL 6: The learner will build an understanding of impulse and momentum.**

**Objectives**

- 6.01 Assess the vector nature of momentum and its relation to the mass and velocity of an object.
- 6.02 Compare and contrast impulse and momentum.
- 6.03 Analyze the factors required to produce a change in momentum.
- 6.04 Analyze interactions between objects and recognize the total momentum is conserved in both collision and recoil situations.
- 6.05 Assess real world applications of the impulse and momentum including but not limited to sports and transportation.

**COMPETENCY GOAL 7: The learner will develop an understanding of wave motion and the wave nature of sound and light.**

**Objectives**

- 7.01 Analyze the relationship among the characteristics of waves:
  - Wavelength.
  - Frequency.
  - Period.
  - Amplitude.
- 7.02 Describe the behavior of waves in various media.
- 7.03 Analyze the behavior of waves at boundaries between media :
  - Reflection.
  - Refraction.
- 7.04 Analyze the diffraction of waves.
- 7.05 Analyze the relationship between the phenomena of interference and the principle of superposition.
- 7.06 Analyze the frequency and wavelength of sound produced by a moving source (the Doppler Effect).

**COMPETENCY GOAL 8: The learner will build an understanding of basic elementary principles of thermodynamics.**

**Objectives**

- 8.01 Analyze the relationship among temperature, internal energy, and the random motion of atoms, molecules, and ions.
- 8.02 Assess the conservation of energy using the First Law of Thermodynamics.
- 8.03 Analyze the Second Law of Thermodynamics:
  - Heat will not flow spontaneously from a cold to a hot body.
  - It is impossible to build a machine that does nothing but convert heat into useful work.

**COMPETENCY GOAL 9: The learner will build an understanding of static electricity.**

**Objectives**

- 9.01 Assess the inverse square relationship among force, charge, and distance in Coulomb's Law.
- 9.02 Analyze the nature of electrical charges and the conservation of electric charge.
- 9.03 Analyze the relationship between moving electric charges and magnetic fields.

**COMPETENCY GOAL 10: The learner will build an understanding of direct current electrical circuits.**

**Objectives**

- 10.01 Analyze and measure the relationship among potential difference, current, and resistance in a direct current circuit.
- 10.02 Analyze and measure the relationship among current, voltage, and resistance in series and parallel circuits.
- 10.03 Analyze and measure the nature of power in an electrical circuit.

## GLOSSARY

**Attitude**- tendency to respond positively or negatively to an idea, object, or person; influences ability to succeed in science; attitude towards science is influenced by how science is experienced

**Classifying**- the sorting or ordering of objects according to their properties or similarities and differences; based on observational relationships that exist between objects or events

**Cognitive science**-the study of how learning takes place

**Communicating**- the transmission of observable data; examples include spoken or written words, graphs, drawings, diagrams, maps, mathematical equations; skills such as asking questions, discussing, explaining, reporting, and outlining can aid in the development of communication skills

**Conceptual understanding**-includes the body of scientific knowledge that students draw upon when conducting a scientific investigation or engaging in scientific reasoning; involves a variety of information including events from science instruction and experiences with the natural environment; scientific concepts, principles, laws, and theories that scientists use to explain and predict observations about the world

**Controlling variables**-managing the conditions or factors in an experiment necessary for the results of experimentation to be reliable

**Curriculum**-what students should understand and/or be able to do

**Defining operationally**-stating definitions in working terms

**Evolving**-change over time; may refer to biological changes, geological changes; and/or technological changes

**Experimenting**-testing a hypothesis under controlled conditions; basic to the total scientific process; uses all process skills

**Hypothesis**-forming a generalization/question based on observations; involves asking questions, making inferences and predictions; must be testable/tested to establish credibility

**Inferring**-using logic to draw conclusions from observations; suggests explanations, reasons, and/or causes for events; based on judgements; and may not always be valid

**Inquiry**-a set of interrelated processes by which students and scientists pose questions about the natural world and investigate phenomena; a critical component of a science program at all grade levels and in every domain of science; allows students to learn science in a way that reflects how science actually works (NSES, p. 214)

**Instruction**-methods used to structure learning opportunities to teach concepts

**Interpreting data**-integrated process skill; involves making predictions, inferences, and hypotheses from a set of data; revision of interpretations may be necessary when additional data are obtained

**Measuring**-ordering of things by magnitude, such as area, length, volume, mass; processes to quantify observations; involves the use of instruments and the skills needed to use them effectively

**Models**-useful way of describing and explaining interrelationships of ideas; can be mental, physical, and/or verbal representation of an idea; represent what we know about an idea or concept; under constant change as new data are obtained

**Nature of science**-incorporates the historical development of science, habits of mind that characterize science, and methods of inquiry and problem solving

**Nature of technology**-encompasses the issues of design, application of science to real-world problems, and trade-offs or compromises that need to be considered for technological solutions

**Observing**-using one or more of the senses in perceiving properties or similarities and differences in objects and events; can be made directly with the senses or indirectly through the use of simple or complex instruments; influenced by the previous experience of the observer

**Practical reasoning**-probing students' ability to use and apply science understanding in new, real world applications

**Predicting**- suggesting what will occur in the future; based on observations, measurements, and inferences about relationships between or among observed variables; speculation of what will happen based on past experiences; accuracy of a prediction is affected by the accuracy of the observation; conjecture about how a particular system will behave, followed by observations to determine if the system did behave as expected within a specified range of situations

**Scientific investigation**-probes students' ability to use the tools of science, including both cognitive and laboratory tools; students acquire new information, plan appropriate tests, use a variety of scientific tools, and communicate the results of the investigations

**Standards**-criteria used to judge quality

**Systems**-complete, predictable cycles, structures, or processes occurring in natural phenomena; may also be an artificial construction created to represent or explain a natural occurrence; system boundaries and interrelationships of subsystems exist; input to and outputs from.

**Technological design**- abilities that include identifying appropriate problems, designing a solution or product, implementing a proposed design, evaluating completed solutions or products, communicating the process of design.

**Themes**-big ideas of science that transcend various scientific disciplines

**Theory**- an always tentative explanation of phenomena that we observe; never proven; representative of the most logical explanation based on currently available evidence; becomes stronger as more supporting evidence is gathered; provides a context for predictions.

**Using numbers**-quantifying variables, measurements, and/or comparisons; needed to manipulate measurements and to order and classify objects.

**Using space/time relations**-describing the spatial relationships of objects and their change with time; examples are motion, direction, spatial arrangement, symmetry, and shape.

## BIBLIOGRAPHY

- Allen, N.L., Swinton, S.S., Ishman, S.P., Zelenak, C.A., *Technical Report of the NAEP 1996 State Assessment Program in Science*, Washington, D.C., National Center for Education Statistics, 1997.
- American Association for the Advancement of Science, *Benchmarks for Science Literacy, Project 2061*, New York, Oxford University Press, 1993.
- American Association for the Advancement of Science, *Project 2061, Science for All Americans.*, Washington, D.C, 1989.
- American Association For The Advancement Of Science, *Resources for Science Literacy: Professional Development*, New York, Toronto, Oxford University Press, 1997.
- American Association of Physics Teachers, "The Implications of Cognitive Studies for Teaching Physics," *American Journal of Physics*, 1994.
- Biological Sciences Curriculum Study (BSCS), *Developing Biological Literacy*, Colorado Springs, 1993.
- Bourque, M.L., Champagne, A.B., Crissman, S., 1996 *Science Performance Standards: Achievement Results for the Nation and the States*, Washington, D.C., National Assessment Governing Board, 1997.
- Bruer, J. T., "Education and the Brain: A Bridge Too Far," *Educational Researcher*.
- Burke, James, *Connections*, Boston, Toronto, Little, Brown and Company, 1978.
- Bybee, Rodger W. (ed.), *National Standards & The Science Curriculum: Challenges, Opportunities, & Recommendations*, Iowa, Kendall Hunt Publishing Company, 1996.
- Carey, S., "Cognitive Development," *Invitation to Cognitive Sciences, Thinking*, vol. 3, ch. 6, Cambridge, MIT Press, 1990.
- Chiappetta, E. L. "Inquiry Based Science: Strategies and Techniques for Encouraging Inquiry in the Classroom," *The Science Teacher*, October 1997, p. 22 - 26.
- Chiappetta, E. L., Koballa, T. R. Jr., & Collette, A.T. *Science Instruction: In the Middle and Secondary Schools*, 4<sup>th</sup> ed., New Jersey, Prentice Hall, Inc., 1998.
- Cothron, J. H., Giese, R. N. & Rezba, R. J., *Students and Research: Practical Strategies for Science Classrooms and Competitions* (Second Ed.), Dubuque, IA, Kendall Hunt Publishing Company, 1989, 1993.

Eisenhower National Clearinghouse for Mathematics and Science Education, <http://www.enc.org>.  
(web-site), Columbus.

"Tolls for Discussion: Attaining Excellence Through TIMSS," *Eisenhower National Clearinghouse for Mathematics and Science Education*, (CD-ROM).

Feynman, R. P., "What is Science," *The Physics Teacher*, September 1969, p. 313 - 320.

Hackett, J., "Means and Ends: Using the Standards to Define Inquiry Methods and Outcome." *The Science Teacher*, September 1998, p. 34 - 37.

Hausman, H. J., "Choosing a Science Program for the Elementary School", *Occasional Papers*, no. 24.

Hazen, R. M., Trefil, J., *Science matters: Achieving Scientific Literacy*, New York, Doubleday, 1991.

International Association for the Evaluation of Educational Achievement, *Science Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study*, Boston, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College, 1996.

Karplus, R., "Science Teaching and the Development of Reasoning," *Journal of Research in Science Teaching*, John Wiley & Sons, Inc., vol. 14, no.2, p. 169 -175,1977.

Kyle, William C. Jr. (ed.), *Journal of Research in Science Teaching*, New York, John Wiley & Sons, Inc., 1996.

Lowery, Lawrence F. (ed.), *NSTA Pathways To the Science Standards*, Elem. School Ed., Virginia, NSTA, 1997.

Lowery, L.F., *The Scientific Thinking Process*, Berkeley, University of California, Lawrence Hall of Science, 1990.

McComas, W. F. (ed.), *The Nature of Science and Science Education*, Netherlands, Kluwer Academic Publishers, 1998 p. 3 - 39.

McComas, W. F., "15 Myths of Science: Lessons of Misconceptions and Misunderstandings from a Science Educator," *Skeptic Magazine*, vol. 5, no. 2, 1997, p. 88 - 95.

McNeely, Margaret E. (ed.), *Guidebook To Examine School Curricula.*, U.S. Department of Education, 1997.

Mestre, J. P., "3 Cognitive Aspects of Learning and Teaching Science," *Teacher Enhancement for Elementary and Secondary Science and Mathematics: Status, Issues, and Problems*, ch. 3, p 1 - 44.

- National Academy of Sciences, *Every Child a Scientist: Achieving Scientific Literacy for All.*, Washington, D.C., National Academy Press, 1998.
- National Academy Of Sciences, *Teaching About Evolution and the Nature of Science*, Washington, D.C., National Academy Press, 1998.
- National Assessment of Educational Progress, *Learning by Doing* (Report No: 17-HOS-80), Princeton, Educational Testing Service, 1987.
- National Center for Education Statistics, *A Profile of American Eighth-Grade Mathematics of Science Instruction* (NCES 92-486), Washington, D.C., U.S. Department of Education, 1992.
- National Research Council, *Education and Learning to Think*, Washington, D.C., National Academy Press, 1987.
- National Research Council, *Improving Teacher Preparation and Credentialing Consistent with the National Science Education Standards: Report of a Symposium*, Washington, D.C., National Academy Press, 1997.
- National Science Foundation, *Indicators of Science & Mathematics Education*, Washington, D.C., Author, 1992.
- National Science Resources Center, National Academy of Sciences, Smithsonian Institution, *Science For all Children: A Guide to Improving Elementary Science Education in Your School District*, Washington, D.C., National Academy Press, 1997.
- North Carolina Department of Public Instruction, *North Carolina. Public Schools Statistical Profile*, Raleigh, 1996.
- North Carolina Mathematics and Science Coalition, *A Shared Vision for Mathematics and Science Education in North Carolina.*, Chapel Hill, The University of North Carolina at Chapel Hill, 1993.
- O'Sullivan, C.Y, Reese, CM., Mazzeo, J., *NAEP 1996 Science Report Card for the Nation and the States*, Washington, D.C., National Center for Education Statistics. 1997.
- O'Sullivan, C.Y., Weiss, A.R., Askew, J.M., *Students Learning Science: A Report on Policies and Practices in U.S. Schools*, Washington, D.C., National Center for Education Statistics, 1998.
- Rakow S. J., *NSTA Pathways to the Science Standards* (Middle School Ed.), Arlington, NSTA, 1998.
- Rhoton, Jack and Bowers, Patricia (ed.), *Issues in Science Education*, Virginia, National Science Teachers Association, 1996.

- Schmidt, William H., McKnight, Curtis C., and Raizen, Senta A., *A Splintered Vision: An Investigation of u.s. Science and Mathematics Education*, Dordrecht, Boston, London, Kluwer Academic Publishers, 1997.
- Subcommittee on Global Change Research, Committee on Environment and Natural Resources of the National Science and Technology Council, *Our Changing Planet: An Investment in Science for the Nation's Future*, 1996 FY Budget.
- "The Total Science Safety System," Secondary, 8th ed., *JaKel, Inc.* (Microsoft, Works, and Macintosh Datadisk), 1996.
- University of California, Lawrence Hall of Science, *Science Teaching and the Development of Reasoning: General Science*, Berkeley, 1977.
- U.S. Department of Education and National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics And Science Achievement in International Context*, Washington, D.C., U.S. Government Printing Office, 1997.
- U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence*, NCES 97-198, Washington, D.C., U.S. Government Printing Office, 1996.
- U.S. Department of Education, Office of Educational Research and Improvement, *Attaining Excellence: A Video Presentation of Pursuing Excellence: U.S. Eighth Grade Findings From the Third International Mathematics and Science Study* (Video).
- U.S. Department of Education, Office of Educational Research and Improvement, *Introduction To TIMMSS: The Third International Mathematics And Science Study*, 1997.
- Wahl, G. H., Jr. (Ed.), *Reduction of Hazardous Waste for High School Chemistry Laboratories*, Raleigh, NC, North Carolina Department of Natural Resources and Community Development.

# SCIENCE



Standard Course of Study and  
Grade Level Competencies

**K-12**



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction

# STATE BOARD OF EDUCATION

HOWARD N. LEE  
Chairman  
Raleigh

JANE P. NORWOOD  
Vice Chair  
Charlotte

KATHY A. TAFT  
Greenville

MICHELLE HOWARD-VITAL  
Wilmington

EDGAR D. MURPHY  
Durham

EVELYN B. MONROE  
West End

MARIA T. PALMER  
Chapel Hill

ROBERT "TOM" SPEED  
Boone

WAYNE MCDEVITT  
Asheville

JOHN TATE III  
Charlotte

PATRICIA NICKENS WILLOUGHBY  
Raleigh

BEVERLY PERDUE  
Lieutenant Governor  
New Bern

RICHARD MOORE  
State Treasurer  
Kittrell

## NC DEPARTMENT OF PUBLIC INSTRUCTION

Michael E. Ward, State Superintendent

301 N. Wilmington Street • Raleigh, North Carolina 27601-2825 • [www.ncpublicschools.org](http://www.ncpublicschools.org)

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions, or employment.

# TABLE OF CONTENTS

Acknowledgements.....	1
Preface.....	6
Philosophy.....	8
Purpose.....	9
Elementary.....	9
Middle Grades.....	10
High School.....	10
High School Science Sequences.....	13
Description of Program Strands.....	16
Unifying Concepts.....	22
Early Grades K-5.....	24
Kindergarten.....	26
Grade 1.....	30
Grade 2.....	34
Grade 3.....	38
Grade 4.....	42
Grade 5.....	46
Middle Grades 6-8.....	52
Grade 6.....	54
Grade 7.....	68
Grade 8.....	79
High School Courses.....	91
Biology.....	93
Chemistry.....	103
Earth/Environmental.....	114
Physical Science.....	125
Physics.....	134
Advanced Placement Courses.....	144
AP Biology.....	145
AP Chemistry.....	150
AP Environmental Science.....	154
AP Physics.....	160
AP Physics B.....	161
AP Physics C.....	165
Glossary.....	169
Bibliography.....	172

# ACKNOWLEDGEMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the North Carolina Standard Course of Study would not have been possible.

We wish to express special thanks to:

- the Division of Instructional Services for providing the leadership and vision that guided the development of this document,
- the many local educators, parents, and business industry people who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum, and
- the Department of Public Instruction staff who carried the primary responsibility for revising and editing the curriculum.

The current revision process involved on some level the entire science educational community, and its end product is a North Carolina curriculum of which North Carolina can be proud. We will regularly revise and improve the curriculum in order to meet the needs of the students of North Carolina.

***Reviewers for the Elementary Curriculum:***

**Charlotte/Mecklenburg:** Lyn Sweet, Becky Worlds, Becky Mohlere

**Cumberland:** Connie Kinlaw, Alice Bender, Susan Williams, Lois Carpenter

**Durham:** Ilene Ray, Mary Beckman, Lianne Carahasen, Linda Dimmick, Sandi Graham

**Harnett:** Windy Jones, Jeana Clermont

**Henderson:** Patty Gillespie, Diane Dotson

**Johnston:** Amy Plahuta

**New Hanover:** Bob Maxey, Linda Harrelson, Maggie Williams, Heather Sutton, Malinda Hall

**North Carolina State University:** Charles Lytle

**Union:** Nancy Whitley

**Wake:** Cathy Horne, Ann Sargent, Melissa Auston, Kenjie Bass, Jenny Byrne, Carolanne Wade, Amanda Bunn, Melody Brunson, Kitty Rutherford, Terry Banks, Amy Eggars, Windy Clark

**Watauga:** Judy Sink

**Winston Salem/Forsyth:** Alice Wilson, Erika Newkirk, Alexander Richardson

***Reviewers for the Middle School curriculum:***

**Chapel Hill-Carrboro:** Lynne Gronback

**Charlotte-Mecklenburg:** Donna Brearly

**Cumberland:** Fred Beyer

**Davidson:** Beth Davis

**Durham Public Schools:** Janet Scott

**Guilford:** Betty Dean

**Iredell/Statesville:** Carolyn Elliott

**Jackson:** Mariana Kesgan

**NC Biotechnology Center:** Bill Schy

**NC Center for the Advancement of Teaching:** Renee Coward

**NC Central University:** Cheryl Horton

**NC State University:** Mike Jones, Ed.D., Gail Jones, Ph.D., Glenda Carter, Ph.D.

**Pitt:** Ann Scarborough, Karen Vaughn

**Science Mathematics and Technology Education Center:** Sam Houston

**Wake:** Janet Bailey, Bonnie Temple, Linda Stroud Ph.D., Libby Martin, Deborah Scherr-Freedman

**Winston-Salem/Forsyth:** Beverly Lyons

***Reviewers for the High School curriculum:***

**Appalachian State University, Math/Science Education Network:** Steve Dyche

**Avery:** Kay Company

**Cary Academy:** Matt Greenwolfe

**Chapel Hill:** Judy Jones, Gail Boyarsky

**Charlotte/Mecklenburg:** Jane Kinney, Paula Heath, Cindy Moss, Sue Foxx, Sarah Smith

**Cumberland:** Michael Welter, Lou Foley, Tonia Bonner, Harlan Devore, Ray Pope, Fred Beyer

**Davidson:** Beth Davis

**Durham:** Barbara Rowley, Shawna Young, Sue Eldon, Ted Oakley, Sam Fuerst

**Gaston:** Barbara Wallace

**Greensboro Middle College:** Clyde "Bud" Harrelson

**Haywood:** Mike Jones

**Iredell/Statesville:** Carolyn Elliott

**NC Biotechnology Center:** Bill Schy

**NC Central University:** Cheryl Horton

**NC Department of Environment and Natural Resources/Division of Parks and Recreation:**  
Marti Kane

**NC Department of Environment and Natural Resources/Office of Environmental Education:** Judy Pope, Marty Wiggins, Lisa Tolley, Janine Mealey

**NC State University:** David Slykhuis, Nick Haddad, William Kimler

**Nortel Networks:** Carolyn Monroe, Jan Smith, Kristin Murphy

**SAS in School:** Deborah Gray, Tom Pedersen

**Science Mathematics and Technology Education Center:** Sam Houston

**UNC-CH Science & Tech Center:** Ev Baucom

**Wake:** Libby Martin, Vonnie Hicks, Christie Dobbin, Zoe Welsh, Laura Woods

**Watauga:** Lee Stroup, Patty Blanton

In addition we would like to thank the many other scientists and teachers who reviewed the draft curricula and wrote thoughtful letters in response.

# PREFACE

## Intent

In a 1786 letter to a friend, Thomas Jefferson called for "the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness." Jefferson saw clearly what has since become evident: that nations' fortunes rest on their citizens' ability to understand and use information about their world.

Given his life-long fascination with the natural world, Jefferson would have agreed that an understanding of science is critical to the knowledge we all need to understand and live successfully in our world. The ability to use science in turn rests on the core education that students gain from kindergarten through high school.

The science component of the North Carolina *Standard Course of Study (SCS)* was created to ensure such an education by establishing competency goals and objectives for teaching and learning science in all grades. It contains the concepts and theories, strands, skills, and processes on which all science instruction should be based. In addition, the curriculum defines and illustrates the connections between the *National Science Education Standards*, the *Benchmarks for Scientific Literacy*, and the state standards. The *SCS* is a guide to stronger, more relevant science education for every student.

---

## Revisions

The *SCS* was last revised in 1999. The 2004 revision has been written to reflect the development of National Science Education Standards better. The 2004 revision further reflects the recommendations of the Third International Mathematics and Science Study (TIMSS) and the 1996 National Assessment of Educational Progress (NAEP) science framework and assessment. The *SCS* has been written to expand the intent of previous documents and represents an evolutionary process of curriculum refinement.

---

## Connections

At all levels, science should be taught with an awareness of its connection to other subjects and to society's needs. As author James Burke wrote in 1978, "This interdependence is typical of almost every aspect of life in the modern world. We live surrounded by objects and systems that we take for granted, but which profoundly affect the way we behave, think, work, play and in, general, conduct our lives and those of our children." The SCS embodies this sense of connections, as each level draws on those that precede it and contributes to those that follow.

---

## Scope

An enormous amount of scientific content has accumulated at an increasing rate, causing curricula to thicken as material is added but rarely deleted. The science component of the SCS, therefore, does not include all science, but instead focuses on the fundamentals of science that all students should understand and be able to do as they move towards scientific literacy. Although the revisions suggest less coverage of some topics, they place more emphasis on teaching for understanding and the ability to apply that understanding to real life.

*The Basic Educational Program for North Carolina's Public Schools* specifies that *The North Carolina Standard Course of Study* is the curriculum that should be provided in all schools throughout the state. Local schools are in compliance with the *Basic Educational Plan* by providing the learning experiences as described in the SCS.

Underlying these standards is the principle that neither gender, nor economic status, nor cultural background limits a student's ability to understand scientific principles and develop science-related skills.

---

# PHILOSOPHY

The science component is designed to assist educators in planning, implementing, and assessing a science program that allows "students to develop an understanding of what science is, what science is not, what science can and cannot do, and how science contributes to culture." (National Science Education Standards, 1996, p.21) It is based on the belief that:

- Science is a human activity that can be characterized by participants' processes.
- All students can learn and succeed in science.
- Learning science is something students do, not something that is done to them.
- Everyone can describe, explain, and predict natural phenomena.
- Science, technology and society are interrelated.
- Attitudes toward science established in childhood shape adult scientific literacy.

The goal of the North Carolina Standard Course of Study is to achieve scientific literacy. The National Science Education Standards define scientific literacy as "the knowledge and understanding of scientific concepts and processes required for scientific decision making, participation in civic and cultural affairs, and economic productivity." (p. 22) The tenets of scientific literacy include the ability to:

- Find or determine answers to questions derived from everyday experiences.
- Describe, explain, and predict natural phenomena.
- Understand articles about science.
- Engage in non-technical conversation about the validity of conclusions.
- Identify scientific issues underlying national and local decisions.
- Pose explanations based on evidence derived from one's own work.

This philosophy is based on research, state and federal documents, and ideas of professional societies. Though research shows that all students can learn and succeed in science, all students will not become scientists nor achieve the same level of understanding. Rather, the goal is to create a scientifically literate society crucial to our increasingly complex and technological world. The decisions of future policy makers will, in large measure, be based on attitudes developed in today's classrooms. Research in cognitive science and science education supports the need for concept development through science and technology instruction. All students, in all grades, deserve continuing and meaningful science instruction.

## PURPOSE

The science component of the North Carolina *Standard Course of Study (SCS)* is designed to provide learning opportunities for all students to become scientifically literate. Scientific literacy implies an understanding of the scientific concepts and processes needed for personal decision-making, participation in civic affairs, and economic productivity. A scientifically literate person has a substantial understanding of scientific concepts and inquiry skills, which enable one to continue to learn and think logically. This person understands and appreciates the limits of science and technology. North Carolina students can achieve scientific literacy through an instructional program based on the science component of the *SCS*. The intent of the science program is to merge unifying concepts of science, strands, content goals, and objectives.

---

### Elementary Education

The elementary science section of the *SCS* integrates the unifying concepts of science to provide continuity in science instruction across grade levels and between science disciplines. These unifying concepts are:

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

The elementary science section of the *SCS* has four strands that provide the context for teaching the goals and objectives. The strands include:

- Nature of Science.
- Science as Inquiry.
- Science and Technology.
- Science in Social and Personal Perspectives.

By the end of fifth grade, all students should have developed an understanding of the following:

- Characteristics of organisms.
  - Similarities and differences in organisms.
  - Life cycles of organisms.
  - Organisms and environments.
  - Ecosystems.
  - Properties of earth materials.
  - Weather concepts.
  - Objects in the sky.
  - Changes in earth and sky.
  - Properties of objects and materials.
  - Position and motion of objects.
  - Electricity, magnetism and sound.
-

## **Middle School Education**

The middle school science section of the *SCS* continues to integrate the unifying concepts of science to provide continuity in science instruction across grade levels and between science disciplines. These unifying concepts are:

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

The middle school section of the *SCS* includes four strands that provide the context for teaching the goals and objectives. The strands encompass:

- Nature of Science.
- Science as Inquiry.
- Science and Technology.
- Science in Social and Personal Perspectives.

By the end of eighth grade, all students should have constructed understanding of the following concepts, theories, and universal laws:

- Human body systems.
- Basic heredity and genetics.
- Population dynamics.
- Diversity and adaptations of organisms.
- Change over time of life and landforms.
- Structure of the earth system.
- Earth in the universe.
- Transfer of energy.
- Motion and forces.
- General and interacting properties of matter.
- Basic cellular biology.

---

## **High School Education**

The high school science section of the *SCS* continues to integrate the unifying concepts of science to provide continuity in science instruction across grade levels and between science disciplines. These unifying concepts are:

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

The high school science section of the *SCS* includes four strands that provide the context for teaching the goals and objectives. They are:

- Nature of Science.
- Science as Inquiry.
- Science and Technology.
- Science in Social and Personal Perspectives.

By the end of twelfth grade, all students should have constructed an understanding of the following concepts, theories, and universal laws. This understanding should result from required courses including biology, an earth/environmental science, and a physical science.

- The cell.
- Molecular basis of heredity.
- Biological evolution.
- Interdependence of organisms.
- Energy in earth systems.
- Geological cycles.
- Origin and evolution of the earth system.
- Origin and evolution of the universe.
- Structure of atoms.
- Structure and properties of matter.
- Chemical reactions.
- Motions and forces.
- Conservation of energy and increase in disorder.
- Interaction of energy and matter.

The science graduation requirements may be satisfied in a variety of ways.

Satisfaction of the biology requirement may be designed locally to encourage the study of local biological topics. Specific examples of courses that may satisfy this requirement include Standard Course of Study Biology, Advanced Placement (AP<sup>®</sup>) Biology, or IB Biology. Any locally designed course that satisfies this requirement must include all of the competency goals designated in the Biology Course in the Science Standard Course of Study. To meet the biology requirement, students must take the End-of-Course test in Biology.

Satisfaction of the earth/environmental science requirement may be designed locally to encourage the study of local earth/environmental issues. Specific examples of courses that may satisfy this requirement include: Standard Course of Study Earth/Environmental Science, AP<sup>®</sup> Environmental Science, or IB Environmental Systems. Any course that satisfies this requirement must include all of the competency goals designated in the Earth/Environmental Science course in the Science Standard Course of Study.

Satisfaction of the physical science requirement may be locally designed to encourage the study of topics of local interest in the physical sciences. Specific examples of courses that may satisfy this requirement include Standard Course of Study Physical Science, Chemistry or Physics, AP<sup>®</sup> Chemistry or Physics, and IB Chemistry or Physics. Any locally designed course that satisfies this requirement must include all of the competency goals designated in one of the following Standard Courses of Study: Physical Science, Chemistry, or Physics. Students taking a locally designed class must take one of the corresponding End-of-Course tests to meet the physical science requirement, with the exception of Principles of Technology I and Principles of Technology II.

In addition, Principles of Technology I or Principles of Technology II can count as the physical science credit required for graduation under these conditions:

- When PT I is taken to meet the physical science requirement, students must take the PT I postassessment. When PT I is counted as the Physical Science course, students are subject to the End-of-Course test for physical science.
- When PT II is taken to meet the physical science requirement, students must take the PT II postassessment. PT II (with PT I as a prerequisite) may count as the course Physics. When PT I and II are counted as the course, Physics, students in this course are subject to the End-of-Course Test in physics.

PT I and PT II may count as the physical science credit required for admission to the University of North Carolina System Institutions when the student has taken the career technical postassessment.

For students in the occupational course of study, two years of Life Skills Science satisfy the science graduation requirement. These courses of study are available through the Exceptional Children's Division at the North Carolina Department of Public Instruction.

## High School Science Sequences

A wide variety of high school science course sequences may be used to meet the needs of individual students, schools and districts. Traditionally no one sequence has been recommended because the sciences have been treated as separate disciplines. Currently there is disagreement among scientists and science educators about which sequences are best. Neither *Benchmarks for Science Literacy* (American Association for the Advancement of Science - Project 2061, 1993) nor the *National Science Education Standards* (National Research Council, 1996) recommend a particular sequence, although both recommend that curriculum materials and teachers make more connections between different science disciplines and between the sciences and other disciplines. North Carolina does not have a required sequence because the *K-8 Standard Course of Study* should prepare students to take any of the standard level high school science courses.

Some typical sequences follow; however, other sequences are possible to meet the needs of particular schools and students. For example, in some smaller schools, Physics and Chemistry are offered in alternate years due to the small number of students and or limited teacher availability. In all recommended sequences, students may take AP or IB Biology, Chemistry, or Physics in lieu of the corresponding SCS course. In many cases, students take additional science electives such as Human Anatomy and Physiology, Astronomy, and AP and IB science courses.

---

### Sequence 1

9 <sup>th</sup>	Biology
10 <sup>th</sup>	Chemistry
11 <sup>th</sup>	Physics
12 <sup>th</sup>	AP Environmental Science

This sequence allows students to meet both North Carolina graduation requirements and the North Carolina Academic Scholar requirements. It follows the recommendation of some universities that students, particularly those planning to major in the natural sciences, should take both chemistry and physics. It also allows students to gain an AP credit while meeting the North Carolina earth/environmental science requirement. With rising expectations in science and mathematics at the middle school level, it should be expected that more students will be capable of completing a sequence including both a chemistry and physics course.

---

## Sequence 2

9 <sup>th</sup>	Earth/Environmental
10 <sup>th</sup>	Biology
11 <sup>th</sup>	Physical Science or Chemistry or Physics
12 <sup>th</sup>	Chemistry or Physics or a science elective

This sequence allows teachers to design a concrete and inquiry oriented Earth/Environmental Science course to introduce students to high school science. Further, students have the opportunity to take both a chemistry course and a physics course if desired.

---

## Sequence 3

9 <sup>th</sup>	Earth/Environmental
10 <sup>th</sup>	Biology
11 <sup>th</sup>	Principles of Technology I
12 <sup>th</sup>	Principles of Technology II

This sequence allows the student to use career-technical education courses to meet the University of North Carolina admissions requirement for a physical science course. Principles of Technology I and II have been designed to give a rigorous hands-on approach to the development of physical science concepts.

---

## Sequence 4

9 <sup>th</sup>	Earth/Environmental
10 <sup>th</sup>	Physical Science
11 <sup>th</sup>	Biology
12 <sup>th</sup>	Chemistry or Physics or a science elective

This sequence retains the advantage of allowing teachers to design a concrete and inquiry oriented Earth/Environmental Science course to introduce students to high school science. This may be followed by a strong physical science course to build the foundation for a more rigorous and molecularly oriented biology course. Students complete their science graduation requirement by the end of the 11<sup>th</sup> grade and have room to take Chemistry or Physics or other science elective course in the 12<sup>th</sup> grade. The disadvantage of this sequence is that, unless students take more than one science in a year, they will not have the opportunity to take both a chemistry course and a physics course.

---

## Sequence 5

9 <sup>th</sup>	Physical Science
10 <sup>th</sup>	Biology
11 <sup>th</sup>	Earth/Environmental or AP Environmental
12 <sup>th</sup>	Chemistry or Physics or science elective

This sequence allows the development of physical science concepts before biology, thus preparing students to better understand modern cellular and molecular biology. The disadvantage of this sequence is that, unless students take more than one science in a year, they will not have the opportunity to take both a chemistry course and a physics course.

---

# DESCRIPTION OF PROGRAM STRANDS

## Nature of Science

The Nature of Science strand allows us to see science as a human endeavor. Women and men of various backgrounds, with diverse interests and motives, are involved in science, engineering, and related fields. While science encompasses many disciplines, such as physics, chemistry, biology, and the geosciences, these disciplines often take different approaches to the study of natural phenomena.

There also are different ways to define science. A lay person might see it as a body of information, a scientist might define it as set of procedures by which hypotheses are tested, and a philosopher might regard it as a way to question the truth of what we know. Each of these views is a valid, but only partial, definition of science. Collectively, however, these concepts begin to define the comprehensive nature of science, which is why a comprehensive science program should include inquiry, as well as the skill-building investigations that demonstrate universal laws of science. (Chiappetta et. al., 1998)

Science is a way of knowing about the world. In science, explanations are limited to those that can be inferred from confirmable data - the results obtained through observations and experiments that can be substantiated by other scientists. (National Academy of Sciences, 1986, p. 27) When observations of a phenomenon have been confirmed or can be repeated, they are regarded as fact. Any scientific confirmation is, however, tentative, because it is always possible that the results occurred by chance.

A scientific theory is an explanation based on a body of continually refined observation, inference, and testable hypotheses. Because science is never irrevocably committed to any theory, no matter how firmly it appears to be established, science is not dogma. Any theory is always subject to change in the light of new and confirmed observations. Students should be taught that uncertainty is not a weakness, but a strength that leads to self-correction.

History provides yet another way to understand how science works. Students should learn that much of the progress in science and technology is the result of a gradual accumulation and application of knowledge over many centuries. (American Association for the Advancement of Science (AAAS), 1993)

---

## Engaging Science

Above all, the pursuit of science should be fun and exciting. Educators can capitalize on children's natural curiosity and the joy they experience "doing" science. Put the "wow" into science education, and students' attention is almost guaranteed.

It was a strange sight: a man, standing before a fountain, watching the falling water and tilting his head from side to side. Drawing closer, I saw he was rapidly moving the fingers of his right hand up and down in front of his face.

I was in the seventh grade, visiting Princeton University with my science class, and the man at the fountain was Albert Einstein.

For several minutes, he continued silently flicking his fingers. Then he turned and asked, "Can you do it? Can you see the individual drops?"

Copying him, I spread my fingers and moved them up and down before my eyes. Suddenly, the fountain's stream seemed to freeze into individual droplets. For some time, the two of us stood there perfecting our strobe technique. Then, as the professor turned to leave; he looked me in the eye and said, "Never forget that science is just that kind of exploring and fun." (Rowe, 1995, p. 177)

## **Science As Inquiry**

Students cannot just read and/or be told about science -- they must do science. All students should experience the excitement of science as they try to understand the natural world. Science experiences should also connect students to everyday life and the science- and technology-related social issues with which local communities, nations, and all humanity struggle (Creed, et. al. 1992; Aikenhead and Solomon, 1994).

The revised North Carolina Standard Course of Study takes students beyond science as merely a body of knowledge to science as inquiry. It requires students to combine science and scientific knowledge with scientific reasoning and critical thinking. Engaging students in scientific inquiry helps them develop:

- An understanding of scientific concepts.
- An appreciation of how we know what we know in science.
- An understanding of the nature of science, along with the skills to become independent discoverers of the natural world.
- The disposition to use the skills and attitudes associated with science.

Science as inquiry is key to organizing and guiding students' activities. Students in all grades and in every scientific discipline should have the opportunity ask questions, plan and conduct investigations, use appropriate tools and techniques to gather data, think critically and logically about relationships between evidence and explanations, and communicate arguments.

With increasing emphasis on experiential learning, we also must teach appropriate safety practices when engaging in any science activity. Teachers

must be aware of safety recommendations, regulations, and laws relating to topics such as eye safety, use of chemicals, and field trip behavior. When students and teachers know how to do science safely, such concerns should not deter meaningful learning activities.

An effective science program provides ample opportunities for students to:

- Apply safe laboratory/manipulative procedures.
- Choose, construct, and/or assemble appropriate equipment.
- Manipulate materials, scientific equipment and technologies.
- Properly handle and care for living organisms, materials, and equipment.

If students are to understand the scientific process, they must make decisions themselves. Time must be allowed for revision and repetition of experiments, presentation of results, and even for response to criticism. Inquiry-based programs lead to integrated studies because students seldom take divisions among disciplines very seriously. Students who learn to question, debate, and explore acquire a deeper understanding of the world. By discovering principles, rather than just memorizing them, students learn not just what we know, but how we know it, and why it is important.

"Science is a way to teach how something gets to be known, to what extent things are known (for nothing is known absolutely), how to handle doubt and uncertainty, what the rules of evidence are, how to think about things so that judgments can be made, how to distinguish truth from fraud and from show." (Fyneman, 1969)

---

## **Teaching Inquiry**

Different scientific disciplines use various methods and theories to advance knowledge. Investigations may involve discovering, observing and describing objects, organisms or events. They also may involve experiments, a search for more information, or model making. To help focus investigations, students should frame questions, such as "What do we want to find out?" "How can we make the most accurate observations?" and "If we do this, what do we expect will happen?" Scientific inquiry should involve students in establishing and refining the methods, materials, and data to collect. As students investigate and observe, they should consider questions such as "What data will answer the question?" and "What are the best measurements to make?"

New knowledge and methods emerge from these investigations and from interaction. In communicating and defending the results of scientific inquiry, arguments must be logical and demonstrate connections among natural phenomena, investigations, and scientific knowledge. In addition, the methods and procedures used to obtain evidence must be clearly reported to encourage further investigation.

Science advances through legitimate skepticism. To evaluate explanations proposed by others, scientists examine and compare evidence, identify faulty reasoning and statements that go beyond the evidence, and suggest alternative explanations. Scientific explanations must be logically consistent, based on historical and current scientific knowledge, and open to question and modification. Students, therefore, should be encouraged to present the results of their inquiries in oral or written reports. Student discussions should center on questions, such as "How should we organize the data to present the clearest answer to our question?" Out of the discussions about the ideas, the background, and the data, learners will gain experience in the practice of science and scientific thought.

---

## **Science and Technology**

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is science, while creating a way to make this salt water drinkable is technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand and control the natural and human-made environment.

"Technology" has many definitions. It may, for example, denote a way of doing things, and/or a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- Artifact or hardware (e.g., an aspirin, chair, or video tape).
  - Methodology or technique (e.g., painting, using a microscope).
  - System of production (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry).
- 
- Social-technical system (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing).
-

## Science and Technology in Society

“Achieving the goal of scientific and technological literacy requires more than understanding major concepts and processes of science and technology. Indeed, there is a need for citizens to understand science and technology as an integral part of our society. Science and technology are enterprises that shape and are shaped by human thought and social actions.” (Bybee and DeBoer, 1994, p. 384)

Technology has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are the primary evidence of the beginning of human culture.

Science and technology also reflect a culture's values. Consider, for example, how the acceptance of new ideas can be constrained by the environment in which they are conceived. Galileo's efforts to change perceptions of Earth's place in the solar system, Newton's demonstrations of the laws of motion, and Pasteur's identification of infection with microscopic organisms were rejected by the scientific establishment of their times. Only because of contributions from later investigators did they slowly achieve acceptance.

The development of technology also has been crucial to economic growth. For example, in an effort to make the 1890 U.S. Census faster and more efficient, Herman Hollerith drew upon early "counting machines" to develop a prototype of the computer, which in turn has created today's high-tech industries. In the words of C. Purcell (1995, p. xii) "Since individual technologies and their networks enhance or undermine the people we want to be and the society in which we want to live, we as citizens must try to understand this mighty force and see it not only for what it is but also for what it might be."

While properly applied technology will continue to benefit humanity, we must be aware that its misuse can harm the environment and jeopardize human well-being. Responsibility and stewardship are basic to teaching and learning science and technology. Students must understand that scientific and technological discoveries may have complex -- and perhaps unanticipated -- repercussions that must be addressed.

---

**Technology As Design** Technology as design is analogous to science as inquiry. All students should engage in problem-solving by designing, building, and testing solutions to real-world problems. By applying critical thinking skills and knowledge of materials, learners can compare and assess technological devices for costs, benefits, applications, practicality, environmental impact, safety, and convenience.

The goals and objectives for technological design call for students to accumulate the skills necessary to:

- Identify and state a problem, need, or product
- Design a solution including cost and risk/benefit analysis
- Implement and evaluate the solution
- Accurately record and communicate observations.

Today's technology provides nearly instant access to a storehouse of information. Students must learn to use technology as a tool to help understand science and increase creativity in scientific investigations.

---

### **Science in Personal and Social Perspectives**

An essential component of balanced science education is the use of scientific conceptual understandings and processes in personal and public decision-making. Science education gives students a means to understand and act on such issues. In addition, we are so dependent on science and technology that progress is almost universally identified with them. Students must therefore develop a basic understanding of science and technology in order to become responsible citizens capable of making decisions on social, technological, environmental and other problems faced by their communities and throughout the world.

The ability to understand the nature of science and technology, to apply the concepts of and theories about the earth and life, and to use inquiry and technological design in making personal and societal decisions should be the culmination of a K-12 science education. The challenge of science education is to prepare students to be scientifically and technologically literate decision-makers and problem solvers.

## UNIFYING CONCEPTS OF SCIENCE

Students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a scientific foundation must be a high priority in North Carolina schools. Students need to be actively involved in scientific investigations, develop a rational and objective framework for solving problems, and understand the concepts that unify the various fields of science. Science is not a mandate for rote memorization, nor a dormant collection of facts. Students should not simply be shown results or text or pictures about science. Instead they need to learn that science produces a dynamic, constantly expanding body of knowledge developed over time. Students should discover by their own experiences that science is a process of gathering and evaluating information, looking for patterns, and then devising and testing possible explanations based on actual evidence.

The science component of the North Carolina *Standard Course of Study* bases its goals and objectives on the unifying concepts of science as described in the *National Science Education Standards*. The use of unifying concepts is an effective way to create linkages within and among fields of science such as physics and biology. These key ideas underlie and integrate all scientific knowledge and connect with other disciplines such as mathematics and social studies. Consequently, the focus on unifying concepts helps students to construct a holistic understanding of science and its role in society. The application of these concepts provides students with productive and insightful ways of considering and integrating a range of basic ideas that help to explain the natural and designed world.

Unifying concepts help students organize their thinking about science. By understanding these concepts and using them as they explore science, students will learn to see the broad patterns that cut across all science fields. Unifying concepts should be emphasized continuously in the context of topics included in the goals and objectives from grades K-12. Constant references to, and active use of, these ideas will help students understand the unifying concepts. The unifying concepts then provide a lens through which students can focus their scientific thinking.

Unifying concepts, as identified by the *National Science Education Standards*, include the following:

- **Systems, order and organization-** An important part of understanding and interpreting the world is the ability to think about the whole in terms of its parts and, alternatively, about parts as they relate to one another and to the whole. Science shows that there is order and predictability in nature. Understanding the basic laws, theories, and models that explain the world can

be accomplished by connecting order and organization to systems. Students should study both natural and technological systems.

- **Evidence, models and explanation-** Students should have science experiences and a learning environment which encourage the quest for evidence. Evidence is defined by the *National Science Education Standards* as observations and data on which to base scientific explanations. Models are used to explain events which may or may not be directly observable. Models consist of physical objects or mathematical representations. Computer models are often constructed to simulate complex systems and to visualize data. Explaining in a scientifically literate manner consists of considering and evaluating new evidence in the light of existing knowledge. The national standards state that scientific explanations should be based on a scientific knowledge base and an understanding of the relationship among logic, evidence, and current knowledge.
- **Change, constancy and measurement-** The concepts of constancy and change underlie most understandings of the natural and technological world. Through observations, students learn that some characteristics of living things, materials, and systems remain constant over time, whereas others change. Through formal and informal studies, students develop an understanding of the processes and conditions in which change, constancy, and equilibrium take place. Change in systems can be quantified. Students should apply mathematical skills of accuracy, precision, scale, rate, and appropriate systems of measurement.
- **Evolution and equilibrium-** Evolution represents change in systems. Systems may be biological, physical, or technological. Geological systems include chemical, physical and biological processes. Change may be abrupt or occur over various lengths of time. As systems react to forces and change, a state of equilibrium may develop where forces and changes occur in opposite and off-setting directions.
- **Form and function-** As students analyze natural and technological systems, the form of sub-units of systems or entire systems should be explained in terms of function. Students should be able to explain form and function and how the two are interrelated.

Because the understanding and abilities associated with major conceptual and procedural schemes need to be developed over an entire educational experience, unifying concepts transcend disciplinary boundaries. The science standards are organized with the expectation that science-related activities occur at all grade levels--from initial explorations in kindergarten through increasingly organized and focused science investigations in higher grades--and that science is taught in conjunction with all other subject areas. Unifying concepts of science provide the basis for integration of the fields of science. The methods and thought processes of science have application well beyond the bounds of science and can support the broader goals of all subject areas.

## Early Grades K-5

The elementary science section of the *SCS* integrates the unifying concepts of science to provide continuity in science instruction across grade levels and among science disciplines. These unifying concepts are:

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

The elementary science section of the *SCS* strands provides unifying threads of understanding that span the content areas of elementary science. The strands include the following goals:

### **Nature of Science**

As a result of activities in grades K-5, all students should develop an understanding of:

- Science as a human endeavor.
- Science as inquiry.
- The nature of scientific inquiry.

### **Science as Inquiry**

As a result of activities in grades K-5, all students should develop:

- Abilities necessary to do scientific inquiry.
- Abilities necessary to understand, to use, and to apply the unifying concepts and processes of science including:
  - evidence, explanation, measurement.
  - ordering, organizing.
  - changes (time, rate, scale, patterns, trends, cycles).
  - Systems.
    - boundaries.
    - components.
    - resources.
    - flow.
    - feedback.
  - form, function, equilibrium.
  - models.

### **Science and Technology**

As a result of activities in grades K-5, all students should develop:

- Ability to use and create technological designs.
- Understanding about technology and design.
- Ability to distinguish between natural and human made objects.

## **Science in Personal and Social Perspectives**

As a result of activities in grades K-5, all students should develop understanding of:

- Impacts of science and technology on their daily lives.
- The relationship of science to personal health and welfare.
- Characteristics of and changes in populations.
- Applications of science and technology to local challenges.

# KINDERGARTEN

## Goal

Students in kindergarten begin their science studies using their five senses to observe animals, earth materials, weather, and other objects. The class setting should provide a stimulating atmosphere in which students are intellectually challenged to explore the physical world around them. Young students' natural curiosity leads them to investigate the world by observing and manipulating common objects and materials in their environment. Students learn to interpret their observations by collecting data on which they base their scientific explanations. Student learning of all four goals is guided by the unifying concepts of evidence, exploration, and measurement. The following explanations characterize the strands at the kindergarten level.

## Nature of Science

The Nature of Science Strand is designed to help students develop an understanding of the human dimensions of science, the nature of scientific thought, and the role of science in society. Science education in kindergarten serves as the earliest foundation for students to experience science in a form that engages them in active construction of ideas and explanations. Young students always have questions about themselves and their world. Science is one way of finding answers to their questions and enabling them to make sense of the natural world. Teaching science as inquiry increases students' opportunities to develop the abilities to do science. Their natural curiosity leads them to explore the world by observing and manipulating common objects and materials in their environment. They make observations using their senses to collect data and to obtain evidence for their scientific explanations.

## Science as Inquiry

Research shows that young students work well in small groups or pairs to construct and share ideas. Students in kindergarten should employ simple equipment and tools to gather data and extend their senses. Students develop simple skills such as how to observe, measure using (non-standard) units, use numbers, sort (using own rules) cut, connect, switch, turn on and off, pour, hold, tie, and hook.

They begin to ask questions that they can answer with scientific knowledge combined with their own observations and simple predictions. In the earliest years, investigations are largely based on systematic observations. Through the observation and manipulation of common objects students reflect on their similarities and differences. This leads to simple sketches and single-word descriptions which in turn lead to increasingly more detailed drawings, richer verbal descriptions, and connections to writing.

### **Science and Technology**

Young students' abilities in technological problem-solving can be developed by first hand experiences in doing tasks with a technological purpose. They can study technological products and systems in their world, such as zippers, coat hooks, can openers, tricycles and other tools. Students can engage in projects that are appropriately challenging for their developmental level, ones in which they must design ways to connect, move, or communicate.

### **Personal and Social Perspectives**

Students in kindergarten should have a variety of experiences that provide initial understandings for personal care and that enable them to take responsibility for their own health. Student understandings should include following safety rules for all their school experiences as well as at home, preventing abuse and neglect, avoiding injury, and when and how to say no.

# Science – Kindergarten

The focus for kindergarten students is on using the five senses to make observations of events in both indoor and outdoor settings that make up their world. The observations that students make provide evidence and data on which to base their scientific explanations. Guide student learning of all goals on the unifying concepts of evidence, explanation, and measurement. The strands provide a context for teaching the content throughout all goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will make observations and build an understanding of similarities and differences in animals.**

## **Objectives**

- 1.01 Observe and describe the similarities and differences among animals including:
  - Structure.
  - Growth.
  - Changes.
  - Movement.
- 1.02 Observe how animals interact with their surroundings.
- 1.03 Observe the behaviors of several common animals.
- 1.04 Demonstrate how to care for a variety of animals.
- 1.05 Observe the similarities of humans to other animals including:
  - Basic needs.
  - Growth and change.
  - Movement.

**COMPETENCY GOAL 2: The learner will make observations and build an understanding of weather concepts.**

## **Objectives**

- 2.01 Observe and report daily weather changes throughout the year.
- 2.02 Identify different weather features including:
  - Precipitation.
  - Wind.
  - Temperature.
  - Cloud cover.
- 2.03 Identify types of precipitation, changes in wind, force, direction and sky conditions.

- 2.04 Observe and determine the effects of weather on human activities.
- 2.05 Use common tools to measure weather.

**COMPETENCY GOAL 3: The learner will make observations and build an understanding of the properties of common objects.**

**Objectives**

- 3.01 Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.
- 3.02 Develop and use a vocabulary associated with the properties of materials:
  - Color.
  - Size.
  - Shape.
  - Texture.
- 3.03 Describe how objects look, feel, smell, taste, and sound using their own senses.
- 3.04 Observe that objects can be described and sorted by their properties.
- 3.05 Identify some common objects and organisms that are considered to be natural resources in our world.

**COMPETENCY GOAL 4: The learner will use appropriate tools and measurements to increase their ability to describe their world.**

**Objectives**

- 4.01 Describe how tools can be used to make comparisons.
- 4.02 Observe and describe how various tools and units of measure are useful:
  - Scissors.
  - Pencils.
  - Crayons.
  - Paper clips.
  - Hammers.
- 4.03 Use nonstandard units of measure to describe and compare objects.
- 4.04 Demonstrate the use of standard units of measure and compare with nonstandard units of measure. (Teacher demonstration)
- 4.05 Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared.(Teacher demonstration)

# GRADE ONE

## **Goal**

Science education in first grade extends the foundation that began in kindergarten with the unifying concepts of evidence, explanation and measurement and begins to add order and organization as students devise their own rules to classify living and nonliving objects. Teachers build on students' natural inclination to ask questions and investigate common objects in the natural world. Students engage in active construction of ideas and explanations as they observe, collect data, and classify, to provide types and levels of order and organization to their ideas about science concepts. The following explanations characterize the strands at the first grade level.

## **Nature of Science**

The Nature of Science Strand is designed to help students develop an understanding of the human dimensions of science, the nature of scientific thought, and the whole of science in society. Science is one way of finding answers to students' questions and enabling them to make sense of the natural world. Teaching science as inquiry enhances students' opportunity to develop the abilities to do science. Students are introduced to examples of women and men who have made contributions to science, showing students how scientists work, and the importance of diversity in science and technology.

## **Science as Inquiry**

First grade science students employ simple equipment and tools to gather data and extend their senses. Students acquire simple skills such as how to observe, measure, connect, record and report data, and to classify objects using their own rules. From their own observations, they begin to ask questions and make predictions. Students' investigations are largely based on systematic observations and simple classifications to bring order and organization to their understanding. As students develop concepts and vocabulary from such experiences, they develop the ability to ask meaningful questions, investigate aspects of the world around them, and use their observations to construct reasonable explanations for their questions.

**Science and  
Technology**

Students develop abilities to work individually and collaboratively and to use suitable tools and measurements as appropriate. Students' abilities in technological problem-solving are developed by first hand experiences in doing tasks with an identified technological purpose. They study technological tools and systems as they investigate living and nonliving objects. Students gain the ability to explain a problem in their own words and identify a specific way to find a solution appropriate to the problem.

**Personal and  
Social Perspectives**

First grade students should have a variety of experiences that provide initial understandings of personal safety that enable them to take responsibility for their own safety. They should identify and follow simple safety rules while in school and at home. Students understand that resources are found in the living and nonliving environment.

# Science – Grade 1

The focus for first grade is on students using their senses to make observations and using their own rules to classify living and nonliving objects. Identifying types and levels of organization helps students find useful ways of describing objects and organisms. Guide student learning to continue to emphasize the unifying concepts introduced in kindergarten, including evidence, explanation and measurement as well as the introduction at grade one of order and organization. The strands provide a context for teaching the content goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms.**

## **Objectives**

- 1.01 Investigate the needs of a variety of different plants:
  - Air.
  - Water.
  - Light.
  - Space.
- 1.02 Investigate the needs of a variety of different animals:
  - Air.
  - Water.
  - Food.
  - Shelter.
  - Space.
- 1.03 Observe the ways in which humans are similar to other organisms.
- 1.04 Identify local environments that support the needs of common North Carolina plants and animals.
- 1.05 Discuss the wide variety of living things on Earth.

**COMPETENCY GOAL 2: The learner will make observations and use student-made rules to build an understanding of solid earth materials.**

## **Objectives**

- 2.01 Describe and sort a variety of earth materials based on their properties:
  - Color.
  - Hardness.
  - Shape.
  - Size.
- 2.02 Describe rocks and other earth materials in more than one way, using student-made rules.

- 2.03 Observe the various components that combine to make soil.
- 2.04 Compare the components of soil samples from different places.
- 2.05 Explore where useful earth materials are found and how they are used.

**COMPETENCY GOAL 3: The learner will make observations and conduct investigations to build an understanding of the properties and relationship of objects.**

**Objectives**

- 3.01 Describe the differences in the properties of solids and liquids.
- 3.02 Investigate several ways in which objects can be described, sorted or classified.
- 3.03 Classify solids according to their properties:
  - Color.
  - Texture.
  - Shape (ability to roll or stack).
  - Ability to float or sink in water.
- 3.04 Determine the properties of liquids:
  - Color.
  - Ability to float or sink in water.
  - Tendency to flow.
- 3.05 Observe mixtures including:
  - Solids with solids.
  - Liquids with liquids.
  - Solids with liquids.

**COMPETENCY GOAL 4: The learner will make observations and conduct investigations to build an understanding of balance, motion and weighing of objects.**

**Objectives**

- 4.01 Describe different ways in which objects can be moved.
- 4.02 Observe that movement of an object can be affected by pushing or pulling.
- 4.03 Investigate and observe that objects can move steadily or change direction.
- 4.04 Observe and describe balance as a function of position and weight.
- 4.05 Describe and observe systems that are unstable and modify them to reach equilibrium.

# GRADE TWO

## Goal

Science education in the second grade builds on the unifying concepts previously introduced in kindergarten and first grade including the use of evidence, explanation, measurement, order and organization. Second graders are introduced to changes through the study of animal life cycles, weather, properties of materials, and sound. Changes vary in rate, scale, and pattern. The following explanations characterize the strands at the second grade level.

## Nature of Science

The Nature of Science Strand is designed to help students develop an understanding of the human dimensions of science, the nature of scientific thought, and the enterprise of science in society. Teachers should emphasize experiences of investigating and thinking about explanations. Students using a cooperative learning approach can conduct simple investigations and present their findings to their classmates. They discover that humans have learned much about processes in nature but much more remains to be understood. They learn that our knowledge of science is constantly growing and will never be complete.

## Science as Inquiry

Teaching science as inquiry provides teachers the opportunity to develop students' abilities and to enrich student understanding of how things change. As students focus on the study of life cycles, changes in weather, changes in properties, and changing sounds, they develop the ability to ask scientific questions, investigate aspects of the world around them, and use their findings to construct reasonable explanations for the questions posed. Inquiry involves asking a simple question, conducting an investigation, recording and analyzing results, answering the question, and communicating the results to others. By engaging in such activities, students begin to develop the physical and intellectual abilities of scientific inquiry.

## **Science and Technology**

Students develop the ability to explain a problem in their own words, identify a specific task, and conduct an appropriate investigation. Students develop abilities to work individually and collaboratively to use suitable tools and measurements as appropriate. Tools help students make better observations and measurements in their investigations. They help students see, measure, and do things that they could not otherwise observe, measure, and do. Student abilities gained include oral, written, and pictorial communication of designs, processes, and products. The science/technology connection is one way of answering questions and explaining changes in the natural world.

## **Personal and Social Perspectives**

Second grade students have a variety of experiences that provide initial understandings of personal safety and which enable them to take responsibility for their own safety. They identify and follow simple safety rules while in school and at home. Students' understandings should include the idea that some environmental changes occur slowly and others occur rapidly. Students should discover the different consequences of environments changing in small increments over long periods as compared with environments changing in large increments over short periods.

## Science – Grade 2

The focus for second grade students is on analyzing collected data over a period of time to make predictions and understand changes. Changes vary in rate, scale, and pattern, including trends and cycles. Changes in systems can be measured. Guide student learning to continue to emphasize the unifying concepts previously introduced, including evidence, explanation, measurement, order, and organization as well as the introduction at grade two of change. The strands provide a context for teaching the content goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology,  
Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will conduct investigations and build an understanding of animal life cycles.**

### Objectives

- 1.01 Describe the life cycle of animals including:
  - Birth.
  - Developing into an adult.
  - Reproducing.
  - Aging and death.
- 1.02 Observe that insects need food, air and space to grow.
- 1.03 Observe the different stages of an insect life cycle.
- 1.04 Compare and contrast life cycles of other animals such as mealworms, ladybugs, crickets, guppies or frogs.

**COMPETENCY GOAL 2: The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.**

### Objectives

- 2.01 Investigate and describe how moving air interacts with objects.
- 2.02 Observe the force of air pressure pushing on objects.
- 2.03 Describe weather using quantitative measures of:
  - Temperature.
  - Wind direction.
  - Wind speed.
  - Precipitation.
- 2.04 Identify and use common tools to measure weather:
  - Wind vane and anemometer.
  - Thermometer.
  - Rain gauge.
- 2.05 Discuss and determine how energy from the sun warms the land, air and water.
- 2.06 Observe and record weather changes over time and relate to time of day and time of year.

**COMPETENCY GOAL 3: The learner will observe and conduct investigations to build an understanding of changes in properties.**

**Objectives**

- 3.01 Identify three states of matter:
  - Solid.
  - Liquid.
  - Gas.
- 3.02 Observe changes in state due to heating and cooling of common materials.
- 3.03 Explain how heat is produced and can move from one material or object to another.
- 3.04 Show that solids, liquids and gases can be characterized by their properties.
- 3.05 Investigate and observe how mixtures can be made by combining solids, liquids or gases and how they can be separated again.
- 3.06 Observe that a new material is made by combining two or more materials with properties different from the original material.

**COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.**

**Objectives**

- 4.01 Demonstrate how sound is produced by vibrating objects and vibrating columns of air.
- 4.02 Show how the frequency can be changed by altering the rate of the vibration
- 4.03 Show how the frequency can be changed by altering the size and shape of a variety of instruments.
- 4.04 Show how the human ear detects sound by having a membrane that vibrates when sound reaches it.
- 4.05 Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords.

# GRADE THREE

## Goal

Third grade continues to use the unifying concepts taught in grades K-2 including evidence, explanation, measurement, order and organization, and change. Students at third grade focus on the study of systems as their unit of investigation. They learn that a system is an interrelated group of objects or components that form a functioning unit. The natural and human designed world is complex; it is too large and complicated for students to investigate and comprehend all at once. The third grade program allows students to identify small components of a system for in-depth investigation. Each investigational unit addresses a particular system. Plants, soils, earth/moon/sun, and the human body are each investigated as systems. The following explanations characterize the strands at the third grade level.

## Nature of Science

The Nature of Science Strand helps students understand the human dimensions of science, the nature of scientific thought, and science's role in society. Students develop an understanding of patterns in systems, which in later grades allows them to understand basic laws and theories that explain how things work in the world. Teachers build on students' natural inclination to ask questions and investigate their world. Cooperative groups of students conduct investigations that begin with a question and progress toward finding and communicating an answer. Stories, films, videos, and multimedia resources introduce women and men from diverse groups who have contributed to science. These examples highlight how scientists work, showing how they pose and answer questions, the procedures they use, and their contributions to science, technology, and society.

## Science as Inquiry

Students experience science in a way that engages them in active building of ideas and explanations, and gives them more opportunities to develop the ability to do science. Teaching science as inquiry requires a learning environment that engages students in hands-on activities and investigations. For example, if students ask each other

how plants can survive in a particular environment, they might want to identify and compare the various environments where plants naturally occur. To develop the ability to do scientific inquiry, students plan and conduct a simple investigation, use simple equipment and tools to gather data, use data to construct reasonable explanations, and communicate evidence and explanations to others.

## **Science and Technology**

Students become interested in technology as they design projects, use tools well, measure things carefully, make reasonable estimations, calculate accurately, and communicate clearly. They should begin to enjoy opportunities to clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with a new proposed solution. It is important for students to find out that there is more than one way to design a product or solve a problem. They also learn that some designs and solutions are better than others. To accomplish this, several groups of students can be asked to design and solve the same problem and then discuss the advantages and disadvantages of each solution with other students. Students see that solving one problem may lead to other problems. They are introduced to the balance between constraints and social impact.

## **Personal and Social Perspectives**

A variety of experiences give students an initial understanding of various science-related personal and societal challenges. The *National Science Education Standards* (page 138) state "Central ideas related to health, populations, resources, and environments provide the foundations for students' eventual understandings and actions as citizens." Students learn that resources are the things that we get from the living and nonliving environment to meet human needs and wants. For example, they also learn that natural resources are limited and should be respected and used wisely. When students investigate making soil through composting, they learn that resources can be extended through recycling and wise use.

## Science – Grade 3

The focus for third grade students is on identifying systems and patterns in systems. Systems are the units of investigations. A system is an interrelated group of objects or components that form a functioning unit. Students learn to identify portions of a system to facilitate investigation. Systems have boundaries, components, resources, flow and feedback. Guide student learning to continue to emphasize the unifying concepts previously introduced including evidence, explanation, measurement, order, organization, and change as well as the introduction at grade three of systems. The strands provide a context for teaching the content goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will conduct investigations and build an understanding of plant growth and adaptations.**

**Objectives:**

- 1.01 Observe and measure how the quantities and qualities of nutrients, light, and water in the environment affect plant growth.
- 1.02 Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment.
- 1.03 Investigate and describe how plants pass through distinct stages in their life cycle including.
  - Growth.
  - Survival.
  - Reproduction.
- 1.04 Explain why the number of seeds a plant produces depends on variables such as light, water, nutrients, and pollination.
- 1.05 Observe and discuss how bees pollinate flowers.
- 1.06 Observe, describe and record properties of germinating seeds.

**COMPETENCY GOAL 2: The learner will conduct investigations to build an understanding of soil properties.**

**Objectives:**

- 2.01 Observe and describe the properties of soil:
  - Color.
  - Texture.
  - Capacity to hold water.
- 2.02 Investigate and observe that different soils absorb water at different rates.
- 2.03 Determine the ability of soil to support the growth of many plants, including those important to our food supply.

- 2.04 Identify the basic components of soil:
  - Sand.
  - Clay.
  - Humus.
- 2.05 Determine how composting can be used to recycle discarded plant and animal material.
- 2.06 Determine the relationship between heat and decaying plant matter in a compost pile.

**COMPETENCY GOAL 3: The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system.**

**Objectives:**

- 3.01 Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed.
- 3.02 Observe that objects in the sky have patterns of movement including:
  - Sun.
  - Moon.
  - Stars.
- 3.03 Using shadows, follow and record the apparent movement of the sun in the sky during the day.
- 3.04 Use appropriate tools to make observations of the moon.
- 3.05 Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.
- 3.06 Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly.

**COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.**

**Objectives:**

- 4.01 Identify the skeleton as a system of the human body.
- 4.02 Describe several functions of bones:
  - Support.
  - Protection.
  - Locomotion.
- 4.03 Describe the functions of different types of joints:
  - Hinge.
  - Ball and socket.
  - Gliding.
- 4.04 Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices.
- 4.05 Observe and describe how muscles cause the body to move.

# GRADE FOUR

## Goal

The focus for the fourth grade student is on analyzing systems and learning how they work. Thinking about and analyzing systems helps students understand the relationships of mass, energy, objects, and organization. They learn that systems consist of combinations of organisms, machines, objects, ideas, and numbers. Systems have boundaries, components, resources flow and feedback. The following explanations characterize the strands at the fourth grade level.

## Nature of Science

The Nature of Science Strand helps students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Science teaches that nature and natural laws are the same everywhere, and that nature is understandable and predictable. Students develop an understanding of the organization of systems, which in turn leads to understanding of basic laws of nature, scientific theories, and models that help explain the world. Students read, investigate, and learn that science is a human endeavor. Students begin to realize that doing science involves more than being a "scientist," and that science is used in many occupations including medicine, engineering, agriculture, business, and many others.

## Science as Inquiry

Fourth grade students can master some skills of a good inquirer. Students make measurements using tools, rulers, thermometers, containers, and balances. They learn that the most useful skills are the ability to make careful measurements, to record observations and measurements, to make predictions based on observations, and to communicate results using charts and simple graphs as well as by writing and speaking. They discover that the best explanations of processes and events are based on evidence from systematic investigations. By grade four, students learn that similarities and differences between the properties of objects and materials can be understood and

described in specific context, such as a set of rocks or a group of living materials. Through experiments with electricity and magnetism, students begin to understand that phenomena can be observed, measured and manipulated by changing specific variables. Students develop their abilities to communicate, infer, analyze, and critique their own work and that of other students. The results of their work may be spoken, drawn, written, or presented in multimedia.

## **Science and Technology**

Students become interested in technology as they design projects, use tools well, measure things carefully, make reasonable predictions, calculate accurately, and communicate clearly. Students become confident in designing and analyzing projects, and the more experience they have with design, the less direct guidance they need. They begin to enjoy opportunities to clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with another proposed solution. It is important for students to find out that there is more than one way to design a product or solve a problem. To accomplish this goal, several groups of students can be asked to design and solve the same problem and then discuss the advantages and disadvantages of each solution. Students discover that solving some problems may lead to others, and they become able to use simple constraint in problem solving. Students learn to analyze and evaluate their own results and solutions, as well as those of other students, by considering how well a product or design met a specific challenge need or problem.

## **Personal and Social Perspectives**

Students investigate the progression of uses of tools over time. They understand that people continue to invent new ways of solving problems and getting things done. As they research inventions and technological advances, students begin to understand how new ideas and inventions affect human life. They analyze advantages and disadvantages of new ideas and inventions and learn to consider the costs and benefits of various solutions.

## Science – Grade 4

The focus for fourth grade students is on analyzing systems and learning how systems work. Thinking about and analyzing systems help students understand the relationships of mass, energy, objects, and organisms. Students learn that systems may be made up of subsystems and that systems have structure and function, feedback, equilibrium, and that there are both open and closed systems. Guide student learning to continue to emphasize the unifying concepts previously introduced (including evidence, explanation, measurement, order, organization and change, and systems) as well as the introduction at grade four of form and function. The strands provide a context for teaching the content throughout all goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**COMPETENCY GOAL 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.**

### Objectives

- 1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:
  - Other animals.
  - Plants.
  - Weather.
  - Climate.
- 1.02 Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation.
- 1.03 Observe and discuss how behaviors and body structures help animals survive in a particular habitat.
- 1.04 Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.
- 1.05 Recognize that humans can understand themselves better by learning about other animals.

**COMPETENCY GOAL 2: The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.**

### Objectives

- 2.01 Describe and evaluate the properties of several minerals.
- 2.02 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:

- Hardness.
  - Streak color.
  - Luster.
  - Magnetism.
- 2.03 Explain how rocks are composed of minerals.
  - 2.04 Show that different rocks have different properties.
  - 2.05 Discuss and communicate the uses of rocks and minerals.
  - 2.06 Classify rocks and rock-forming minerals using student-made rules.
  - 2.07 Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions.

**COMPETENCY GOAL 3: The learner will make observations and conduct investigations to build an understanding of magnetism and electricity.**

**Objectives**

- 3.01 Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.
- 3.02 Describe and demonstrate how magnetism can be used to generate electricity.
- 3.03 Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver.
- 3.04 Explain how magnetism is related to electricity.
- 3.05 Describe and explain the parts of a light bulb.
- 3.06 Describe and identify materials that are conductors and non-conductors of electricity.
- 3.07 Observe and investigate that parallel and series circuits have different characteristics.
- 3.08 Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects.
- 3.09 Recognize lightning as an electrical discharge and show proper safety behavior when lightning occurs.

**COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.**

**Objective**

- 4.01 Explain why organisms require energy to live and grow.
- 4.02 Show how calories can be used to compare the chemical energy of different foods.
- 4.03. Discuss how foods provide both energy and nutrients for living organisms.
- 4.04 Identify starches and sugars as carbohydrates.
- 4.05 Determine that foods are made up of a variety of components:

# GRADE FIVE

## Goal

Fifth grade students focus on using evidence, models, and reasoning to form scientific explanations. Evidence consists of observations and data on which scientific explanations are based. Using evidence to understand interactions allows students to predict changes in natural and human-designed systems. Models are tentative schemes or structures constructed to represent real objects or processes. Models help students understand how things work. Explanations incorporate prior knowledge and new evidence from observations, experiments, or models into consistent, logical statements. As students come to understand science concepts and processes, their explanations should become more accurate and logical. Activities and other experiences for fifth grade students continue to emphasize the unifying concepts previously learned as well as the introduction of models at grade five. The following explanations characterize the strands at this grade level.

## Nature of Science

The Nature of Science Strand helps students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Science investigations provide the background for developing and appreciating the nature of science. Science is a human endeavor and therefore relies on human qualities, including reasoning, insight, energy, skill and creativity. Students learn that science is involved in many different kinds of work and engages men and women of all ages and backgrounds.

## Science as Inquiry

Students must actively participate in science investigations, and use the cognitive and manipulative skills necessary for formation of scientific explanations. They examine the validity of an explanation based on evidence rather than speculation. Through experiments and investigations students conduct, shape, and modify their knowledge of science concepts and processes. Students explore ecosystems in local environments, focusing on the interactions between living and nonliving things. They look

at food webs within ecosystems and describe the relationships among producers, consumers, and decomposers while examining the energy flow from one organism to another in a food web. Students at this level should be able to formulate questions, design and carry out investigations, interpret and use data to generate explanations, and critique explanations and procedures. Students will construct understanding of the Earth's landforms and how those landforms change with time because of interactions among soil, rocks, water, and wind. Such investigations should lead students to conduct their own further investigations.

## **Science and Technology**

Students should become interested in technology as they design projects, use tools well, measure things carefully, make reasonable predictions, calculate accurately, and communicate clearly. Students explore weather systems by observing, measuring, and recording local conditions. They use tools such as thermometers, rain gauges, and barometers to collect data and to identify weather patterns. Students gain confidence in designing and analyzing their products and solutions. The more experience students have with design, the less direct guidance they need. Students learn basic physical concepts about energy and forces affecting the motion of objects and the effects of design on the movements of a machine. They learn from opportunities to identify and clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with another proposed solution. They become competent designing, analyzing, and explaining their products and solutions. Does it work? How can I make it work better? Would it have worked better if I had used different materials? It is important for students to find out that there is more than one way to design a product or solve a problem. To accomplish this, several groups of students may be asked to design and solve the same problem and then discuss the advantages and disadvantages of each solution. Students see that solving some problems may lead to other problems, and gain the ability to overcome simple obstacles in problem solving. Students learn to

analyze and evaluate their own results or solutions to problems, as well as those of other students, by considering how a product or design met the challenge to solve a problem.

### **Personal and Social Perspectives**

Students investigate the progression of tool use and development of tools and machines over time. They understand that humans continue inventing new ways of solving problems and getting things done. As they study inventions and technological advances, they begin to understand how new ideas and inventions affect people. They analyze the advantages and disadvantages of new ideas and inventions. As students study ecosystems they will become acquainted with what happens when changes occur when the environment becomes overpopulated and the use of resources increases. Through investigation of landforms students observe earth's external processes that cause natural changes and present challenges, including landslides, floods, and storms.

# GRADE FIVE

## Goal

Fifth grade students focus on using evidence, models, and reasoning to form scientific explanations. Evidence consists of observations and data on which scientific explanations are based. Using evidence to understand interactions allows students to predict changes in natural and human-designed systems. Models are tentative schemes or structures constructed to represent real objects or processes. Models help students understand how things work. Explanations incorporate prior knowledge and new evidence from observations, experiments, or models into consistent, logical statements. As students come to understand science concepts and processes, their explanations should become more accurate and logical. Activities and other experiences for fifth grade students continue to emphasize the unifying concepts previously learned as well as the introduction of models at grade five. The following explanations characterize the strands at this grade level.

## Nature of Science

The Nature of Science Strand helps students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Science investigations provide the background for developing and appreciating the nature of science. Science is a human endeavor and therefore relies on human qualities, including reasoning, insight, energy, skill and creativity. Students learn that science is involved in many different kinds of work and engages men and women of all ages and backgrounds.

## Science as Inquiry

Students must actively participate in science investigations, and use the cognitive and manipulative skills necessary for formation of scientific explanations. They examine the validity of an explanation based on evidence rather than speculation. Through experiments and investigations students conduct, shape, and modify their knowledge of science concepts and processes. Students explore ecosystems in local environments, focusing on the interactions between living and nonliving things. They look

at food webs within ecosystems and describe the relationships among producers, consumers, and decomposers while examining the energy flow from one organism to another in a food web. Students at this level should be able to formulate questions, design and carry out investigations, interpret and use data to generate explanations, and critique explanations and procedures. Students will construct understanding of the Earth's landforms and how those landforms change with time because of interactions among soil, rocks, water, and wind. Such investigations should lead students to conduct their own further investigations.

## **Science and Technology**

Students should become interested in technology as they design projects, use tools well, measure things carefully, make reasonable predictions, calculate accurately, and communicate clearly. Students explore weather systems by observing, measuring, and recording local conditions. They use tools such as thermometers, rain gauges, and barometers to collect data and to identify weather patterns. Students gain confidence in designing and analyzing their products and solutions. The more experience students have with design, the less direct guidance they need. Students learn basic physical concepts about energy and forces affecting the motion of objects and the effects of design on the movements of a machine. They learn from opportunities to identify and clarify a problem, generate criteria for an acceptable solution, suggest possible solutions, try one out, and then make adjustments or start over with another proposed solution. They become competent designing, analyzing, and explaining their products and solutions. Does it work? How can I make it work better? Would it have worked better if I had used different materials? It is important for students to find out that there is more than one way to design a product or solve a problem. To accomplish this, several groups of students may be asked to design and solve the same problem and then discuss the advantages and disadvantages of each solution. Students see that solving some problems may lead to other problems, and gain the ability to overcome simple obstacles in problem solving. Students learn to

analyze and evaluate their own results or solutions to problems, as well as those of other students, by considering how a product or design met the challenge to solve a problem.

### **Personal and Social Perspectives**

Students investigate the progression of tool use and development of tools and machines over time. They understand that humans continue inventing new ways of solving problems and getting things done. As they study inventions and technological advances, they begin to understand how new ideas and inventions affect people. They analyze the advantages and disadvantages of new ideas and inventions. As students study ecosystems they will become acquainted with what happens when changes occur when the environment becomes overpopulated and the use of resources increases. Through investigation of landforms students observe earth's external processes that cause natural changes and present challenges, including landslides, floods, and storms.

## Science – Grade 5

Fifth grade students focus on evidence, models, and scientific explanations. Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows students to predict changes in natural and designed systems. Models are tentative schemes or structures that represent real objects. Models help students understand how things work. Explanations incorporate prior scientific knowledge and new evidence from observations, experiments, or models into consistent, logical statements. As students understand more science concepts and processes, their explanations should become more accurate and logical. Guide student learning to continue to emphasize the unifying concepts previously introduced as well as the introduction at grade five of models. The strands provide a context for teaching the content throughout all goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

**COMPETENCY GOAL 1: The learner will conduct investigations to build an understanding of the interdependence of plants and animals.**

### Objectives

- 1.01 Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).
- 1.02 Identify and analyze the functions of organisms within the population of the ecosystem:
  - Producers.
  - Consumers.
  - Decomposers.
- 1.03 Explain why an ecosystem can support a variety of organisms.
- 1.04 Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life.
- 1.05 Determine the interaction of organisms within an ecosystem.
- 1.06 Explain and evaluate some ways that humans affect ecosystems.
  - Habitat reduction due to development.
  - Pollutants.
  - Increased nutrients.
- 1.07 Determine how materials are recycled in nature.

**COMPETENCY GOAL 2: The learner will make observations and conduct investigations to build an understanding of landforms.**

**Objectives**

- 2.01 Identify and analyze forces that cause change in landforms over time including.
  - Water and Ice.
  - Wind.
  - Gravity.
- 2.02 Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.
- 2.03 Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming:
  - Canyons.
  - Valleys.
  - Meanders.
  - Tributaries.
- 2.04 Describe the deposition of eroded material and its importance in establishing landforms including:
  - Deltas.
  - Flood Plains.
- 2.05 Discuss how the flow of water and the slope of the land affect erosion.
- 2.06 Identify and use models, maps, and aerial photographs as ways of representing landforms.
- 2.07 Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of:
  - Clearing land.
  - Planting vegetation.
  - Building dams.

**COMPETENCY GOAL 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.**

**Objectives**

- 3.01 Investigate the water cycle including the processes of:
  - Evaporation.
  - Condensation.
  - Precipitation.
  - Run-off.
- 3.02 Discuss and determine how the following are affected by predictable patterns of weather:
  - Temperature.
  - Wind direction and speed.
  - Precipitation.

- Cloud cover.
  - Air pressure.
- 3.03 Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.
- 3.04 Explain how global atmospheric movement patterns affect local weather.
- 3.05 Compile and use weather data to establish a climate record and reveal any trends.
- 3.06 Discuss and determine the influence of geography on weather and climate:
- Mountains
  - Sea breezes
  - Water bodies.

**COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.**

**Objectives**

- 4.01 Determine the motion of an object by following and measuring its position over time.
- 4.02 Evaluate how pushing or pulling forces can change the position and motion of an object.
- 4.03 Explain how energy is needed to make machines move.
- Moving air.
  - Gravity.
- 4.04 Determine that an unbalanced force is needed to move an object or change its direction.
- 4.05 Determine factors that affect motion including:
- Force
  - Friction.
  - Inertia.
  - Momentum
- 4.06 Build and use a model to solve a mechanical design problem.
- Devise a test for the model.
  - Evaluate the results of test.
- 4.07 Determine how people use simple machines to solve problems.

# GRADE SIX

## Goal

Sixth grade science builds on the concepts and skills acquired in kindergarten through fifth grade. Instructional design should provide opportunities for understanding: the unifying concepts of science, the strands, conceptual goals and objectives. Connections to mathematics, technology, social science, and communication skills should be considered for instructional design. To assist teachers with instruction, materials explaining the Unifying Concepts, Strands, Goals, and Objectives with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves and their world motivate them.

Designing technological solutions and pondering benefits and risks should be an integral part of the middle school science experience. As students take the initiative to learn science and technology, they will learn about themselves, their community and potential career paths. The confidence to pursue such personal goals can be instilled through successful science experience.

---

## Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle

school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable.

Many of science's universal laws are very old ideas that still apply today. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society exemplifies the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
- Clarify ideas that guide and influence the inquiry.

# GRADE SIX

## Goal

Sixth grade science builds on the concepts and skills acquired in kindergarten through fifth grade. Instructional design should provide opportunities for understanding: the unifying concepts of science, the strands, conceptual goals and objectives. Connections to mathematics, technology, social science, and communication skills should be considered for instructional design. To assist teachers with instruction, materials explaining the Unifying Concepts, Strands, Goals, and Objectives with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves and their world motivate them.

Designing technological solutions and pondering benefits and risks should be an integral part of the middle school science experience. As students take the initiative to learn science and technology, they will learn about themselves, their community and potential career paths. The confidence to pursue such personal goals can be instilled through successful science experience.

---

## Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle

school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable.

Many of science's universal laws are very old ideas that still apply today. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society exemplifies the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
- Clarify ideas that guide and influence the inquiry.

- Design and conduct scientific investigations to test ideas.
- Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
- Control and manipulate variables.
- Use appropriate resources and tools to gather, analyze, interpret, and communicate data.
- Use mathematics to gather, organize, and present data.

Students should:

- Make inferences from data .
  - Use evidence to offer descriptions, predictions and models.
  - Think critically and logically to bridge the relationships between evidence and explanations.
  - Recognize and evaluate alternative explanations.
  - Review experimental procedures.
  - Communicate scientific procedures, results, and explanations.
  - Formulate questions leading to further investigations.
- 

## **Science and Technology**

Science is the foundation of technology and new technology is necessary for the advancement of science. This reciprocity of science and technology should be emphasized with middle school learners. Current media topics, emerging technologies, and research issues provide a real-world context for understanding and applying targeted grade-level skills and concepts.

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is the pursuit of science, while creating a way to make this salt water drinkable is the pursuit of technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand the world and to control the natural and human-made environment. Technology asks questions like "How does this work?" and "How can it be improved?"

The word “technology” has many definitions. It may, for example, mean a particular way of doing things, and or it may denote a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- artifact or hardware. (e.g., an aspirin, chair, computer, or video tape)
- methodology or technique. (e.g., painting, using a microscope or calculator)
- system of production. (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry)
- social-technical system. (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing).

Technology provides tools for understanding natural phenomena and often sparks scientific advances. It has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are seen as the primary evidence of the beginning of human culture. Applying scientific knowledge of materials and processes to the benefit of people has been a determining factor in shaping our culture.

While understanding the connection of science and technology is critical, the ability to distinguish between the work of engineers and scientists also should be explored. Scientists propose explanations for questions about the natural world, and engineers propose solutions relating to human problems, needs, and aspirations. Technology design skills are parallel to inquiry skills in science. It is critical that students understand that technology enables us to design adaptations to the natural world but not without both positive and negative consequences. The limits on science’s ability to answer all questions, and on technology’s ability to design solutions for all adaptive problems, also must be stressed. Design requires that technological solutions adhere to the universal laws of nature. Constraints such as gravity or the properties of the materials to be used are critical to the success of a technological solution. Other constraints, including cost, time, politics, society, ethics, and aesthetics, also define parameters and limit choices. Students should analyze

benefits and costs of technological solutions. Fundamental abilities of technological design include the ability to:

- Identify problems appropriate for technological design.
  - Develop criteria for evaluating the product or solution.
  - Identify constraints that must be taken into consideration
  - Design a product or solution.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Implement a proposed design.
  - Evaluate completed design or product.
  - Analyze the risks and benefits of the solution.
  - Communicate the process of technological design.
  - Review the process of technological design.
- 

**Science in  
Personal and  
Social Perspectives**

The ultimate goal for a scientifically literate person is the ability to use appropriate scientific principles and processes in making personal decisions. Therefore, making personal and societal connections to scientific challenges is imperative for middle school learners. Concepts, skills and theories for middle school science afford opportunities to develop scientific understanding for many aspects of personal and societal health. Opportunities that nurture students' abilities to think creatively and scientifically abound, as students connect science to personal decision making. Personal and societal connections can be made as sixth grade students conduct in-depth investigations which:

- analyze the role of humans in the natural world using issues that concern the lithosphere.
  - interpret the interconnectedness of all organisms in an ecosystem and the effect of disturbing parts of a system.
  - evaluate the benefits and knowledge gained from space exploration.
  - investigate the importance of soil quality.
-

## Science – Grade 6

Learners will study natural and technological systems. All goals should focus on the unifying concepts of science defined by the *National Science Education Standards*: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry and technological design are targeted for mastery. The concepts for which in-depth studies should be designed at sixth grade level include: Scientific Inquiry, Technological Design, Lithosphere, Cycling of Matter, Solar System, Energy Transfer/Transformation, and Population Dynamics.

**Strands:** The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives Strands provide the context for content goals.

**COMPETENCY GOAL 1: The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.**

### Objectives

- 1.01 Identify and create questions and hypotheses that can be answered through scientific investigations.
- 1.02 Develop appropriate experimental procedures for:
  - Given questions.
  - Student generated questions.
- 1.03 Apply safety procedures in the laboratory and in field studies:
  - Recognize potential hazards.
  - Manipulate materials and equipment.
  - Conduct appropriate procedures.
- 1.04 Analyze variables in scientific investigations:
  - Identify dependent and independent.
  - Use of a control.
  - Manipulate.
  - Describe relationships between.
  - Define operationally.
- 1.05 Analyze evidence to:
  - Explain observations.
  - Make inferences and predictions.
  - Develop the relationship between evidence and explanation.
- 1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:
  - Measurement.
  - Analysis of data.
  - Graphing.
  - Prediction models.

- 1.07 Prepare models and/or computer simulations to:
  - Test hypotheses.
  - Evaluate how data fit.
- 1.08 Use oral and written language to:
  - Communicate findings.
  - Defend conclusions of scientific investigations.
- 1.09 Use technologies and information systems to:
  - Research.
  - Gather and analyze data.
  - Visualize data.
  - Disseminate findings to others.
- 1.10 Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing:
  - Scientific text.
  - Articles.
  - Events in the popular press.

**COMPETENCY GOAL 2: The learner will demonstrate an understanding of technological design.**

**Objectives**

- 2.01 Explore evidence that “technology” has many definitions.
  - Artifact or hardware.
  - Methodology or technique.
  - System of production.
  - Social-technical system.
- 2.02 Use information systems to:
  - Identify scientific needs, human needs, or problems that are subject to technological solution.
  - Locate resources to obtain and test ideas.
- 2.03 Evaluate technological designs for:
  - Application of scientific principles.
  - Risks and benefits.
  - Constraints of design.
  - Consistent testing protocols.
- 2.04 Apply tenets of technological design to make informed consumer decisions about:
  - Products.
  - Processes.
  - Systems.

**COMPETENCY GOAL 3: The learner will build an understanding of the geological cycles, forces, processes, and agents which shape the lithosphere.**

**Objectives**

- 3.01 Evaluate the forces that shape the lithosphere including:
  - Crustal plate movement.
  - Folding and faulting.
  - Deposition.
  - Volcanic Activity.
  - Earthquakes.
- 3.02 Examine earthquake and volcano patterns.
- 3.03 Explain the model for the interior of the earth.
- 3.04 Describe the processes which form and the uses of earth materials.
  - Rock cycle.
  - Minerals.
  - Characteristics of rocks.
  - Economic use of rocks and minerals.
  - Value of gems and precious metals.
  - Common gems, minerals, precious metals and rocks found in N.C.
- 3.05 Analyze soil properties that can be observed and measured to predict soil quality including:
  - Color.
  - Horizon profile.
  - Infiltration.
  - Soil temperature.
  - Structure.
  - Consistency.
  - Texture.
  - Particle size.
  - pH.
  - Fertility.
  - Soil moisture.
- 3.06 Evaluate ways in which human activities have affected Earth's pedosphere and the measures taken to control the impact:
  - Vegetative cover.
  - Agriculture.
  - Land use.
  - Nutrient balance.
  - Soil as a vector.
- 3.07 Assess the use of technology and information systems in monitoring lithospheric phenomenon.
- 3.08 Conclude that the good health of environments and organisms requires:
  - Monitoring of the pedosphere.
  - Taking steps to maintain soil quality.
  - Stewardship.

**COMPETENCY GOAL 4: The learner will investigate the cycling of matter.**

**Objectives**

- 4.01 Describe the flow of energy and matter in natural systems:
- Energy flows through ecosystems in one direction, from the sun through producers to consumers to decomposers.
  - Matter is transferred from one organism to another and between organisms and their environments.
  - Water, nitrogen, carbon dioxide, and oxygen are substances cycled between the living and non-living environments.
- 4.02 Evaluate the significant role of decomposers.
- 4.03 Examine evidence that green plants make food.
- Photosynthesis is a process carried on by green plants and other organisms containing chlorophyll.
  - During photosynthesis, light energy is converted into stored energy which the plant, in turn, uses to carry out its life processes.
- 4.04 Evaluate the significance of photosynthesis to other organisms:
- The major source of atmospheric oxygen is photosynthesis.
  - Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis.
  - Green plants are the producers of food that is used directly or indirectly by consumers.
- 4.05 Evaluate designed systems for ability to enable growth of certain plants and animals.

**COMPETENCY GOAL 5: The learner will build understanding of the Solar System.**

**Objectives**

- 5.01 Analyze the components and cycles of the solar system including:
- Sun.
  - Planets and moons.
  - Asteroids and meteors.
  - Comets.
  - Phases.
  - Seasons.
  - Day/year.
  - Eclipses.
- 5.02 Compare and contrast the Earth to other planets in terms of:
- Size.
  - Composition.
  - Relative distance from the sun.
  - Ability to support life.

- 5.03 Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth.
- Solar storms.
  - Tides.
- 5.04 Describe space explorations and the understandings gained from them including:
- N.A.S.A.
  - Technologies used to explore space.
  - Historic timeline.
  - Apollo mission to the moon.
  - Space Shuttle.
  - International Space Station.
  - Future goals.
- 5.05 Describe the setting of the solar system in the universe including:
- Galaxy.
  - Size.
  - The uniqueness of Earth.
- 5.06 Analyze the spin-off benefits generated by space exploration technology including:
- Medical.
  - Materials.
  - Transportation.
  - Processes.
  - Future research.

**COMPETENCY GOAL 6: The learner will conduct investigations and examine models and devices to build an understanding of the characteristics of energy transfer and/or transformation.**

**Objectives**

- 6.01 Determine how convection and radiation transfer energy.
- 6.02 Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.
- 6.03 Analyze sound as an example that vibrating materials generate waves that transfer energy.
  - Frequency.
  - Amplitude.
  - Loudness.
  - How sound travels through different material.
  - Form and function of the human ear.
- 6.04 Evaluate data for qualitative and quantitative relationships associated with energy transfer and/or transformation.
- 6.05 Analyze the physical interactions of light and matter:
  - Absorption.
  - Scattering.
  - Color perception.
  - Form and function of the human eye.
- 6.06 Analyze response to heat to determine the suitability of materials for use in technological design:
  - Conduction.
  - Expansion.
  - Contraction.
- 6.07 Analyze the Law of Conservation of Energy:
  - Conclude that energy cannot be created or destroyed, but only changed from one form into another.
  - Conclude that the amount of energy stays the same, although within the process some energy is always converted to heat.
  - Some systems transform energy with less loss of heat than others.

**COMPETENCY GOAL 7: The learner will conduct investigations and use technologies and information systems to build an understanding of population dynamics.**

**Objectives**

- 7.01 Describe ways in which organisms interact with each other and with non-living parts of the environment:
  - Coexistence/Cooperation/Competition.
  - Symbiosis.
  - Mutual dependence.

- 7.02 Investigate factors that determine the growth and survival of organisms including:
- Light.
  - Temperature range.
  - Mineral availability.
  - Soil/rock type.
  - Water.
  - Energy.
- 7.03 Explain how changes in habitat may affect organisms.
- 7.04 Evaluate data related to human population growth, along with problems and solutions:
- Waste disposal.
  - Food supplies.
  - Resource availability.
  - Transportation.
  - Socio-economic patterns.
- 7.05 Examine evidence that overpopulation by any species impacts the environment.
- 7.06 Investigate processes which, operating over long periods of time, have resulted in the diversity of plant and animal life present today:
- Natural selection.
  - Adaptation.

# GRADE SEVEN

## Goal

Seventh grade science builds on the concepts and skills acquired in kindergarten through sixth grade. Instructional design should provide opportunities for understanding: the unifying concepts of science, the strands, conceptual goals and objectives. Connections to mathematics, technology, social science, and communication skills should be considered for instructional design. To assist teachers with instruction, materials explaining Unifying Concepts, Strands, Goals and Objectives with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves and their world motivate them.

Designing technological solutions and pondering benefits and risks should be an integral part of the middle school science experience. As students take the initiative to learn science and technology, they will learn about themselves, their community and potential career paths. The confidence to pursue such personal goals can be instilled through successful science experience.

---

## Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle

school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable.

Many of science's universal laws are very old ideas that still apply today. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society exemplifies the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
- Clarify ideas that guide and influence the inquiry.

- Design and conduct scientific investigations to test ideas.
- Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
- Control and manipulate variables.
- Use appropriate resources and tools to gather, analyze, interpret, and communicate data.
- Use mathematics to gather, organize, and present data.

Students should:

- Make inferences from data .
  - Use evidence to offer descriptions, predictions and models.
  - Think critically and logically to bridge the relationships between evidence and explanations.
  - Recognize and evaluate alternative explanations.
  - Review experimental procedures.
  - Communicate scientific procedures, results, and explanations.
  - Formulate questions leading to further investigations.
- 

## **Science and Technology**

Science is the foundation of technology and new technology is necessary for the advancement of science. This reciprocity of science and technology should be emphasized with middle school learners. Current media topics, emerging technologies, and research issues provide a real-world context for understanding and applying targeted grade-level skills and concepts.

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is the pursuit of science, while creating a way to make this salt water drinkable is the pursuit of technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand the world and to control the natural and human-made environment. Technology asks questions like "How does this work?" and "How can it be improved?"

The word “technology” has many definitions. It may, for example, mean a particular way of doing things, and or it may denote a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- artifact or hardware. (e.g., an aspirin, chair, computer, or video tape)
- methodology or technique. (e.g., painting, using a microscope or calculator)
- system of production. (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry)
- social-technical system. (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing).

Technology provides tools for understanding natural phenomena and often sparks scientific advances. It has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are seen as the primary evidence of the beginning of human culture. Applying scientific knowledge of materials and processes to the benefit of people has been a determining factor in shaping our culture.

While understanding the connection of science and technology is critical, the ability to distinguish between the work of engineers and scientists also should be explored. Scientists propose explanations for questions about the natural world, and engineers propose solutions relating to human problems, needs, and aspirations. Technology design skills are parallel to inquiry skills in science. It is critical that students understand that technology enables us to design adaptations to the natural world but not without both positive and negative consequences. The limits on science’s ability to answer all questions, and on technology’s ability to design solutions for all adaptive problems, also must be stressed. Design requires that technological solutions adhere to the universal laws of nature. Constraints such as gravity or the properties of the materials to be used are critical to the success of a technological solution. Other constraints, including cost,

time, politics, society, ethics, and aesthetics, also define parameters and limit choices. Students should analyze benefits and costs of technological solutions. Fundamental abilities of technological design include the ability to:

- Identify problems appropriate for technological design.
  - Develop criteria for evaluating the product or solution.
  - Identify constraints that must be taken into consideration
  - Design a product or solution.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Implement a proposed design.
  - Evaluate completed design or product.
  - Analyze the risks and benefits of the solution.
  - Communicate the process of technological design.
  - Review the process of technological design.
- 

**Science in  
Personal and  
Social Perspectives**

The ultimate goal for a scientifically literate person is the ability to use appropriate scientific principles and processes in making personal decisions. Therefore, making personal and societal connections to scientific challenges is imperative for middle school learners. Concepts, skills and theories for middle school science afford opportunities to develop scientific understanding for many aspects of personal and societal health. Opportunities that nurture students' abilities to think creatively and scientifically abound, as students connect science to personal decision making. Personal and societal connections can be made as seventh grade students conduct in-depth investigations which:

- Analyze the role of humans in the natural world using issues that concern the atmosphere.
  - Analyze the use of technology in predicting, monitoring, and recording atmospheric data.
  - Explore human characteristics that are genetically determined.
  - Evaluate the importance of air quality.
  - Investigate examples of interacting forces in transportation, sports, and the human body.
-

# Science – Grade 7

Learners will study natural and technological systems. All goals should focus on the unifying concepts of science defined by the *National Science Education Standards*: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry and technological design are targeted for mastery. The concepts for which in-depth studies should be designed at seventh grade level include: Scientific Inquiry, Technological Design, Atmosphere, Human Body Systems, Genetics and Heredity, and Motion and Forces.

**Strands:** The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives Strands provide the context for content goals.

**COMPETENCY GOAL 1: The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.**

## Objectives

- 1.01 Identify and create questions and hypotheses that can be answered through scientific investigations.
- 1.02 Develop appropriate experimental procedures for:
  - Given questions.
  - Student generated questions.
- 1.03 Apply safety procedures in the laboratory and in field studies.
  - Recognize potential hazards.
  - Safely manipulate materials and equipment.
  - Conduct appropriate procedures.
- 1.04 Analyze variables in scientific investigations:
  - Identify dependent and independent.
  - Use of a Control.
  - Manipulate.
  - Describe relationships between.
  - Define operationally.
- 1.05 Analyze evidence to:
  - Explain observations.
  - Make inferences and predictions.
  - Develop the relationship between evidence and explanation.
- 1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:
  - Measurement.
  - Analysis of data.
  - Graphing.
  - Prediction models.

- 1.07 Prepare models and/or computer simulations to:
  - Test hypotheses.
  - Evaluate how data fit.
- 1.08 Use oral and written language to:
  - Communicate findings.
  - Defend conclusions of scientific investigations
- 1.09 Use technologies and information systems to:
  - Research.
  - Gather and analyze data.
  - Visualize data.
  - Disseminate findings to others.
- 1.10 Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing:
  - Scientific text.
  - Articles.
  - Events in the popular press.

**COMPETENCY GOAL 2: The learner will demonstrate an understanding of technological design.**

**Objectives**

- 2.01 Explore evidence that “technology” has many definitions.
  - Artifact or hardware.
  - Methodology or technique.
  - System of production.
  - Social-technical system.
- 2.02 Use information systems to:
  - Identify scientific needs, human needs, or problems that are subject to technological solution.
  - Locate resources to obtain and test ideas.
- 2.03 Evaluate technological designs for:
  - Application of scientific principles.
  - Risks and benefits.
  - Constraints of design.
  - Consistent testing protocols.
- 2.04 Apply tenets of technological design to make informed consumer decisions about:
  - Products.
  - Processes.
  - Systems.

**COMPETENCY GOAL 3: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the atmosphere.**

**Objectives**

- 3.01 Explain the composition, properties and structure of the atmosphere:
- Mixture of gases.
  - Stratified layers.
  - Each layer has distinct properties.
  - As altitude increases, air pressure decreases.
  - Equilibrium.
- 3.02 Describe properties that can be observed and measured to predict air quality:
- Particulate matter.
  - Ozone.
- 3.03 Conclude that the good health of environments and organisms requires:
- The monitoring of air quality.
  - Taking steps to maintain healthy air quality.
  - Stewardship.
- 3.04 Evaluate how humans impact air quality including:
- Air quality standards.
  - Point and non-point sources of air pollution in North Carolina.
  - Financial and economic trade-offs.
  - Local air quality issues.
- 3.05 Examine evidence that atmospheric properties can be studied to predict atmospheric conditions and weather hazards:
- Humidity.
  - Temperature.
  - Wind speed and direction.
  - Air pressure.
  - Precipitation.
  - Tornados.
  - Hurricanes.
  - Floods.
  - Storms.
- 3.06 Assess the use of technology in studying atmospheric phenomena and weather hazards:
- Satellites.
  - Weather maps.
  - Predicting.
  - Recording.
  - Communicating information about conditions.

**COMPETENCY GOAL 4: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system.**

**Objectives**

- 4.01 Analyze how human body systems interact to provide for the needs of the human organism:
- Musculoskeletal.
  - Cardiovascular.
  - Endocrine and Nervous.
  - Digestive and Circulatory.
  - Excretory.
  - Reproductive.
  - Respiratory.
  - Immune.
  - Nervous system.
- 4.02 Describe how systems within the human body are defined by the functions it performs.
- 4.03 Explain how the structure of an organ is adapted to perform specific functions within one or more systems.
- Liver.
  - Heart.
  - Lung.
  - Brain
  - Stomach.
  - Kidney.
- 4.04 Evaluate how systems in the human body help regulate the internal environment.
- 4.05 Analyze how an imbalance in homeostasis may result from a disruption in any human system.
- 4.06 Describe growth and development of the human organism.
- 4.07 Explain the effects of environmental influences on human embryo development and human health including:
- Smoking.
  - Alcohol.
  - Drugs.
  - Diet.
- 4.08 Explain how understanding human body systems can help make informed decisions regarding health.

**Competency Goal 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of heredity and genetics.**

**Objectives**

- 5.01 Explain the significance of genes to inherited characteristics:
  - Genes are the units of information.
  - Parents transmit genes to their offspring.
  - Some medical conditions and diseases are genetic.
- 5.02 Explain the significance of reproduction:
  - Sorting and recombination of parents' genetic material.
  - Potential variation among offspring.
- 5.03 Identify examples and patterns of human genetic traits:
  - Dominant and recessive.
  - Incomplete dominance.
- 5.04 Analyze the role of probability in the study of heredity:
  - Role of each parent in transfer of genetic traits.
  - Analysis of pedigrees.
- 5.05 Summarize the genetic transmittance of disease.
- 5.06 Evaluate evidence that human characteristics are a product of:
  - Inheritance.
  - Environmental factors, and
  - Lifestyle choices.

**Competency Goal 6: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of motion and forces.**

**Objectives**

- 6.01 Demonstrate ways that simple machines can change force.
- 6.02 Analyze simple machines for mechanical advantage and efficiency.
- 6.03 Evaluate motion in terms of Newton's Laws:
  - The force of friction retards motion.
  - For every action there is an equal and opposite reaction.
  - The greater the force, the greater the change in motion.
  - An object's motion is the result of the combined effect of all forces acting on the object:
    - A moving object that is not subjected to a force will continue to move at a constant speed in a straight line
    - An object at rest will remain at rest.
- 6.04 Analyze that an object's motion is always judged relative to some other object or point.

- 6.05 Describe and measure quantities that characterize moving objects and their interactions within a system:
- Time.
  - Distance.
  - Mass.
  - Force.
  - Velocity.
  - Center of mass.
  - Acceleration.
- 6.06 Investigate and analyze the real world interactions of balanced and unbalanced forces:
- Sports and recreation.
  - Transportation.
  - The human body.

# GRADE EIGHT

## Goal

Eighth grade science builds on the concepts and skills acquired in kindergarten through seventh grade. Instructional design should provide opportunities for understanding: the unifying concepts of science, the strands, conceptual goals and objectives. Connections to mathematics, technology, social science, and communication skills should be considered for instructional design. To assist teachers with instruction, materials explaining Unifying Concepts, Strands, Goals and Objectives with specific recommendations for classroom, laboratory, and/or field experiences are available through the Department of Public Instruction.

It is important that the nature of the adolescent be at the core of all curricula. Middle school students are undergoing extensive psychological, physiological, and social changes, which make them curious, energetic, and egocentric. Middle school science provides opportunities to channel the interests and concerns of adolescents, provided it maximizes their exposure to high interest topics. Middle school learners need to see a direct relationship between science education and daily life. Investigations designed to help students learn about themselves and their world motivate them.

Designing technological solutions and pondering benefits and risks should be an integral part of the middle school science experience. As students take the initiative to learn science and technology, they will learn about themselves, their community and potential career paths. The confidence to pursue such personal goals can be instilled through successful science experience.

---

## Nature of Science

Science is a human endeavor that relies on reasoning, insight, skill, and creativity. A parallel reliance on scientific habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas is crucial to the advancement of science and technology. Science would be a stagnant body of knowledge, were it not for humans continually seeking to understand and explain the natural world and their role in it. Capitalizing on the continuous public review of science and technology, middle

school students should understand that the very nature of science is for some ideas to be constant yet tentative, probabilistic, historic, and replicable.

Many of science's universal laws are very old ideas that still apply today. In addition, using history to trace the technology evolution that led us from an agricultural to an industrial to an information and communication-based society exemplifies the nature of science. Public acceptance of modified or new ideas exemplifies the struggle of scientists who attempt to advance scientific knowledge or make breakthroughs. The learner should appreciate the efforts of past scientists that have given rise to modern science and technology.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science as Inquiry**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. Students should:

- Structure questions that can be answered through scientific investigations.
- Clarify ideas that guide and influence the inquiry.

- Design and conduct scientific investigations to test ideas.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Control and manipulate variables.
  - Use appropriate resources and tools to gather, analyze, interpret, and communicate data.
  - Use mathematics to gather, organize, and present data.
  - Make inferences from data.
  - Use evidence to offer descriptions, predictions and models.
  - Think critically and logically to bridge the relationships between evidence and explanations.
  - Recognize and evaluate alternative explanations.
  - Review experimental procedures.
  - Communicate scientific procedures, results, and explanations.
  - Formulate questions leading to further investigations.
- 

## **Science and Technology**

Science is the foundation of technology and new technology is necessary for the advancement of science. This reciprocity of science and technology should be emphasized with middle school learners. Current media topics, emerging technologies, and research issues provide a real-world context for understanding and applying targeted grade-level skills and concepts.

A single problem often has both scientific and technological aspects. For example, investigating the salinity of the water in North Carolina's sounds is the pursuit of science, while creating a way to make this salt water drinkable is the pursuit of technology. In other words, while science tries to understand the natural world, technology tries to solve practical problems. Technology expands our capacity to understand the world and to control the natural and human-made environment. Technology asks questions like "How does this work?" and "How can it be improved?"

The word “technology” has many definitions. It may, for example, mean a particular way of doing things, or it may denote a specific object. Stephen Kiln, Professor of Mechanical Engineering at Stanford University has four definitions of technology (Kiln, 1985):

- artifact or hardware. (e.g., an aspirin, chair, computer, or video tape)
- methodology or technique. (e.g., painting, using a microscope or calculator)
- system of production. (e.g., the automobile assembly line, a process for manufacturing a product or an entire industry)
- social-technical system. (an airplane, for example, suggests a plethora of interrelated devices, human resources, and artifacts such as airports, passengers and pilots, fuel, regulations and ticketing).

Technology provides tools for understanding natural phenomena and often sparks scientific advances. It has always played a role in the growth of scientific knowledge. The techniques for shaping, producing or manufacturing tools, for example, are seen as the primary evidence of the beginning of human culture. Applying scientific knowledge of materials and processes to the benefit of people has been a determining factor in shaping our culture.

While understanding the connection of science and technology is critical, the ability to distinguish between the work of engineers and scientists also should be explored. Scientists propose explanations for questions about the natural world, and engineers propose solutions relating to human problems, needs, and aspirations. Technology design skills are parallel to inquiry skills in science. It is critical that students understand that technology enables us to design adaptations to the natural world but not without both positive and negative consequences. The limits on science’s ability to answer all questions, and on technology’s ability to design solutions for all adaptive problems, also must be stressed. Design requires that technological solutions adhere to the universal laws of nature. Constraints such as gravity or the properties of the materials to be used are critical to the success of a technological solution. Other constraints, including cost, time, politics, society, ethics, and aesthetics, also define parameters and limit choices. Students should analyze

benefits and costs of technological solutions. Fundamental abilities of technological design include the ability to:

- Identify problems appropriate for technological design.
  - Develop criteria for evaluating the product or solution.
  - Identify constraints that must be taken into consideration.
  - Design a product or solution.
  - Apply safe and appropriate abilities to manipulate materials, equipment, and technologies.
  - Implement a proposed design.
  - Evaluate completed design or product.
  - Analyze the risks and benefits of the solution.
  - Communicate the process of technological design.
  - Review the process of technological design.
- 

**Science in  
Personal and  
Social Perspectives**

The ultimate goal for a scientifically literate person is the ability to use appropriate scientific principles and processes in making personal decisions. Therefore, making personal and societal connections to scientific challenges is imperative for middle school learners. Concepts, skills and theories for middle school science afford opportunities to develop scientific understanding for many aspects of personal and societal health. Opportunities that nurture students' abilities to think creatively and scientifically abound, as students connect science to personal decision making. Personal and societal connections can be made as eighth grade students conduct in-depth investigations which:

- Evaluate the theories of biological, geological, and technological evolution.
- Analyze information from technologies utilized to monitor the earth from space.
- Evaluate the importance of water quality.
- Compare benefits and risks associated with chemicals.
- Evaluate the economic, social, and ethical issues related to biotechnology.

## Science – Grade 8

Learners will study natural and technological systems. All goals should focus on the unifying concepts of science defined by the *National Science Education Standards*: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry and technological design are targeted for mastery. The concepts for which in-depth studies should be designed at eighth grade level include: Scientific Inquiry, Technological Design, Hydrosphere, Chemistry, Evolution Theory and Cellular Biology.

**Strands:** The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives Strands provide the context for content goals.

### **COMPETENCY GOAL 1: The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.**

#### Objectives

- 1.01 Identify and create questions and hypotheses that can be answered through scientific investigations.
- 1.02 Develop appropriate experimental procedures for:
  - Given questions.
  - Student generated questions.
- 1.03 Apply safety procedures in the laboratory and in field studies:
  - Recognize potential hazards.
  - Safely manipulate materials and equipment.
  - Conduct appropriate procedures.
- 1.04 Analyze variables in scientific investigations:
  - Identify dependent and independent.
  - Use of a control.
  - Manipulate.
  - Describe relationships between.
  - Define operationally.
- 1.05 Analyze evidence to:
  - explain observations.
  - make inferences and predictions.
  - develop the relationship between evidence and explanation.
- 1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:
  - Measurement.
  - Analysis of data.
  - Graphing.
  - Prediction models.

- 1.07 Prepare models and/or computer simulations to:
  - Test hypotheses.
  - Evaluate how data fit.
  - Make predictions.
- 1.08 Use oral and written language to:
  - Communicate findings.
  - Defend conclusions of scientific investigations.
  - Describe strengths and weaknesses of claims, arguments, and/or data
- 1.09 Use technologies and information systems to:
  - Research.
  - Gather and analyze data.
  - Visualize data.
  - Disseminate findings to others.
- 1.10 Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing:
  - Scientific text.
  - Articles.
  - Events in the popular press.

**COMPETENCY GOAL 2: The learner will demonstrate an understanding of technological design.**

**Objectives**

- 2.01 Explore evidence that “technology” has many definitions.
  - Artifact or hardware.
  - Methodology or technique.
  - System of production.
  - Social-technical system.
- 2.02 Use information systems to:
  - Identify scientific needs, human needs, or problems that are subject to technological solution.
  - Locate resources to obtain and test ideas.
- 2.03 Evaluate technological designs for:
  - Application of scientific principles.
  - Risks and benefits.
  - Constraints of design.
  - Consistent testing protocols.
- 2.04 Apply tenets of technological design to make informed consumer decisions about:
  - Products.
  - Processes.
  - Systems.

**COMPETENCY GOAL 3: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the hydrosphere.**

**Objectives**

- 3.01 Analyze the unique properties of water including:
  - Universal solvent.
  - Cohesion and adhesion.
  - Polarity.
  - Density and buoyancy.
  - Specific heat.
- 3.02 Explain the structure of the hydrosphere including:
  - Water distribution on earth.
  - Local river basin.
  - Local water availability.
- 3.03 Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:
  - Estuaries.
  - Marine ecosystems.
  - Upwelling.
  - Behavior of gases in the marine environment.
  - Value and sustainability of marine resources.
  - Deep ocean technology and understandings gained.
- 3.04 Describe how terrestrial and aquatic food webs are interconnected.
- 3.05 Analyze hydrospheric data over time to predict the health of a water system including:
  - Temperature.
  - Dissolved oxygen.
  - pH.
  - Nitrates.
  - Turbidity.
  - Bio-indicators.
- 3.06 Evaluate technologies and information systems used to monitor the hydrosphere.
- 3.07 Describe how humans affect the quality of water:
  - Point and non-point sources of water pollution in North Carolina.
  - Possible effects of excess nutrients in North Carolina waters.
  - Economic trade-offs.
  - Local water issues.
- 3.08 Recognize that the good health of environments and organisms requires:
  - Monitoring of the hydrosphere.
  - Water quality standards.
  - Methods of water treatment.
  - Maintaining safe water quality.
  - Stewardship.

**COMPETENCY GOAL 4: The learner will conduct investigations and utilize technology and information systems to build an understanding of chemistry.**

**Objectives**

- 4.01 Understand that both naturally occurring and synthetic substances are chemicals.
- 4.02 Evaluate evidence that elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances.
- 4.03 Explain how the periodic table is a model for:
  - Classifying elements .
  - Identifying the properties of elements.
- 4.04 Describe the suitability of materials for use in technological design:
  - Electrical Conductivity.
  - Density.
  - Magnetism.
  - Solubility.
  - Malleability.
- 4.05 Identify substances based on characteristic physical properties:
  - Density.
  - Boiling/Melting points.
  - Solubility.
  - Chemical reactivity.
  - Specific heat.
- 4.06 Describe and measure quantities related to chemical/physical changes within a system:
  - Temperature.
  - Volume.
  - Mass.
  - Precipitate.
  - Gas production.
- 4.07 Identify evidence supporting the law of conservation of matter.
  - During an ordinary chemical reaction matter cannot be created or destroyed.
  - In a chemical reaction, the total mass of the reactants equals the total mass of the products.
- 4.08 Identify evidence that some chemicals may contribute to human health conditions including:
  - Cancer.
  - Autoimmune disease.
  - Birth defects.
  - Heart disease.
  - Diabetes.
  - Learning and behavioral disorders.
  - Kidney disease.
  - Asthma.

- 4.09 Describe factors that determine the effects a chemical has on a living organism including:
- Exposure.
  - Potency.
  - Dose and the resultant concentration of chemical in the organism.
  - Individual susceptibility.
  - Possible means to eliminate or reduce effects.
- 4.10 Describe risks and benefits of chemicals including:
- Medicines.
  - Food preservatives.
  - Crop yield.
  - Sanitation.

**COMPETENCY GOAL 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of evidence of evolution in organisms and landforms.**

**Objectives**

- 5.01 Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life including:
- Geologic Time Scale.
  - Index Fossils.
  - Law of Superposition.
  - Unconformity.
  - Evidence for climate change.
  - Extinction of species.
  - Catastrophic events.
- 5.02 Correlate evolutionary theories and processes:
- Biological.
  - Geological.
  - Technological.
- 5.03 Examine evidence that the geologic evolution has had significant global impact including:
- Distribution of living things.
  - Major geological events.
  - Mechanical and chemical weathering.
- 5.04 Analyze satellite imagery as a method to monitor Earth from space:
- Spectral analysis.
  - Reflectance curves.
- 5.05 Use maps, ground truthing and remote sensing to make predictions regarding:
- Changes over time.
  - Land use.
  - Urban sprawl.
  - Resource management.

**COMPETENCY GOAL 6: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of cell theory.**

**Objectives**

- 6.01 Describe cell theory:
- All living things are composed of cells.
  - Cells provide structure and carry on major functions to sustain life.
  - Some organisms are single cell; other organisms, including humans, are multi-cellular.
  - Cell function is similar in all living things.
- 6.02 Analyze structures, functions, and processes within animal cells for:
- Capture and release of energy.
  - Feedback information.
  - Dispose of wastes.
  - Reproduction.
  - Movement.
  - Specialized needs.
- 6.03 Compare life functions of protists:
- Euglena.
  - Amoeba.
  - Paramecium.
  - Volvox.
- 6.04 Conclude that animal cells carry on complex chemical processes to balance the needs of the organism.
- Cells grow and divide to produce more cells.
  - Cells take in nutrients to make the energy for the work cells do.
  - Cells take in materials that a cell or an organism needs.

**COMPETENCY GOAL 7: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of microbiology.**

**Objectives**

- 7.01 Compare and contrast microbes:
- Size, shape, structure.
  - Whether they are living cells.
- 7.02 Describe diseases caused by microscopic biological hazards including:
- Viruses.
  - Bacteria.
  - Parasites.
  - Contagions.
  - Mutagens.

- 7.03 Analyze data to determine trends or patterns to determine how an infectious disease may spread including:
- Carriers.
  - Vectors.
  - Conditions conducive to disease.
  - Calculate reproductive potential of bacteria.
- 7.04 Evaluate the human attempt to reduce the risk of and treatments for microbial infections including:
- Solutions with anti-microbial properties.
  - Antibiotic treatment.
  - Research.
- 7.05 Investigate aspects of biotechnology including:
- Specific genetic information available.
  - Careers.
  - Economic benefits to North Carolina.
  - Ethical issues.
  - Impact for agriculture.

# High School Courses Grades 9-12

## Courses

- Biology
- Chemistry
- Earth/Environmental Science
- Physical Science
- Physics
- AP Science Courses

## The Unifying Concepts of Science

The high school science component of the *SCS* focuses on the unifying concepts of science as identified by the *National Science Education Standards*. The unifying concepts and the strands should be integrated with the science content goals and objectives for high school. The unifying concepts of science consist of:

- Systems, Order, and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

## Strands

The strands include the following goals: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

## Nature of Science

As a result of activities in grades 9 - 12, all students should develop an understanding of:

- Science as a human endeavor.
- Nature of scientific knowledge.
- Historical perspectives.

## Science as Inquiry

As a result of activities in grades 9 - 12, all students should develop:

- constructing hypotheses.
- The ability to do scientific inquiry.
- Understanding about scientific inquiry.
- Abilities to perform safe and appropriate manipulation of materials, equipment, and technologies.
- Mastery of integrated process skills.
  - constructing hypotheses.
  - acquiring, processing, and interpreting data.
  - identifying variables and their relationships.
  - designing investigations.
  - experimenting.
  - analyzing investigations.
  - formulating models.

### **Science and Technology**

As a result of activities in grades 9 - 12, all students should develop:

- An understanding of technology.
- The ability to perform technological design.
- An understanding of the connection between science and technology.

### **Science in Personal and Social Perspectives**

As a result of activities in grades 9 - 12, all students should develop an understanding of:

- Personal and community health.
- Population growth.
- Natural resources.
- Environmental quality.
- Natural and human-induced hazards.
- Science and technology in local, national, and global challenges.
- Careers in science and technology.

# BIOLOGY

## Goals

The biology curriculum is designed to continue student investigations and deepen student understanding of the biological sciences. High school instruction should include concepts introduced in grades K-8 at a more abstract level. In-depth study of the following concepts is included: the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms. For instruction, the program strands and unifying concepts should be woven through the content goals and objectives of the course. The following explanation introduces teachers to the program strands and unifying concepts. Supplemental materials, providing a more detailed explanation of the goals, objectives, unifying concepts and program strands, with specific recommendations for classroom and/or laboratory implementation, are available through the Department of Public Instruction's Publications Section.

---

## Unifying Concepts

The following unifying concepts should unite the study of various biological topics across grade levels.

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

Focus on the unifying concepts of science will also help students to understand the constant nature of science across disciplines and time even as scientific knowledge, understanding and procedures change.

---

## Nature of Science

This strand includes the following sections: Science as a Human Endeavor, Historical Perspectives, and the Nature of Scientific Knowledge. This strand is designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Biology is rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding. As concepts are developed this strand can be interwoven to create an in-depth understanding.

## **Science as a Human Endeavor**

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups, to design investigations, formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in biology provides an opportunity to present science as the basis for medicine, ecology, forensics, biotechnology, and environmental studies. The diverse biology content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a biology background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

## **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge-building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. For example, from Mendel's story, to the work of Watson and Crick, to modern breakthroughs in gene manipulation for therapeutic purposes, history illustrates every important facet of the nature of science.

As students explore original writing by and about scientists, they will uncover human drama, such as the obscurity of Mendel's work until after his death, and the interpersonal struggles involved in the discovery of DNA. They will understand that knowledge generated by one generation maybe is expanded, modified, or even discarded by the next generation.

## **Nature of Scientific Knowledge**

Much of what is understood about the nature of science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
  - Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, the theory of biological evolution is an explanation for phenomena such as the diversity of species, the genetic relationships between species and the fossil record. Gene theory is an explanation for relationships we observe between one generation and the next.
  - Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion and the nature of planetary movement.
  - Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. "Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific." (National Science Education Standards, 1996, p. 201)
- 

## **Science as Inquiry**

Inquiry should be the central theme in biology. Inquiry is an integral part of the learning experience and may be used in both traditional class problems and laboratory experiences. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting all help students to build knowledge and communicate what they have learned.

Inquiry is the application of creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuitions have been successful. Classical experiments confirming well-accepted scientific principles may be necessary to reinforce constructed understandings and to teach safe and proper use of laboratory techniques and instruments, but they should not be the whole laboratory experience.

Instead, laboratory experience should provide a foundation for exploring new questions. In biology, for example, traditional labs such as dissection and observation of plant and animal cells may be quite appropriate. They should, however, lead to open-ended explorations such as the study of a particular animal's anatomy in relation to its environment and behavior, or the effect of changing environmental conditions on the growth of yeast (or other) cells. These kinds of activities teach student how science is done - how to clarify questions, how to design and experiment, how to record and display data, how to communicate knowledge generated. If this time investment means that a memorization of the parts of the cells and their function is left undone, consider the long-term value for students and make the necessary trade-offs. A student can always consult a book if he/she needs to know about a cell organelle, but a book will not provide the experience of generating new knowledge through scientific exploration.

Biology provides potential for many inquiries. "Does the earthworm respond to light?" "Why?" "Does temperature affect the metabolic activity of yeast?" "Why?" The process of inquiry, experimental design, investigation, and analysis is as important as finding the correct answer. Students will master much more than facts and manipulative skills; they will learn to be critical thinkers.

A solid conceptual base of scientific principles, as well as knowledge of science safety is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and

standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

### **Science and Technology**

It would be impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements - objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life. Technological design plays an important role in building knowledge in biology. For example, electron microscopes, graphing calculators, personal computers, and magnetic resonance images have changed our lives, increased our knowledge of biology, and improved our understanding of the universe.

---

## **Science in Personal and Social Perspectives**

This strand is designed to help students formulate basic understanding and implied actions for many issues facing our society. The fundamental concepts that form the basis for this strand include:

### **Personal and Community Health**

Biology is an excellent context for investigating the factors that affect the health of organisms in general and humans in specific. Persuading adolescents to adopt personal habits that contribute to long-term health is not always easy. Looking at issues such as nutrition, exercise, rest, and substance abuse from the perspective of an organism's needs and responses provides a less emotional atmosphere for considering health issues relevant to teenagers.

### **Population Growth**

Biology students should develop the ability to assess the carrying capacity of a given environment and its implied limits on population growth, as well as how technology allows environmental modifications to adjust its carrying capacity.

### **Environmental Quality**

The role of biological sciences is particularly relevant to areas where humans affect and are affected by other organisms and the non-living environment. The curriculum offers opportunities for students to make decisions based on evidence in the areas of environmental stewardship and economic realities.

### **Science and Technology in Local, National, and Global Challenges**

This part of the science in personal and social perspectives strand examines the involvement of human decisions in the use of scientific and technological knowledge. “Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges.” (National Science Education Standards, 1996, p. 199) The *NSES* emphasizes that “students should understand the appropriateness and value of basic questions ‘What can happen?’ - ‘What are the Odds?’- and ‘How do scientists and engineers know what will happen?’” (p. 199) Students should understand the causes and extent of science-related challenges. They should become familiar with the advances and improvements that proper application of scientific principles and products has brought to environmental enhancement, wise energy use, reduced vehicle emissions, and improved human health.

# BIOLOGY - Grades 9-12

Learners will study biological systems. The strands and unifying concepts provide a context for teaching content and process skill goals. Instruction should focus on the following unifying concepts:

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. They provide the context for teaching of the content goals and objectives.

## **COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

### **Objectives**

- 1.01 Identify biological questions and problems that can be answered through scientific investigations.
- 1.02 Design and conduct scientific investigations to answer biological questions.
- Create testable hypotheses
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Communicate findings.
- 1.03 Formulate and revise scientific explanations and models of biological phenomena using logic and evidence to:
- Explain observations.
  - Make inferences and predictions.
  - Explain the relationship between evidence and explanation.
- 1.04 Apply safety procedures in the laboratory and in field studies:
- Recognize and avoid potential hazards.
  - Safely manipulate materials and equipment needed for scientific investigations.

- 1.05 Analyze reports of scientific investigations from an informed, scientifically-literate viewpoint including considerations of:
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.

**COMPETENCY GOAL 2: The learner will develop an understanding of the physical, chemical and cellular basis of life.**

**Objectives**

- 2.01 Compare and contrast the structure and functions of the following organic molecules:
- Carbohydrates.
  - Proteins.
  - Lipids.
  - Nucleic acids.
- 2.02 Investigate and describe the structure and functions of cells including:
- Cell organelles.
  - Cell specialization.
  - Communication among cells within an organism.
- 2.03 Investigate and analyze the cell as a living system including:
- Maintenance of homeostasis.
  - Movement of materials into and out of cells.
  - Energy use and release in biochemical reactions.
- 2.04 Investigate and describe the structure and function of enzymes and explain their importance in biological systems.
- 2.05 Investigate and analyze the bioenergetic reactions:
- Aerobic Respiration.
  - Anaerobic Respiration.
  - Photosynthesis.

**COMPETENCY GOAL 3: The learner will develop an understanding of the continuity of life and the changes of organisms over time.**

**Objectives**

- 3.01 Analyze the molecular basis of heredity including:
- DNA replication.
  - Protein synthesis (transcription, translation).
  - Gene regulation.

- 3.02 Compare and contrast the characteristics of asexual and sexual reproduction.
- 3.03 Interpret and predict patterns of inheritance.
- Dominant, recessive and intermediate traits.
  - Multiple alleles.
  - Polygenic inheritance.
  - Sex-linked traits.
  - Independent assortment.
  - Test cross.
  - Pedigrees.
  - Punnett squares.
- 3.04 Assess the impact of advances in genomics on individuals and society.
- Human genome project.
  - Applications of biotechnology.
- 3.05 Examine the development of the theory of evolution by natural selection including:
- Development of the theory.
  - The origin and history of life.
  - Fossil and biochemical evidence.
  - Mechanisms of evolution.
  - Applications (pesticide and antibiotic resistance).

**COMPETENCY GOAL 4: The learner will develop an understanding of the unity and diversity of life.**

**Objectives**

- 4.01 Analyze the classification of organisms according to their evolutionary relationships.
- The historical development and changing nature of classification systems.
  - Similarities and differences between eukaryotic and prokaryotic organisms.
  - Similarities and differences among the eukaryotic kingdoms: Protists, Fungi, Plants, Animals.
  - Classify organisms using keys.
- 4.02 Analyze the processes by which organisms representative of the following groups accomplish essential life functions including:
- Unicellular protists, annelid worms, insects, amphibians, mammals, non vascular plants, gymnosperms and angiosperms.
  - Transport, excretion, respiration, regulation, nutrition, synthesis, reproduction, and growth and development.
- 4.03 Assess, describe and explain adaptations affecting survival and reproductive success.
- Structural adaptations in plants and animals (form to function).

- Disease-causing viruses and microorganisms.
- Co-evolution.

4.04 Analyze and explain the interactive role of internal and external factors in health and disease:

- Genetics.
- Immune response.
- Nutrition.
- Parasites.
- Toxins.

4.05 Analyze the broad patterns of animal behavior as adaptations to the environment.

- Innate behavior.
- Learned behavior.
- Social behavior.

**COMPETENCY GOAL 5: The learner will develop an understanding of the ecological relationships among organisms.**

**Objectives**

5.01 Investigate and analyze the interrelationships among organisms, populations, communities, and ecosystems.

- Techniques of field ecology.
- Abiotic and biotic factors.
- Carrying capacity.

5.02 Analyze the flow of energy and the cycling of matter in the ecosystem

- Relationship of the carbon cycle to photosynthesis and respiration.
- Trophic levels - direction and efficiency of energy transfer.

5.03 Assess human population and its impact on local ecosystems and global environments:

- Historic and potential changes in population.
- Factors associated with those changes.
- Climate change.
- Resource use.
- Sustainable practices/stewardship.

# CHEMISTRY

## Goals

The chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. The curriculum includes inquiry into the following content areas:

- Structure of atoms.
- Structure and properties of matter.
- Chemical reactions.
- Conservation of energy and matter.
- Interaction of energy and matter.

The following explanation introduces teachers to the unifying concepts and program strands. During instruction these concepts should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

## Unifying Concepts

Unifying Concepts should unite the study of various chemical topics across grade levels.

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

Focus on the unifying concepts of science will also help students to understand the constant nature of science across disciplines and time even as scientific knowledge, understanding and procedures change.

---

## Nature of Science

This strand includes the following sections: Science as a Human Endeavor, Historical Perspectives, and the Nature of Scientific Knowledge. These sections are designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Chemistry is rich in examples of science as a

human endeavor, historical perspectives on the development of scientific knowledge, and the nature and role of scientific knowledge.

---

### **Science as a Human Endeavor**

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be taught by designing instruction that encourages students to work in groups, design investigations, formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in chemistry provides an opportunity to present science as the basis for engineering, ecology, computer science, health sciences and the technical trades. The diversity of chemistry content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a chemistry background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

---

### **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances.

A historical view from the philosophical perspective of Democritus (who produced no experimental evidence) to the genius of Dalton's inferences from his observation of gases, make chemistry come alive. In other examples, the history of Aristotle's philosophy of matter, and of Dalton's and Bohr's models of atomic theory, emphasize the value of a scientific model in enabling researchers to explore an unseen entity by starting with certain assumptions posited by the model.

---

## Nature of Scientific Knowledge

Much of what is understood about the nature of science must be addressed explicitly.

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
  - Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, atomic theory is an explanation for the behavior of matter based on the existence of tiny particles. Kinetic molecular theory explains, among other things, the expansion and contraction of gases.
  - Laws are fundamentally different from theories. They are universal generalizations based on observations we have made of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement.
  - Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. "Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific." (National Science Education Standards, 1996, p. 201)
- 

## Science as Inquiry

Inquiry should be the central theme in chemistry. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory work. Because of the unique safety issues that arise in the chemistry lab, students must be given well-supervised experience in basic laboratory techniques, including safe use of materials and equipment. However, the essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating

models, interpreting data, hypothesizing, and experimenting help students build knowledge and communicate what they have learned.

Inquiry applies creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuition have been successful. Classical experiments confirming well-accepted scientific principles may be necessary to reinforce constructed understandings and to teach safe and proper use of laboratory techniques and instruments, but they should not be the whole laboratory experience. Instead, laboratory experience should be a foundation for exploring new questions. Experiments such as measurement of physical properties, decomposition of compounds, and observation of the behavior of gases should be preliminary to open-ended investigations in which students are charged with posing questions, designing experiments, recording and displaying data, and communicating. For example, after measuring physical properties, students might investigate the relationship between the density of certain liquids and their boiling points. Although original research by students traditionally has been relegated to a yearly science fair project, ongoing student involvement in this process contributes to their understanding of scientific enterprise and to their problem-solving abilities.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science and Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements - objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life.

The relationship between science and technology is easily seen in the discipline of chemistry. Technological design plays an important role in building chemistry knowledge. For example, electron microscopes, super-colliders, personal computers, and spectrosopes have changed our lives, increased our knowledge of chemistry, and improved our understanding of the universe. As students explore chemistry from a historical perspective, they can easily investigate the technology that contributed to knowledge in specialized areas. A relevant assignment might ask students to identify the technology used by researchers in exploring the atom and the relationships of the technology to the sophistication of the knowledge gained. Another assignment might be for students to compare the relative simplicity of Rutherford's gold foil apparatus to the space-age technology of modern super-colliders. Interviews with scientists and technicians in all areas of chemistry could provide a rich listing of the newest research instruments and the kinds of questions they seek to answer.

---

**Science in Personal and Social Perspectives**

This strand is designed to help students formulate basic understandings and implied actions for many current issues facing our society. Many examples of chemistry affecting personal and social issues can be found to help students understand the importance and applications of chemical knowledge.

---

**Environmental Quality**

Studies indicate that the general public associates "chemicals" with materials that may harm humans and/or the environment. For that reason, it is particularly important to lead students to approach such issues scientifically. There are, obviously, both negative and positive impacts from man-made chemicals, and students can gain much from conducting cost/benefit analyses of selected uses.

Such tasks emphasize the use of evidence in decision-making, a skill that transfers to every aspect of students' lives.

There are many available resources that promote one point of view or another about the use of chemicals. Having students analyze such materials for accuracy, possible bias, and misleading statements equips them to make decisions as consumers and voters. Scientists from local industries or colleges and universities can provide excellent help in evaluating such publications and, at the same time, provide information about careers in chemistry.

---

**Science and Technology  
in Local, National,  
and Global Challenges -**

This aspect of the science in personal and social perspectives strand encourages examination of the involvement of human decisions in the application of scientific and technological knowledge. "Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges." "Students should understand the appropriateness and value of basic questions 'What can happen?' - 'What are the Odds?' - and, 'How do scientists and engineers know what will happen?'" (NSES, p. 199). The NSES emphasizes that students should understand the causes and extent of science-related challenges. They should become familiar with the advances and improvements that proper application of scientific principles and products has brought to environmental enhancement, wise energy use, reduced vehicle emissions, and improved human health.

---

# CHEMISTRY - Grades 9-12

The Chemistry course encourages students to continue their investigations of the structure of matter along with chemical reactions and the conservation of matter and energy in those reactions. Inquiry is applied to the study of the composition, structure, properties and transformation of substances. The course focuses on basic chemical concepts and incorporates investigations to build understanding of these concepts. The unifying concepts and program strands provide a context for teaching content and process skill goals. All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content goals and objectives.

**COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

## Objectives

- 1.01 Design, conduct and analyze investigations to answer questions related to chemistry.
- Identify questions and suggest hypotheses.
  - Identify variables.
  - Use a control when appropriate.
  - Select and use appropriate measurement tools.
  - Collect and organize data in tables, charts and graphs.
  - Analyze and interpret data.
  - Explain observations.
  - Make inferences and predictions.
  - Explain the relationship between evidence and explanation.
  - Identify how scientists share findings.
- 1.02 Analyze reports of scientific investigations from an informed scientifically-literate viewpoint including considerations of:
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data

- 1.03 Analyze experimental designs with regard to safety and use safe procedures in laboratory investigations:
- Identify and avoid potential safety hazards given a scenario.
  - Differentiate between safe and unsafe procedures.
  - Use information from the MSDS (Material Safety Data Sheets) to assess chemical hazards.

**COMPETENCY GOAL 2: The learner will build an understanding of the structure and properties of matter.**

**Objectives**

- 2.01 Analyze the historical development of the current atomic theory.
- Early contributions: Democritus and Dalton.
  - The discovery of the electron: Thomson and Millikan.
  - The discovery of the nucleus, proton and neutron: Rutherford and Chadwick.
  - The Bohr model.
  - The quantum mechanical model.
- 2.02 Examine the nature of atomic structure.
- Subatomic particles: protons, neutrons, and electrons.
  - Mass number.
  - Atomic number.
  - Isotopes.
- 2.03 Apply the language and symbols of chemistry.
- Name compounds using the IUPAC conventions.
  - Write formulas of simple compounds from their names.
- 2.04 Identify substances using their physical properties:
- Melting points.
  - Boiling points.
  - Density.
  - Solubility.
- 2.05 Analyze the basic assumptions of kinetic molecular theory and its applications:
- Ideal Gas Equation.
  - Combined Gas Law.
  - Dalton's Law of Partial Pressures.
- 2.06 Assess bonding in metals and ionic compounds as related to chemical and physical properties.
- 2.07 Assess covalent bonding in molecular compounds as related to molecular geometry and chemical and physical properties.

- Molecular.
  - Macromolecular.
  - Hydrogen bonding and other intermolecular forces (dipole/dipole interaction, dispersion).
  - VSEPR theory.
- 2.08 Assess the dynamics of physical equilibria.
- Interpret phase diagrams.
  - Factors that affect phase changes.

**COMPETENCY GOAL 3: The learner will build an understanding of regularities in chemistry.**

**Objectives**

- 3.01 Analyze periodic trends in chemical properties and use the periodic table to predict properties of elements.
- Groups (families).
  - Periods.
  - Representative elements (main group) and transition elements.
  - Electron configuration and energy levels.
  - Ionization energy.
  - Atomic and ionic radii.
  - Electronegativity.
- 3.02 Apply the mole concept, Avogadro's number and conversion factors to chemical calculations.
- Particles to moles.
  - Mass to moles.
  - Volume of a gas to moles.
  - Molarity of solutions.
  - Empirical and molecular formula.
  - Percent composition.
- 3.03 Calculate quantitative relationships in chemical reactions (stoichiometry).
- Moles of each species in a reaction.
  - Mass of each species in a reaction.
  - Volumes of gaseous species in a reaction.

**COMPETENCY GOAL 4: The learner will build an understanding of energy changes in chemistry.**

**Objectives**

- 4.01 Analyze the Bohr model in terms of electron energies in the hydrogen atom.
- The spectrum of electromagnetic energy.
  - Emission and absorption of electromagnetic energy as electrons change energy levels.

- 4.02 Analyze the law of conservation of energy, energy transformation, and various forms of energy involved in chemical and physical processes.
- Differentiate between heat and temperature.
  - Analyze heating and cooling curves.
  - Calorimetry, heat of fusion and heat of vaporization calculations.
  - Endothermic and exothermic processes including interpretation of potential energy.
  - Diagrams (energy vs reaction pathway), enthalpy and activation energy.
- 4.03 Analyze the relationship between entropy and disorder in the universe.
- 4.04 Analyze nuclear energy.
- Radioactivity: characteristics of alpha, beta and gamma radiation.
  - Decay equations for alpha and beta emission.
  - Half-life.
  - Fission and fusion.

**COMPETENCY GOAL 5: The learner will develop an understanding of chemical reactions.**

**Objectives**

- 5.01 Identify various types of chemical reactions:
- Single replacement.
  - Double replacement.
  - Decomposition.
  - Synthesis.
  - Combustion of hydrocarbons.
- 5.02 Apply the law of conservation of matter to the balancing of chemical equations.
- 5.03 Identify the indicators of chemical change:
- Formation of a precipitate.
  - Evolution of a gas.
  - Color change.
  - Absorption or release of heat.
- 5.04 Identify the physical and chemical behaviors of acids and bases.
- General properties of acids and bases.
  - Concentration and dilution of acids and bases.
  - Ionization and the degree of dissociation (strengths) of acids and bases.
  - Indicators.
  - Acid-base titration.
  - pH and pOH.

5.05 Analyze oxidation/reduction reactions with regard to the transfer of electrons.

- Assign oxidation numbers to elements in REDOX reactions
- Identify the elements oxidized and reduced.
- Write simple half reactions.
- Assess the practical applications of oxidation and reduction reactions.

5.06 Assess the factors that affect the rates of chemical reactions.

- The nature of the reactants.
- Temperature.
- Concentration.
- Surface area.
- Catalyst.

# EARTH/ENVIRONMENTAL SCIENCE

## Goals

The Earth/Environmental science curriculum focuses on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. This section introduces teachers to the program strands and unifying concepts. During instruction, these concepts should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

## Unifying Concepts

The following unifying concepts should unite the study of various Earth and environmental topics across grade levels.

- Systems, Order and Organization.
  - Evidence, Models, and Explanation.
  - Constancy, Change, and Measurement.
  - Evolution and Equilibrium.
  - Form and Function.
- 

## Nature of Science

This strand is divided into three sections: Science as a human endeavor, historical perspectives, and the nature of scientific inquiry. These sections are designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. The earth and environmental sciences are rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding.

---

## Science as a Human Endeavor

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be taught by designing instruction that encourages students to work collaboratively in groups to design investigations,

formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in Earth/Environmental science is an opportunity to present science as the basis for civil engineering, mining, geology, oceanography, astronomy, and the environmental technical trades. The content diversity lets us look at science as a vocation. Scientist and technician are just two of the many careers in which an earth and environmental sciences background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

---

### **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. Some examples are Eratosthenes' determination of the size of the earth, Wegener's apparent "fit" of the continents, Kepler's laws of planetary motion, and James Hutton's simple yet powerful idea that Earth's history must be explained by what we see happening now. Today, Hutton's uniformity of process principle is used to interpret the structure of landing sites on Mars.

---

### **Nature of Scientific Knowledge**

Much of what is understood about the nature of science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
- Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories become stronger as more supporting evidence is gathered. They may be modified as new data is gathered or existing data is interpreted in different ways. They provide a context

for further research and give us a basis for prediction. For example, the Theory of Plate Tectonics explains the movement of lithospheric plates.

- Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement.
  - Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. "Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific." (National Science Education Standards, 1996, p. 201)
- 

## **Science as Inquiry**

Inquiry should be the central theme in earth/environmental science. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory experiences. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting help students build knowledge and communicate what they have learned. Inquiry applies creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuitions have been successful. For example, traditional labs, which emphasize observation of the sun or identification and classification of sediments, may be quite appropriate. These labs should, however, lead to open-ended explorations such as investigation of sun spot activity or the factors that influence the sorting of sediments. Although original student research has often been relegated to a yearly science fair project, continuing student research contributes immensely to understanding of the process of science and

to problem-solving abilities. Earth/Environmental science provides many opportunities for inquiry. "Why does the location of sunrise or sunset change through the year?" "Why are sedimentary rock layers tipped at an angle?" "Why do sunspots move faster near the sun's equator?" The processes of inquiry, experimental design, investigation, and analysis are as important as finding the correct answer. Students will acquire much more than facts and manipulative skills; they will learn to be critical thinkers.

A solid conceptual base of scientific principles, as well as knowledge of science safety is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

### **Science And Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology. The methods of scientific inquiry and technological design share many common elements - objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life. Technological design plays an important role in earth/environmental science. For example, telescopes, lasers, satellites, transistors, graphing calculators, personal computers, and seismographs have changed our lives, increased our knowledge of earth/environmental science, and improved our understanding of the universe.

---

## **Science in Personal and Social Perspectives**

This strand helps students formulate a basic understanding of and implied actions for many issues facing our society. The fundamental concepts that form the basis for this strand include:

- **Environmental Quality** - Students should develop an appreciation for factors that influence their need and responsibility to maintain environmental quality, including waste disposal and recycling of limited natural resources. The ability to make appropriate decisions based on cost-benefit and risk analysis is an integral part of the study of earth and environmental science. "Many factors influence environmental quality. Factors that students might investigate include population growth, resource use, population distribution, over-consumption, the capacity of technology to solve problems, poverty, the role of economic, political, and religious views, and different ways humans view the earth." (National Science Education Standards, 1996, p. 198).
- **Natural and Human -Induced Hazards** - The study of earth and environmental science encourages students to investigate the effects of natural phenomena and human induced changes in natural systems on society. Appropriate examples include natural phenomena such as earthquakes and human-induced changes such as increased carbon dioxide in the atmosphere. Students will acquire the ability to assess natural and human induced hazards - ranging from relatively minor risks to catastrophic events with major risk, as well as the accuracy with which these events can be predicted. It is particularly important for students to relate such phenomena to North Carolina and its citizens.
- **Science and Technology in Local, National, and Global Challenges** - Along with the need to understand the causes and extent of environmental challenges related to natural and man-made phenomena, students should become familiar with the advances proper application of scientific principles and products have brought to environmental enhancements. Topics such as improved energy use, reduced vehicle emissions, and improved crop yields are just some examples of how the proper application of science has improved the quality of life. This strand will help students make rational decisions in the use of

scientific and technological knowledge.  
"Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges." (NSES, 1996, p. 199). The *NSES* emphasize that students should understand the appropriateness and value of basic questions 'What can happen?' - 'What are the odds?' - and 'How do scientists and engineers know what will happen?'" (NSES, 1996, p. 199).

---

# EARTH/ENVIRONMENTAL SCIENCE Grades 9-12

The Earth/Environmental science curriculum focuses on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems. The program strands and unifying concepts provide a context for teaching content and process skill goals. All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

**COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry in the earth and environmental sciences.**

## Objectives

- 1.01 Identify questions and problems in the earth and environmental sciences that can be answered through scientific investigations.
- 1.02 Design and conduct scientific investigations to answer questions related to earth and environmental science.
  - Create testable hypotheses
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Communicate findings.
- 1.03 Evaluate the uses of satellite images and imaging techniques in the earth and environmental sciences.

- 1.04 Apply safety procedures in the laboratory and in field studies:
- Recognize and avoid potential hazards.
  - Safely manipulate materials and equipment needed for scientific investigations.
- 1.05 Analyze reports of scientific investigations and environmental issues from an informed scientifically literate viewpoint including considerations of:
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.
- 1.06 Identify and evaluate a range of possible solutions to earth and environmental issues at the local, national, and global level including considerations of:
- Interdependent human and natural systems.
  - Diverse perspectives.
  - Short and long range impacts.
  - Economic development, environmental quality and sustainability.
  - Opportunities for and consequences of personal decisions.
  - Risks and benefits of technological advances.

**COMPETENCY GOAL 2: The learner will build an understanding of lithospheric materials, tectonic processes, and the human and environmental impacts of natural and human-induced changes in the lithosphere.**

**Objectives**

- 2.01 Analyze the dependence of the physical properties of minerals on the arrangement and bonding of their atoms.
- 2.02 Analyze the historical development of the theory of plate tectonics.
- 2.03 Investigate and analyze the processes responsible for the rock cycle:
- Analyze the origin, texture and mineral composition of rocks.
  - Trace the path of elements through the rock cycle.
  - Relate rock formation to plate tectonics.
  - Identify forms of energy that drive the rock cycle.
  - Analyze the relationship between the rock cycle and processes in the atmosphere and hydrosphere.
- 2.04 Analyze seismic waves including velocity and refraction to:
- Infer Earth's internal structure.
  - Locate earthquake epicenters.
  - Measure earthquake magnitude.
  - Evaluate the level of seismic activity in North Carolina.
- 2.05 Create and interpret topographic, soil and geologic maps using scale and legends.

- 2.06 Investigate and analyze the importance and impact of the economic development of earth's finite rock, mineral, soil, fossil fuel and other natural resources to society and our daily lives:
- Availability.
  - Geographic distribution.
  - Conservation/Stewardship.
  - Recycling.
  - Environmental impact.
  - Challenge of rehabilitation of disturbed lands.
- 2.07 Analyze the sources and impacts of society's use of energy.
- Renewable and non-renewable sources.
  - The impact of human choices on Earth and its systems.

**COMPETENCY GOAL 3: The learner will build an understanding of the origin and evolution of the earth system.**

**Objectives**

- 3.01 Assess evidence to interpret the order and impact of events in the geologic past:
- Relative and absolute dating techniques.
  - Statistical models of radioactive decay.
  - Fossil evidence of past life.
  - Uniformitarianism.
  - Stratigraphic principles.
  - Divisions of Geologic Time
  - Origin of the earth system.
  - Origin of life.
- 3.02 Evaluate the geologic history of North Carolina.

**COMPETENCY GOAL 4: The learner will build an understanding of the hydrosphere and its interactions and influences on the lithosphere, the atmosphere, and environmental quality.**

**Objectives**

- 4.01 Evaluate erosion and depositional processes:
- Formation of stream channels with respect to the work being done by the stream (i.e. down-cutting, lateral erosion, and transportation).
  - Nature and characteristics of sediments.
  - Effects on water quality.
  - Effect of human choices on the rate of erosion.
- 4.02 Analyze mechanisms for generating ocean currents and upwelling:
- Temperature.
  - Coriolis effect.
  - Climatic influence.

- 4.03 Analyze the mechanisms that produce the various types of shorelines and their resultant landforms:
- Nature of underlying geology.
  - Long and short term sea-level history.
  - Formation and breaking of waves on adjacent topography.
  - Human impact.
- 4.04 Evaluate water resources:
- Storage and movement of groundwater.
  - Ecological services provided by the ocean
  - Environmental impacts of a growing human population.
  - Causes of natural and manmade contamination.
- 4.05 Investigate and analyze environmental issues and solutions for North Carolina's river basins, wetlands, and tidal environments:
- Water quality.
  - Shoreline changes.
  - Habitat preservation.

**COMPETENCY GOAL 5: The learner will build an understanding of the dynamics and composition of the atmosphere and its local and global processes influencing climate and air quality.**

**Objectives**

- 5.01 Analyze air masses and the life cycle of weather systems:
- Planetary wind belts.
  - Air masses.
  - Frontal systems.
  - Cyclonic systems.
- 5.02 Evaluate meteorological observing, analysis, and prediction:
- Worldwide observing systems.
  - Meteorological data depiction.
- 5.03 Analyze global atmospheric changes including changes in CO<sub>2</sub>, CH<sub>4</sub>, and stratospheric O<sub>3</sub> and the consequences of these changes:
- Climate change.
  - Changes in weather patterns.
  - Increasing ultraviolet radiation.
  - Sea level changes.

**COMPETENCY GOAL 6: The learner will acquire an understanding of the earth in the solar system and its position in the universe.**

**Objectives**

- 6.01 Analyze the theories of the formation of the universe and solar system.
- 6.02 Analyze planetary motion and the physical laws that explain that motion:
  - Rotation.
  - Revolution.
  - Apparent diurnal motions of the stars, sun and moon.
  - Effects of the tilt of the earth's axis.
- 6.03 Examine the sources of stellar energies.
  - Life cycle of stars.
  - Hertzsprung – Russell Diagram.
- 6.04 Assess the spectra generated by stars and our sun as indicators of motion and composition (the Doppler effect).
- 6.05 Evaluate astronomers' use of various technologies to extend their senses:
  - Optical telescopes.
  - Cameras.
  - Radio telescopes.
  - Spectroscope.

# PHYSICAL SCIENCE

## Goals

The Physical Science curriculum is designed to continue the investigation of the physical sciences begun in earlier grades. The Physical Science course will build a rich knowledge base to provide a foundation for the continued study of science. The investigations should be approached in a qualitative and quantitative manner in keeping with the developing mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics:

- Structure of atoms
- Structure and properties of matter
- Motions and forces
- Conservation of energy, matter and charge

The following explanation introduces teachers to the program strands and unifying concepts. During instruction, these strands and unifying concepts should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

## Unifying Concepts -

Unifying Concepts the following unifying concepts should unite the study of various physical science topics across grade levels.

- Systems, Order and Organization.
- Evidence, Models, and Explanation.
- Constancy, Change, and Measurement.
- Evolution and Equilibrium.
- Form and Function.

Focus on the unifying concepts of science will also help students to understand the constant nature of science across disciplines and time even as scientific knowledge, understanding and procedures change.

---

## Nature of Science

This strand includes the following sections: Science as a Human Endeavor, Historical Perspectives, and the Nature of Scientific Knowledge. These sections are designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in

society. Physical science is rich in examples of science as a human endeavor, historical perspectives on the development of scientific understanding, and the nature and role of science.

### **Science as a Human Endeavor**

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups to design investigations, formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in physical science is an opportunity to present science as a basis for engineering, electronics, computer science, astronomy and the technical trades. The diversity of physical science content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a physical science background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

### **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. Galileo's struggle to correct the misconceptions arising from Aristotle's explanation of the behavior of falling bodies led to Newton's deductive approach to motion in *The Principia*. Today, Newton's Law of Universal Gravitation and his laws of motion are used to predict the landing sites for NASA's space flights.

## Nature of Scientific Knowledge

Much of what is understood about the nature of science must be addressed explicitly:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
  - Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on currently available evidence. Theories just become stronger as more supporting evidence is gathered. They provide a context for further research and give us a basis for prediction. For example, in physical science, atomic theory explains the behavior of matter based on the existence of tiny particles. And kinetic theory explains, among other things, the expansion and contraction of gases.
  - Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement.
  - Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. The *NSES* state "Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific." (p. 201).
- 

## Science as Inquiry

Inquiry should be the central theme in physical science. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory work. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting all help students to build knowledge and communicate what they have learned. Inquiry is the application of creative thinking to new and unfamiliar situations. Students should learn to design solutions to

problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuitions have been successful.

Classical experiments such as measuring inertia and the speed of falling bodies need not be excluded. Rather, they should be a prelude to open-ended investigations in which the students have the chance to pose questions, design experiments, record and analyze data, and communicate their findings. For example, after measuring the relationships among force, mass, and acceleration of falling bodies, students might investigate the phenomenon of "weightlessness", or, after measuring physical properties, they might investigate the connection (if any) between the density of certain liquids and their boiling point.

Although original student research is often relegated to a yearly science fair project, continuing student involvement in research contributes immensely to their understanding of the process of science and to their problem-solving abilities. Physical science provides much potential for inquiries. "Does the aluminum baseball bat have an advantage over a wooden baseball bat?" "Why?" "Is one brand of golf ball better than another brand?" "Why?" The processes of inquiry, experimental design, investigation, and analysis are as important as finding the correct answer. Students will master much more than facts and acquisition of manipulative skills; they will learn to be critical thinkers.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science and Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students' knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements including objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life.

Technological design is important to building knowledge in physical science. Telescopes, lasers, transistors, graphing calculators, personal computers, and photogates, for example, have changed our lives, increased our knowledge of physical science, and improved our understanding of the universe.

---

## **Science in Personal and Social Perspectives**

This strand helps students in making rational decisions in the use of scientific and technological knowledge. "Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges. (NSES, p. 199). The *NSES* emphasizes that "students should understand the appropriateness and value of basic questions 'What can happen?' - 'What are the odds?' and 'How do scientists and engineers know what will happen?'" (NSES, p. 199). Students should understand the causes and extent of science-related challenges. They should become familiar with the advances that proper application of scientific principles and products have brought to environmental enhancement, better energy use, reduced vehicle emissions, and improved human health.

## PHYSICAL SCIENCE - Grades 9-12

The Physical Science curriculum is designed to continue the investigation of the physical sciences begun in earlier grades. The Physical Science course will build a rich knowledge base to provide a foundation for the continued study of science. The investigations should be approached in both a qualitative and quantitative manner in keeping with the developing mathematical skills of the students. The unifying concepts and program strands provide a context for teaching content and process skill goals. All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function.

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

### **COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

#### **Objectives**

- 1.01 Identify questions and problems that can be answered through scientific investigations.
- 1.02 Design and conduct scientific investigations to answer questions about the physical world.
  - Create testable hypotheses.
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Communicate findings.

- 1.03 Formulate and revise scientific explanations and models using logic and evidence to:
- Explain observations.
  - Make inferences and predictions.
  - Explain the relationship between evidence and explanation.
- 1.04 Apply safety procedures in the laboratory and in field studies:
- Recognize and avoid potential hazards.
  - Safely manipulate materials and equipment needed for scientific investigations.
- 1.05 Analyze reports of scientific investigations from an informed scientifically literate viewpoint including considerations of:
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.

**COMPETENCY GOAL 2: The learner will construct an understanding of forces and motion.**

**Objectives**

- 2.01 Measure and mathematically/graphically analyze motion:
- Frame of reference (all motion is relative - there is no motionless frame).
  - Uniform motion.
  - Acceleration.
- 2.02 Investigate and analyze forces as interactions that can change motion:
- In the absence of a force, an object in motion will remain in motion or an object at rest will remain at rest until acted on by an unbalanced force.
  - Change in motion of an object (acceleration) is directly proportional to the unbalanced outside force and inversely proportional to the mass.
  - Whenever one object exerts a force on another, an equal and opposite force is exerted by the second on the first.

**COMPETENCY GOAL 3: The learner will analyze energy and its conservation.**

**Objectives**

- 3.01 Investigate and analyze storage of energy:
- Kinetic energy.
  - Potential energies: gravitational, chemical, electrical, elastic, nuclear.
  - Thermal energy.
- 3.02 Investigate and analyze transfer of energy by work:
- Force.
  - Distance.

- 3.03 Investigate and analyze transfer of energy by heating:
- Thermal energy flows from a higher to a lower temperature.
  - Energy will not spontaneously flow from a lower temperature to a higher temperature.
  - It is impossible to build a machine that does nothing but convert thermal energy into useful work.
- 3.04 Investigate and analyze the transfer of energy by waves:
- General characteristics of waves: amplitude, frequency, period, wavelength, velocity of propagation.
  - Mechanical waves.
  - Sound waves.
  - Electromagnetic waves (radiation).

**COMPETENCY GOAL 4: The learner will construct an understanding of electricity and magnetism.**

**Objectives**

- 4.01 Investigate and analyze the nature of static electricity and the conservation of electrical charge:
- Positive and negative charges.
  - Opposite charges attract and like charges repel.
  - Analyze the electrical charging of objects due to the transfer of charge.
- 4.02 Investigate and analyze direct current electrical circuits:
- Ohm's law.
  - Series circuits.
  - Parallel circuits.
- 4.03 Investigate and analyze magnetism and the practical applications of the characteristics of magnets.
- Permanent magnets
  - Electromagnetism
  - Movement of electrical charges

**COMPETENCY GOAL 5: The learner will build an understanding of the structure and properties of matter.**

**Objectives**

- 5.01 Develop an understanding of how scientific processes have led to the current atomic theory.
- Dalton's atomic theory.
  - J.J. Thomson's model of the atom.
  - Rutherford's gold foil experiment
  - Bohr's planetary model.
  - Electron cloud model.

- 5.02 Examine the nature of atomic structure:
- Protons.
  - Neutrons.
  - Electrons.
  - Atomic mass.
  - Atomic number.
  - Isotopes.
- 5.03 Identify substances through the investigation of physical properties:
- Density.
  - Melting point.
  - Boiling point.

**COMPETENCY GOAL 6: The learner will build an understanding of regularities in chemistry.**

**Objectives**

- 6.01 Analyze the periodic trends in the physical and chemical properties of elements.
- Groups (families).
  - Periods.
- 6.02 Investigate and analyze the formation and nomenclature of simple inorganic compounds.
- Ionic bonds (including oxidation numbers).
  - Covalent bonds.
  - Metallic bonds.
- 6.03 Identify the reactants and products of chemical reactions and balance simple equations of various types:
- Single replacement.
  - Double replacement.
  - Decomposition.
  - Synthesis.
- 6.04 Measure and analyze the indicators of chemical change including:
- Development of a gas.
  - Formation of a precipitate.
  - Release/absorption of energy (heat or light).
- 6.05 Investigate and analyze the properties and composition of solutions:
- Solubility curves.
  - Concentration.
  - Polarity.
  - pH scale.
  - Electrical conductivity.
- 6.06 Describe and explain radioactivity and its practical application as an alternative energy source:
- Alpha, beta, and gamma decay.
  - Fission.
  - Fusion.
  - Nuclear waste.

# PHYSICS

## Goals

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are "uncovered" in this curriculum:

- Conservation of mass and energy.
- Conservation of momentum.
- Waves.
- Interactions of matter and energy.

The following section introduces the teacher to the program strands and unifying concepts. During instruction, these concepts should be woven through the content goals and objectives of the course. Supplemental materials providing a more detailed explanation of the goals, objectives, and strands, with specific recommendations for classroom and/or laboratory implementation are available through the Department of Public Instruction's Publications Section.

---

## Unifying Concepts

The following unifying concepts should unite the study of various physics topics across grade levels.

- Systems, Order and Organization.
  - Evidence, Models, and Explanation.
  - Constancy, Change, and Measurement.
  - Evolution and Equilibrium.
  - Form and Function.
- 

## Nature of Science

This strand includes the following sections: Science as a Human Endeavor, Historical Perspectives, and the Nature of Scientific Knowledge. These sections are designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. Physics is rich in examples of science as a human endeavor, its historical perspectives, and the development of scientific understanding.

## Science as a Human Endeavor

Intellectual honesty and an ethical tradition are hallmarks of the practice of science. The practice is rooted in accurate data reporting, peer review, and making findings public. This aspect of the nature of science can be implemented by designing instruction that encourages students to work collaboratively in groups to design investigations,

formulate hypotheses, collect data, reach conclusions, and present their findings to their classmates.

The content studied in physics provides an opportunity to present science as the basis for engineering, electronics, computer science, astronomy and the technical trades. The diversity of physics content allows for looking at science as a vocation. Scientist, artist, and technician are just a few of the many careers in which a physics background is necessary.

Perhaps the most important aspect of this strand is that science is an integral part of society and is therefore relevant to students' lives.

### **Historical Perspectives**

Most scientific knowledge and technological advances develop incrementally from the labors of scientists and inventors. Although science history includes accounts of serendipitous scientific discoveries, most development of scientific concepts and technological innovation occurs in response to a specific problem or conflict. Both great advances and gradual knowledge-building in science and technology have profound effects on society. Students should appreciate the scientific thought and effort of the individuals who contributed to these advances. Galileo's struggle to correct the misconceptions arising from Aristotle's explanation of the behavior of falling bodies led to Newton's deductive approach to motion in *The Principia*. Today, Newton's Law of Universal Gravitation and his laws of motion are used to predict the landing sites for NASA's space flights.

### **Nature of Scientific Knowledge**

Much of what is understood about the nature of science must be explicitly addressed:

- All scientific knowledge is tentative, although many ideas have stood the test of time and are reliable for our use.
- Theories "explain" phenomena that we observe. They are never proved; rather, they represent the most logical explanation based on the currently available evidence. Theories become stronger as more supporting evidence is gathered. They may be modified as new data are gathered or existing data are interpreted in different ways. They provide a context for further research and give us a basis for prediction. For example, the Theory of Relativity explains the

behavior of objects accelerating at velocities approaching the speed of light.

- Laws are fundamentally different from theories. They are universal generalizations based on observations of the natural world, such as the nature of gravity, the relationship of forces and motion, and the nature of planetary movement.
  - Scientists, in their quest for the best explanations of natural phenomena, employ rigorous methods. Scientific explanations must adhere to the rules of evidence, make predictions, be logical, and be consistent with observations and conclusions. "Explanations of how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific." (National Science Education Standards, 1996, p 201)
- 

## Science as Inquiry

Inquiry should be the central theme in physics. It is an integral part of the learning experience and may be used in both traditional class problems and laboratory work. The essence of the inquiry process is to ask questions that stimulate students to think critically and to formulate their own questions. Observing, classifying, using numbers, plotting graphs, measuring, inferring, predicting, formulating models, interpreting data, hypothesizing, and experimenting all help students to build knowledge and communicate what they have learned. Inquiry is the application of creative thinking to new and unfamiliar situations. Students should learn to design solutions to problems that interest them. This may be accomplished in a variety of ways, but situations that present a discrepant event or ones that challenge students' intuitions have been successful.

Classical experiments such as measuring inertia and the speed of falling bodies need not be excluded. Rather, they should be a prelude to open-ended investigations in which students have the chance to pose questions, design experiments, record and analyze data, and communicate their findings. For example, after measuring the relationships among force, mass, and acceleration of falling bodies, students might investigate the phenomenon of "weightlessness."

Although original student research is often relegated to a yearly science fair project, continuing student involvement in research contributes immensely to their understanding of the process of science and to their problem-solving abilities. Physics provides much potential for inquiries. “Would it be easier to identify the location of a sound source in water or in air?” “Why?” “Would the passengers in a head-on collision between two automobiles be safer if the cars bounced off of each other or if they stuck together?” “Why?” The processes of inquiry, experimental design, investigation, and analysis are as important as finding the correct answer. Students will master much more than facts and acquisition of manipulative skills; they will learn to be critical thinkers.

A solid conceptual base of scientific principles, as well as knowledge of science safety, is necessary for inquiry. Students should be given a supportive learning environment based on how scientists and engineers work. Adherence to all science safety criteria and guidelines for classroom, field, and laboratory experiences is imperative. Contact the Science Section at DPI for information and professional development opportunities regarding North Carolina specific Science Safety laws, codes, and standards. The Science Section is spearheading a statewide initiative entitled *NC-The Total Science Safety System*.

---

## **Science and Technology**

It is impossible to learn science without developing some appreciation of technology. Therefore, this strand has a dual purpose: (a) developing students’ knowledge and skills in technological design, and (b) enhancing their understanding of science and technology.

The methods of scientific inquiry and technological design share many common elements - objectivity, clear definition of the problem, identification of goals, careful collection of observations and data, data analysis, replication of results, and peer review. Technological design differs from inquiry in that it must operate within the limitations of materials, scientific laws, economics, and the demands of society. Together, science and technology present many solutions to problems of survival and enhance the quality of life.

Technological design is important to building understanding in physics. Telescopes, lasers, transistors, graphing calculators, personal computers, and photo gates, for example, have changed our lives, increased our knowledge of physics, and improved our understanding of the universe.

---

### **Science in Personal and Social Perspectives**

This strand is designed to aid students in making rational decisions in the use of scientific and technological understanding. "Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges." (NSES, p. 199). The *NSES* emphasizes that students should understand the appropriateness and value of basic questions 'What can happen?' - 'What are the odds?' and 'How do scientists and engineers know what will happen?'" (NSES, p. 199).

Students should understand the causes and extent of science-related challenges. They should become familiar with the advances that proper application of scientific principles and products have brought to environmental enhancement, better energy use, reduced vehicle emissions, and improved human health.

# PHYSICS - Grades 9-12

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. Learners will study natural and technological systems. The program strands and unifying concepts provide a context for teaching content and process skill goals. All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

**COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

## Objectives

- 1.01 Identify questions and problems that can be answered through scientific investigations.
- 1.02 Design and conduct scientific investigations to answer questions about the physical world.
- Create testable hypotheses.
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Communicate findings.
- 1.03 Formulate and revise scientific explanations and models using logic and evidence to:
- Explain observations.
  - Make inferences and predictions.
  - Explain the relationship between evidence and explanation.

- 1.04 Apply safety procedures in the laboratory and in field studies:
- recognize and avoid potential hazards.
  - safely manipulate materials and equipment needed for scientific investigations.
- 1.05 Analyze reports of scientific investigations of physical phenomena from an informed scientifically literate viewpoint including considerations of:
- Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.

**COMPETENCY GOAL 2: The learner will build an understanding of linear motion.**

**Objectives**

- 2.01 Analyze velocity as a rate of change of position:
- Average velocity.
  - Instantaneous velocity.
- 2.02 Compare and contrast as scalar and vector quantities:
- Speed and velocity.
  - Distance and displacement.
- 2.03 Analyze acceleration as rate of change in velocity.
- 2.04 Using graphical and mathematical tools, design and conduct investigations of linear motion and the relationships among:
- Position.
  - Average velocity.
  - Instantaneous velocity
  - Acceleration.
  - Time.

**COMPETENCY GOAL 3: The learner will build an understanding of two-dimensional motion including circular motion.**

**Objectives**

- 3.01 Analyze and evaluate projectile motion in a defined frame of reference.
- 3.02 Design and conduct investigations of two-dimensional motion of objects.
- 3.03 Analyze and evaluate independence of the vector components of projectile motion.
- 3.04 Evaluate, measure, and analyze circular motion.
- 3.05 Analyze and evaluate the nature of centripetal forces.
- 3.06 Investigate, evaluate and analyze the relationship among:

- Centripetal force.
- Centripetal acceleration.
- Mass.
- Velocity.
- Radius.

**COMPETENCY GOAL 4: The learner will develop an understanding of forces and Newton's Laws of Motion.**

**Objectives**

- 4.01 Determine that an object will continue in its state of motion unless acted upon by a net outside force (Newton's First Law of Motion, The Law of Inertia).
- 4.02 Assess, measure and calculate the conditions required to maintain a body in a state of static equilibrium.
- 4.03 Assess, measure, and calculate the relationship among the force acting on a body, the mass of the body, and the nature of the acceleration produced (Newton's Second Law of Motion).
- 4.04 Analyze and mathematically describe forces as interactions between bodies (Newton's Third Law of Motion).
- 4.05 Assess the independence of the vector components of forces.
- 4.06 Investigate, measure, and analyze the nature and magnitude of frictional forces.
- 4.07 Assess and calculate the nature and magnitude of gravitational forces (Newton's Law of Universal Gravitation).

**COMPETENCY GOAL 5: The learner will build an understanding of impulse and momentum.**

**Objectives**

- 5.01 Assess the vector nature of momentum and its relation to the mass and velocity of an object.
- 5.02 Compare and contrast impulse and momentum.
- 5.03 Analyze the factors required to produce a change in momentum.
- 5.04 Analyze one-dimensional interactions between objects and recognize that the total momentum is conserved in both collision and recoil situations.
- 5.05 Assess real world applications of the impulse and momentum, including but not limited to, sports and transportation.

**COMPETENCY GOAL 6: The learner will develop an understanding of energy as the ability to cause change.**

**Objectives**

- 6.01 Investigate and analyze energy storage and transfer mechanisms:
- Gravitational potential energy.
  - Elastic potential energy.
  - Thermal energy.
  - Kinetic energy.
- 6.02 Analyze, evaluate, and apply the principle of conservation of energy.
- 6.03 Analyze, evaluate, and measure the transfer of energy by a force.
- Work.
  - Power.
- 6.04 Design and conduct investigations of:
- Mechanical energy.
  - Power.

**COMPETENCY GOAL 7: The learner will develop an understanding of wave motion and the wave nature of sound and light.**

- 7.01 Analyze, investigate, and evaluate the relationship among the characteristics of waves:
- Wavelength.
  - Frequency.
  - Period.
  - Amplitude.
- 7.02 Describe the behavior of waves in various media.
- 7.03 Analyze the behavior of waves at boundaries between media:
- Reflection, including the Law of Reflection.
  - Refraction, including Snell's Law.
- 7.04 Analyze the relationship between the phenomena of interference and the principle of superposition.
- 7.05 Analyze the frequency and wavelength of sound produced by a moving source (the Doppler Effect).

**COMPETENCY GOAL 8: The learner will build an understanding of static electricity and direct current electrical circuits.**

**Objectives**

- 8.01 Analyze the nature of electrical charges.
- Investigate the electrical charging of objects due to transfer of charge.
  - Investigate the conservation of electric charge.
  - Analyze the relationship among force, charge and distance summarized in Coulomb's law.
- 8.02 Analyze and measure the relationship among potential difference, current, and resistance in a direct current circuit.
- 8.03 Analyze and measure the relationship among current, voltage, and resistance in circuits.
- Series.
  - Parallel.
  - Series-parallel combinations.
- 8.04 Analyze and measure the nature of power in an electrical circuit.

## Advanced Placement (AP<sup>®</sup>) Science Courses

The AP<sup>®</sup> science courses are intended to provide a rigorous college level introduction to the sciences for high school students. The College Board recommends that teachers complete an AP<sup>®</sup> Institute or workshop before teaching an AP<sup>®</sup> course. Additional information on teacher professional development, recommended texts, the courses, and the AP<sup>®</sup> exams is available to educators at the College Board website <http://apcentral.collegeboard.com>. AP<sup>®</sup> teachers can also join a discussion group with other AP<sup>®</sup> teachers in their discipline by signing up on AP<sup>®</sup> Central. Students can visit [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents) for additional information.

With the permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board materials to provide course outlines in the SCS format. These course outlines are in no way intended to replace the extensive materials provided by the College Board. The AP<sup>®</sup> course description books for each subject which include the topics and recommended laboratory experiences are revised frequently. It is the responsibility of AP<sup>®</sup> teachers to obtain and follow the current course description for their course.

# AP<sup>®</sup> Biology

AP<sup>®</sup>Biology is intended to provide a rigorous introductory college level biology course with laboratory activities for high school students. The following course materials are in no way intended to replace the extensive materials provided by the College Board. The AP<sup>®</sup> course outline and recommended laboratory experiences are revised periodically by the College Board. Each teacher of this course should be sure to have the most up-to-date AP<sup>®</sup> Biology course description book and materials from the College Board. These materials are available at the AP<sup>®</sup> Central website <http://apcentral.collegeboard.com>.

The AP<sup>®</sup> Biology course is equivalent to a two-semester introductory college biology course. This course covers in greater scope and scale the concepts, knowledge, and skills introduced in a first level high school biology program. Greater amounts of time and effort are expected on the part of the student.

The major themes for this course are expected to permeate the entire course. The purpose of these themes is to tie the curriculum together and assist students in assimilating the materials into an expandable understanding. The eight major themes are:

1. Science as a Process
2. Evolution
3. Energy Transfer
4. Continuity and Change
5. Relationship of Structure to Function
6. Regulation
7. Interdependence in Nature
8. Science, Technology, and Society

The College Board website will provide additional detail and support as well as a list of recommended laboratories that are an integral part of the AP<sup>®</sup> Biology course.

## **Competency Goal 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

- 1.01 Identify questions and create hypotheses that can be answered through scientific investigations.
- 1.02 Design and conduct scientific investigations to answer biological questions.
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Communicate findings.
- 1.03 Formulate and revise scientific explanations and models using logic and evidence to:
  - Explain observations.
  - Make inferences and predictions.
  - Explain the relationship between evidence and explanation.
  -

- 1.04 Apply safety procedures in the laboratory and in field studies:
- Recognize potential hazards.
  - Safely manipulate materials and equipment needed for scientific investigations.
- 1.05 Analyze reports of scientific investigations from an informed scientifically literate viewpoint including considerations of:
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Consideration of alternative interpretations of the data.

**Competency Goal 2: The learner will develop an understanding of cells as the structural and functional units of life.**

**Objectives**

- 2.01 Compare and contrast prokaryotic and eukaryotic cells.
- Relationship to each other.
  - Evolution.
- 2.02 Analyze cellular membranes.
- Structure and function.
  - Variations.
  - Investigate mechanisms of transport.
  - Recommended laboratory - *Diffusion and Osmosis*
- 2.03 Examine sub cellular organization.
- Describe the structure of cell organelles.
  - Relate structure to function.
  - Identify factors that limit cell size.
  - Interpret function of organelles in cellular processes.
- 2.04 Analyze the continuity and diversity provided by the cell cycle.
- Mechanisms of mitosis and cytokinesis.
  - Regulation.
  - Possible aberrations.
- 2.05 Examine past and present research on cells, their structure and function.

**Competency Goal 3: The learner will develop an understanding that cellular processes are based on physical and chemical changes.**

**Objectives**

- 3.01 Analyze the chemical and physical properties of water.
- 3.02 Examine the structure and function of organic molecules.
- Role of carbon in molecular diversity.
  - Synthesis and breakdown of macromolecules.
  - Including:
    - Carbohydrates.
    - Lipids.
    - Proteins.
    - Nucleic Acids.

- 3.03 Analyze free energy changes in biochemical processes.
  - Relate to laws of thermodynamics.
  - Examine process participants.
- 3.04 Describe the structure and function of enzymes.
  - Regulation by enzymes of chemical reactions.
  - Dependence of specificity to structure.
  - Regulation of enzymes.
  - Recommended laboratory - *Enzyme Catalysts*
- 3.05 Analyze bioenergetic reactions.
  - Compare and contrast:
    - Fermentation.
    - Cellular respiration.
    - Photosynthesis.
  - Examine the purpose, interactions, and adaptations of bioenergetic reactions.
  - Recommended laboratories - *Plant Pigments and Photosynthesis, Cell Respiration*
- 3.06 Examine past and present research on biochemistry and cellular processes.

**Competency Goal 4: The learner will develop an understanding of the basis of heredity and the role of molecular genetics.**

**Objectives**

- 4.01 Analyze meiosis and gametogenesis.
  - Analyze heredity.
  - Compare and contrast gametogenesis in plants and animals.
  - Recommended laboratory - *Mitosis and Meiosis*
- 4.02 Assess the organization of eukaryotic chromosomes.
  - Assess contribution of continuity.
  - Assess contribution of variability.
  - Recommended laboratory - *Genetics of Organisms*
- 4.03 Interpret and use the principal patterns of inheritance.
- 4.04 Compare and contrast the structure and function of RNA and DNA.
  - Investigate replication and the complimentary nature of DNA.
  - Examine transcription.
  - Examine translation.
  - Explore the role of amino acids.
  - Analyze energy requirements.
  - Compare structure as it relates to function.
  - Analyze genomes in prokaryotes and eukaryotes.
- 4.05 Assess gene regulation and the mechanisms by which it occurs.
- 4.06 Analyze the ways in which mutations can occur and the possibility of genetic variation.
- 4.07 Investigate viruses.
  - Examine structure.
  - Analyze steps of replication.
  - Assess ability to transfer genetic information between cells.
  - Explore current applications and research.

- 4.08 Examine current nucleic acid technology and its applications.
- Analyze recombinant technology.
  - Examine practical applications in medicine, forensics, agriculture, and environmental issues.
  - Assess legal and ethical issues that may arise.
  - Recommended Laboratory – *Molecular Biology*
- 4.09 Examine past and present research on heredity and molecular genetics.
- Explore the work of Mendel.
  - Explore the work of Watson and Crick.

**Competency Goal 5: The learner will develop an understanding of biological evolution.**

**Objectives**

- 5.01 Examine the evidence that supports an evolutionary view of life.
- 5.02 Recognize the implications of chemical evolution and its impact on the origin of life.
- 5.03 Analyze current models for the early evolution of life.
- Biological macromolecules.
  - Prokaryotic cells.
  - Eukaryotic cells.
- 5.04 Analyze the mechanisms of evolution, their role, results and implications.
- Identification of patterns and the responsible mechanisms.
  - Analyze heredity and its link to natural selection.
  - Examine speciation.
  - Examine macroevolution.
  - Recommended laboratory - *Population Genetics and Evolution*
- 5.05 Investigate the contributions of early researchers, (e.g. Pasteur and Darwin) and their impact on the current view of evolutionary biology.

**Competency Goal 6: The learner will develop an understanding of the unity and diversity of life.**

**Objectives**

- 6.01 Analyze evolutionary patterns.
- Examine DNA analysis.
  - Examine biochemical analysis.
  - Examine morphological research.
- 6.02 Survey the diversity of life.
- Use keys to identify organisms.
  - Examine representative organisms.
- 6.03 Analyze and apply current phylogenetic classification including:
- Domains.
  - Kingdoms.
  - Major Phyla and divisions of animals and plants.
- 6.04 Analyze evolutionary relationships.
- Investigate evidence.

- Explore research methods.
  - Analyze use of research.
- 6.05 Examine the structure and function of plants and animals.
- Analyze reproduction, growth, and development.
    - Patterns.
    - Adaptations (e.g. alternation of generations).
    - Regulation as by hormones.
  - Recommended laboratory - *Transpiration*
  - Analyze structural, physiological, and behavioral adaptations.
    - Cell level.
    - Tissue level.
    - Organ level.
    - Interactions between levels of organization.
  - Recommended laboratories - *Physiology of the Circulatory System, Animal Behavior*
  - Identify responses to the environment.
- 6.06 Examine past and present research on the unity and diversity of life.

**Competency Goal 7: The learner will develop an understanding of basic ecological principles.**

**Objectives**

- 7.01 Analyze population dynamics.
- Examine models to describe growth.
  - Explore affects of abiotic and biotic factors.
  - Analyze the impact of population changes.
- 7.02 Examine the actions and interactions of communities and ecosystems.
- Analyze energy flow.
  - Examine trophic structure.
  - Investigate water and element cycling.
  - Assess affects of abiotic and biotic factors.
  - Analyze relationships with in communities and ecosystems.
  - Recommended laboratory - *Dissolved Oxygen and Aquatic Primary Production*
- 7.03 Assess current global issues.
- Analyze affects of human population.
  - Analyze affects of technology.
  - Examine causes.
  - Assess consequences.
- 7.04 Examine past and present research on ecological principles.

## AP<sup>®</sup> Chemistry

AP<sup>®</sup> Chemistry is the equivalent of an introductory college-level chemistry course. AP<sup>®</sup> Chemistry has both the content and the laboratory components of typical college-level chemistry courses. The College Board recommends that students who take AP<sup>®</sup> Chemistry should have successfully completed a first-year course in chemistry and have the math skills attained in Algebra I and II. AP<sup>®</sup> Chemistry builds on the skills and knowledge attained in a standard high school course and provides the student with an opportunity to develop a deeper understanding of chemistry and the ability to think critically and to solve problems.

The following course materials are in no way intended to replace the extensive materials provided by the College Board. The AP<sup>®</sup> course outline and recommended laboratory experiences are revised periodically by the College Board. The teacher of this course should be sure to have the current AP<sup>®</sup> Chemistry course description book and materials from the College Board. These materials are available at the AP Central website <http://apcentral.collegeboard.com>.

Learners will study natural and technological systems. The strands and unifying concepts provide a context for teaching content and process skill goals. All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

**Strands:** The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

### **Competency Goal 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

1.01 Design, conduct and analyze investigations to answer questions related to chemistry.

- Identify questions and suggest hypotheses.
- Identify variables.
- Use a control when appropriate.
- Select and use appropriate measurement tools.
- Collect and organize data in tables, charts and graphs.
- Analyze and interpret data.
- Explain observations.
- Make inferences and predictions.
- Explain the relationship between evidence and explanation.

- Identify how scientists share findings.
- 1.02 Analyze reports of scientific investigations.
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Consideration of alternative interpretations of the data.
- 1.03 Analyze experimental designs with regard to safety.
- Identify potential safety hazards given a scenario.
  - Differentiate between safe and unsafe procedures.
  - Use information from the MSDS (Material Safety Data Sheets) to assess chemical hazards.

**Competency Goal 2: The learner will develop an understanding of the composition and properties of matter.**

- 2.01 Analyze the structure of matter at the atomic level
- Evidence for the atomic theory.
  - Atomic masses; determination by chemical and physical means.
  - Atomic number and mass number; isotopes.
  - Electron energy levels: atomic spectra, quantum numbers, atomic orbitals.
  - Periodic relationships including, for example, atomic radii, ionization energies, electron affinities, oxidation states.
- 2.02 Examine the types of chemical bonds and the nature of each
- Types: ionic, covalent, metallic, hydrogen bonding, van der Waals (including London dispersion forces).
  - Relationships to states, structure, and properties of matter.
  - Polarity of bonds, electronegativities.
- 2.03 Analyze conceptual models of bonding and molecular shape and the relation to chemical and physical properties of matter.
- Lewis structures.
  - VSEPR.
  - Valence bond: hybridization of orbitals, resonance, sigma and pi bonds.
  - Geometry of molecules and ions, structural isomerism of simple organic molecules and coordination complexes; dipole moments of molecules; relation of properties to structure.
- 2.04. Assess the impact of nuclear chemistry
- Nuclear decay equations.
  - Half-life and radioactivity.
  - Chemical applications.

**Competency Goal 3: The learner will build an understanding of the states of matter and the connection to chemical and physical properties.**

- 3.01 Examine the relationships between pressure, volume and temperature of ideal gases
- Laws of ideal gases: Boyle's, Charles'.
  - The ideal gas equation.
  - Partial pressures and Dalton's Law.

- 3.02. Analyze kinetic-molecular theory
- Interpretation of ideal gas laws on the basis of this theory.
  - Avogadro's hypothesis and the mole concept.
  - Dependence of kinetic energy of molecules on temperature.
  - Deviations from ideal gas laws.
- 3.03. Assess the nature of liquids and solids
- Liquids and solids from the kinetic-molecular viewpoint.
  - Phase diagrams of one-component systems.
  - Changes of state, including critical points and triple points.
  - Structure of solids; lattice energies.
- 3.04. Examine the nature of solutions
- Types of solutions and factors affecting solubility.
  - Methods of expressing concentration (The use of normalities is not tested.).
  - Raoult's law and colligative properties (nonvolatile solutes); osmosis.
  - Non-ideal behavior (qualitative aspects).

**Competency Goal 4: The learner will develop an understanding of chemical reactions.**

- 4.01. Analyze the various types of common chemical reactions
- Acid-base reactions; concepts of Arrhenius, Brønsted-Lowry, and Lewis;
  - Coordination complexes; amphoterism.
  - Precipitation reactions.
  - Oxidation-reduction reactions.
    - Oxidation number.
    - The role of the electron in oxidation-reduction.
    - Electrochemistry: electrolytic and galvanic cells; Faraday's laws; standard half-cell potentials; Nernst equation; prediction of the direction redox reactions.
- 4.02. Apply the principles of stoichiometry
- Ionic and molecular species present in chemical systems: net ionic equations.
  - Balancing of equations including those for redox reactions.
  - Mass and volume relations with emphasis on the mole concept, including empirical formulas and limiting reactants.
- 4.03. Analyze systems in dynamic equilibrium
- Concept of dynamic equilibrium, both physical and chemical; Le Chatelier's principle; equilibrium constants.
  - Quantitative treatment for gaseous reactions using  $K_p$  and  $K_c$ .
  - Quantitative treatment for reactions in solution  $K_c$ .
  - Quantitative treatment of for acids and bases; using  $K_a$  and  $K_b$ ,  $pK_a$  and  $pK_b$  and pH.
  - Quantitative treatment for precipitation reactions and the dissolution of slightly soluble compounds using the solubility product constant,  $K_{sp}$ .
  - Common ion effect; buffers; hydrolysis.
- 4.04. Analyze chemical kinetics
- Concept of rate of reaction.
  - Use of differential rate laws to determine order of reaction and rate constant from experimental data.

- Effect of temperature change on rates.
  - Energy of activation; the role of catalysts.
  - The relationship between the rate-determining step and a mechanism.
- 4.05 Analyze chemical thermodynamics
- State functions.
  - First law: change in enthalpy; heat of formation; heat of reaction; Hess's law; heats of vaporization and fusion; calorimetry.
  - Second law: entropy; free energy of formation; free energy of reaction; dependence of change in free energy on enthalpy and entropy changes.
  - Relationship of change in free energy to equilibrium constants and electrode potentials.

**Competency Goal 5: The learner will build a knowledge of descriptive chemistry**

- 5.01 Examine chemical reactivity and predict the products of chemical reactions.
- 5.02 Analyze the relationships in the periodic table: horizontal, vertical, and diagonal with examples from alkali metals, alkaline earth metals, halogens, and the first series of transition elements.
- 5.03. Explore organic chemistry on an introductory level
- Hydrocarbons and functional groups (structure, nomenclature, chemical properties).
  - Physical and chemical properties of simple organic compounds should also be included as exemplary material for the study of other areas such as bonding, equilibria involving weak acids, kinetics, colligative properties, and stoichiometric determinations of empirical and molecular formulas.

# AP<sup>®</sup> Environmental Science

AP<sup>®</sup> Environmental Science is intended to provide a rigorous introductory college Environmental Science course with laboratory activities for high school students. The following course materials are in no way intended to replace the extensive materials provided by the College Board. The AP<sup>®</sup> course outline and recommended laboratory experiences are revised periodically by the College Board. The teacher of this course should be sure to have the most current AP<sup>®</sup> Environmental Science course description book materials from the College Board. These materials are available at the AP Central website <http://apcentral.collegeboard.com>. The AP<sup>®</sup> Environmental Science course is equivalent to a one semester introductory college Environmental Science course.

Learners will study natural and technological systems. The strands and unifying concepts provide a context for teaching content and process skill goals. All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

## **COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

### Objectives

- 1.01 Identify questions and problems that can be answered through scientific investigations
- 1.02 Design and conduct scientific investigations to answer questions about the world.
  - Create testable hypotheses.
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Observe and measure real phenomena.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Communicate findings.
- 1.03 Formulate and revise scientific explanations and models using logic and evidence to:
  - Explain observations.
  - Make inferences and predictions from data and observations.
  - Explain the relationship between evidence and explanation.
  - Communicate results, including suggested ways to improve experiments and proposed questions for further study.

- 1.04 Apply safety procedures in the laboratory and in field studies:
- Recognize and avoid potential hazards.
  - Safely manipulation materials and equipment needed for scientific investigations.
- 1.05 Analyze reports of scientific investigations of phenomena from an informed scientifically literate viewpoints including considerations of:
- Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.

**COMPETENCY GOAL 2: The learner will build an understanding of the interdependence of Earth's systems.**

Objectives

- 2.01 Analyze the flow of energy.
- Forms and quality of energy.
  - Laws of Thermodynamics.
  - Energy units and measurements.
  - Sources and sinks, conversions.
- 2.02 Investigate the cycling of matter.
- Water.
  - Carbon.
  - Nitrogen.
  - Phosphorus.
  - Sulfur.
- 2.03 Investigate the solid Earth.
- Earth history and the geologic time scale.
  - Influences of plate tectonics on evolution and biodiversity.
  - Volcanism.
  - The rock cycle.
  - Soil formation.
- 2.04 Investigate the atmosphere.
- Atmospheric history: origin and evolution.
  - Composition.
  - Structure.
  - Atmospheric dynamics: weather and climate.
- 2.05 Investigate the biosphere.
- Organisms: adaptations to their environment.
  - Populations and communities: exponential growth and carrying capacity.
  - Ecosystems and change: biomass, energy transfer, succession.
  - Evolution of life: natural selection, extinction.
  - Biomes: global distribution

**COMPETENCY GOAL 3: The learner will build an understanding of human population dynamics.**

- 3.01 Analyze human population history and global distribution.
  - Demographics.
  - Age structure diagrams.
  - Survivorship curves.
  - Patterns of resource distribution.
- 3.02 Investigate local, regional and global carrying capacities.
  - Limiting factors.
  - Density-dependent and density-independent factors.
- 3.03 Analyze cultural and economic influences on population
  - Pronatalist factors.
  - Antinatalist factors.
  - Demographic transition.

**COMPETENCY GOAL 4: The learner will build an understanding of the distribution, ownership, use and degradation of renewable and nonrenewable resources.**

- 4.01 Analyze sources and uses of freshwater and oceans.
  - Renewal rates.
  - Agricultural, industrial and domestic water uses.
  - Increasing water supplies: Dams and desalination.
  - Fisheries and aquaculture.
  - Water management and conservation.
- 4.02 Analyze local, regional and global mineral resources.
  - Mining types.
  - Processing and environmental effects.
  - Mining Laws.
- 4.03 Analyze local, regional and global soil aspects.
  - Soil composition and profiles.
  - Soil characteristics.
  - Soil types.
  - Erosion and conservation .
- 4.04 Analyze biological resources.
  - Benefits of biodiversity.
  - Threats to biodiversity.
  - Endangered species management.
  - Nutrition and food supplies.
  - Green revolution.
- 4.05 Analyze and compare conventional and alternative energy sources.
  - Coal.
  - Natural gas.
  - Oil.
  - Nuclear power.
  - Solar energy.
  - Biomass.
  - Energy from the Earth's forces: Wind, Water, Geothermal, Tidal.
  - Energy conservation.

- Identify facility parts (Coal, Nuclear).
  - Monthly/annual costs.
- 4.06 Analyze land types and uses.
- Residential and commercial, land use planning.
  - Agricultural and forestry.
  - Recreational and wilderness.
  - Ecotourism, Parks and preserves.

**COMPETENCY GOAL 5: The learner will build an understanding of air, water and soil quality.**

- 5.01 Analyze the sources of major pollutants.
- EPA Criteria Pollutants.
  - Indoor air pollutants.
  - Thermal pollution.
  - Pesticides.
  - Acid deposition.
  - Units and measurements.
  - Point and nonpoint sources.
- 5.02 Investigate the effects of pollutants on:
- Aquatic systems (Eutrophication).
  - Vegetation.
  - Natural features, buildings and structures.
  - Wildlife.
- 5.03 Analyze and investigate pollution reduction, remediation and control measures.
- Legislation.
  - Historical examples and global case studies.
  - Waste water treatment plant.
- 5.04 Analyze and investigate local, regional and global issues concerning solid waste.
- Types, sources and amounts.
  - Disposal methods and environmental effects.
  - Decreasing waste: Reduce, reuse, recycle.
- 5.05 Analyze impacts on human health.
- Infectious disease.
  - Chemical agents.
  - Radiation.
  - Toxicology: LD50, acute and chronic effects.
  - Risk assessment.

**COMPETENCY GOAL 6: The learner will build an understanding of global changes and their consequences.**

- 6.01 Investigate human effects and consequences on the atmosphere.
- Stratospheric Ozone: chemistry, historical aspects and legislation.
  - Greenhouse gases and global warming.
- 6.02 Investigate effects and consequences on the oceans.
- Sea level changes.
  - El Nino.
  - Surface temperatures and currents.

- 6.03 Investigate effects and consequences on biota:
- Habitat fragmentation and destruction.
  - Introduced species.
  - Overharvesting.

**COMPETENCY GOAL 7: The learner will build an understanding of environmental decision making.**

- 7.01 Analyze economic forces affecting societies.
- Supply demand curves.
  - Cost benefit analysis.
  - Marginal, internal and external costs.
  - Communal property resources, Tragedy of the Commons.
  - Economic resource categories.
- 7.02 Analyze cultural and ethical considerations regarding the environment.
- Environmental worldviews.
  - Indigenous peoples.
  - Sustainable development.
- 7.03 Recognize significance of major environmental laws and regulations: regional, national and international.
- Clean Air Act.
  - Clean Water Act.
  - Comprehensive Environmental Response, Compensation and Liability Act.
  - Convention on International Trade in Endangered Species.
  - Endangered Species Act.
  - Federal Insecticide, Fungicide and Rodenticide Control Act.
  - Kyoto Protocol.
  - Lacey Act.
  - Mining Act.
  - Montreal Protocol.
  - National Environmental Policy Act.
  - Resource Conservation and Recovery Act.
  - Wilderness Act.
- 7.04 Develop an awareness of environmental options.
- Conservation.
  - Preservation.
  - Restoration.
  - Remediation.
  - Mitigation.

**COMPETENCY GOAL 8: The learner will build an understanding of Earth in the Solar System and its position in the universe.**

- 8.01 Analyze the formation of the solar system.
- 8.02 Analyze planetary motion and the physical laws that explain motion.
- Rotation.
  - Revolution.
  - Apparent diurnal motion of the sun and stars.

- Tilt of Earth's axis.
  - Parallelism of the Earth's axis.
- 8.03 Evaluate astronomers' use of various instruments to extend their senses:
- Optical telescopes.
  - Radio telescopes.
  - Spectroscopes.
  - Cameras.
- 8.04 Assess the current scientific theories of the origin of the universe.
- 8.05 Examine the sources of stellar energies.
- 8.06 Assess the spectra generated by stars and our sun as indicators of motion:
- Doppler effect.
  - Red and blue shifts.
- 8.07 Evaluate Hubble's Law and the concept of the ever-expanding universe.
- 8.08 Evaluate the life cycle of stars in the Hertzsprung-Russell diagram (H-R Diagram).

# AP<sup>®</sup> Physics

AP<sup>®</sup> Physics is offered as two separate courses: AP<sup>®</sup> Physics B and AP<sup>®</sup> Physics C. AP<sup>®</sup> Physics B includes topics in mechanics and thermal physics, waves and optics, and atomic and nuclear physics at a level appropriate for a college introductory course for majors in the natural sciences outside of the physical sciences and engineering. AP<sup>®</sup> Physics B is recommended as a second-year physics course for students interested in life, medical and/or applied science. Algebra and trigonometry are used to quantitatively study nature and describe phenomena. Inquiry is applied to the study of matter and energy and their interaction.

AP<sup>®</sup> Physics C includes mechanics, electricity and magnetism at a level appropriate for college majors in the physical sciences and engineering. Calculus is used to develop concepts. One part of the Physics C examination covers mechanics; the other part covers electricity and magnetism. Students are permitted to take either or both parts of this examination, and separate grades are reported for the two subject areas to provide greater flexibility in planning AP<sup>®</sup> courses and making advanced placement decisions. ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))

The College Board recommends a high school physics course be taken as preparation for either Physics B or Physics C for most students.

# AP<sup>®</sup> Physics B

AP<sup>®</sup> Physics B is intended to provide a rigorous introductory college level physics course with laboratory activities for high school students. The following course materials are in no way intended to replace the extensive materials provided by the College Board. The AP<sup>®</sup> course outline and recommended laboratory experiences are revised periodically by the College Board. The teacher of this course should have the most current copy of the AP<sup>®</sup> Physics B course description book and materials from the College Board. These materials are available at the AP Central website <http://apcentral.collegeboard.com>.

Inquiry is applied to the study of matter and energy and their interaction. Learners will study natural and technological systems. The program strands and unifying concepts provide a context for teaching content and process skill goals.

All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

Strands: The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

## **COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

Objectives

- 1.01 Identify questions and problems that can be answered through scientific investigations.
- 1.02 Design and conduct scientific investigations to answer questions about the physical world.
  - Create testable hypotheses
  - Identify variables.
  - Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Observe and measure real phenomena
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Determine uncertainties in measurements.
  - Communicate findings.

- 1.03 Formulate and revise scientific explanations and models using logic and evidence to:
- Explain observations.
  - Make inferences and predictions from data and observations.
  - Explain the relationship between evidence and explanation.
  - Communicate results, including suggested ways to improve experiments and proposed questions for further study.
- 1.04 Apply safety procedures in the laboratory and in field studies:
- Recognize and avoid potential hazards.
  - Safely manipulate materials and equipment needed for scientific investigations.
- 1.05 Analyze reports of scientific investigations of physical phenomena from an informed scientifically literate viewpoints including considerations of:
- Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.

**COMPETENCY GOAL 2: The learner will build an understanding of Newtonian mechanics**

- 2.01 Analyze and evaluate a particle using kinematics (movement in one, two, and circular dimensions).
- Motion in one dimensions.
  - Relate position, velocity, and acceleration of a particle for motion.
  - Motion in two dimensions.
  - Addition and subtraction of displacement and velocity vectors
  - Visual, graphical, mathematical expressions of the motion of a projectile in a uniform gravitational field.
  - Relate a particles radius, speed, velocity, and acceleration in uniform circular motion.
- 2.02 Investigate, measure, and analyze Newton’s laws of motion
- Static equilibrium (first law).
  - Dynamics of a single particle (second law).
  - Systems of two or more bodies (third law).
    - Velocity with constant force and average force.
    - Force diagram.
  - Normal and frictional forces.
  - Action and reaction forces an two or more bodies (third law).
  - Tension.
- 2.03 Examine and calculate work, energy and power.
- Work and work-energy theorem.
  - Conservative forces and potential energy.
  - Conservation of energy.
  - Power.
- 2.04 Analyze and evaluate systems of particles and linear momentum.
- Impulse and momentum.
  - Conservation of linear momentum and collisions.

- 2.05 Evaluate and analyze circular motion and rotation.
  - Uniform circular motion.
  - Torque and rotational statics.
- 2.06 Investigate and analyze oscillations and gravitation.
  - Simple harmonic motion (dynamics and energy relationships).
  - Mass on a spring.
  - Pendulum and other oscillations.
  - Newton's law of gravity.
  - Circular orbits of planets and satellites.

**COMPETENCY GOAL 3: The learner will build an understanding of fluid mechanics and thermal physics.**

- 3.01 Examine and evaluate fluid mechanics.
  - Hydrostatic pressure.
  - Buoyancy.
  - Fluid flow continuity.
  - Bernoulli's principle.
- 3.02 Evaluate and investigate temperature and heat.
  - Mechanical equivalent of heat.
  - Heat transfer and thermal expansion.
- 3.03 Examine and evaluate kinetic theory and thermodynamics.
  - Ideal gases-kinetic model and ideal gas law.
  - Laws of thermodynamics-first law (including processes on PV diagrams) and second law (including heat engines).

**COMPETENCY GOAL 4: The learner will build an understanding of electricity and magnetism.**

- 4.01 Study and analyze electrostatics.
  - Charge, field, and potential.
  - Coulomb's law and field and potential of point charges.
  - Planar fields and potentials of other charge distributions.
- 4.02 Evaluate and analyze conductors, capacitors, and dielectrics.
  - Electrostatics with conductors.
  - Parallel plate capacitors.
- 4.03 Analyze and investigate electric circuits.
  - Current, resistance, and power.
  - Steady-state direct current circuits with batteries and resistors only.
  - Steady-state capacitors in circuits.
- 4.04 Study and evaluate magnetostatics.
  - Forces on moving charges in magnetic fields.
  - Forces on current-carrying wires in magnetic fields.
  - Fields of long current-carrying wires.
- 4.05 Measure and analyze electromagnetism.
  - Electromagnetic induction (including Faraday's law and Lenz's law).

**COMPETENCY GOAL 5: The learner will build an understanding of waves and optics.**

- 5.01 Study and evaluate wave motion.
  - Properties of traveling waves.
  - Properties of standing waves.
  - Doppler effect.
  - Superposition.
- 5.02 Evaluate and analyze physical optics.
  - Interference and diffraction.
  - Dispersion of light and the electromagnetic spectrum.
- 5.03 Investigate and analyze geometric optics.
  - Reflection and refraction.
  - Mirrors.
  - Lenses.

**COMPETENCY GOAL 6: The learner will build an understanding of atomic and nuclear physics.**

- 6.01 Analyze and evaluate atomic physics and quantum effects.
  - Photons and the photoelectric effects.
  - Atomic energy levels.
  - Wave-particle duality.
- 6.02 Evaluate, measure, and analyze nuclear physics.
  - Nuclear reactions (including conservation of mass number and charge).
  - Mass-energy equivalence.

# AP<sup>®</sup> Physics C

AP<sup>®</sup> Physics C is intended to provide a rigorous introductory college level Physics course with laboratory activities. AP<sup>®</sup> Physics C includes mechanics, electricity and magnetism at a level appropriate for college majors in the physical sciences and engineering. Calculus is used to develop concepts. One part of the Physics C examination covers mechanics; the other part covers electricity and magnetism. Students are permitted to take either or both parts of this examination, and separate grades are reported for the two subject areas to provide greater flexibility in planning AP<sup>®</sup> courses and making advanced placement decisions. ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)) The following course materials are in no way intended to replace the extensive materials provided by the College Board. The AP<sup>®</sup> course outline and recommended laboratory experiences are revised periodically by the College Board. The teacher of this course should have the most current copy of the AP<sup>®</sup> Physics C course description book and materials from the College Board. These materials are available at the AP Central website <http://apcentral.collegeboard.com>.

AP<sup>®</sup> Physics C is recommended as a second-year physics course for students interested in the physical science and/or engineering. Calculus is used to formulate physical principles of electricity and magnetism and solve problems. Inquiry is applied to the study of matter and energy and their interaction. Learners will study natural and technological systems. The program strands and unifying concepts provide a context for teaching content and process skill goals.

All goals should focus on the unifying concepts:

- Systems, Order and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

Strands: The strands are: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives. They provide the context for teaching of the content Goals and Objectives.

## **COMPETENCY GOAL 1: The learner will develop abilities necessary to do and understand scientific inquiry.**

Objectives

- 1.06 Identify questions and problems that can be answered through scientific investigations.
- 1.07 Design and conduct scientific investigations to answer questions about the physical world.
- Create testable hypotheses.
  - Identify variables.

- Use a control or comparison group when appropriate.
  - Select and use appropriate measurement tools.
  - Observe and measure real phenomena.
  - Collect and record data.
  - Organize data into charts and graphs.
  - Analyze and interpret data.
  - Determine uncertainties in measurements.
  - Communicate findings.
- 1.08 Formulate and revise scientific explanations and models using logic and evidence to:
- Explain observations.
  - Make inferences and predictions from data and observations.
  - Explain the relationship between evidence and explanation.
  - Communicate results, including suggested ways to improve experiments and proposed questions for further study.
- 1.09 Apply safety procedures in the laboratory and in field studies:
- Recognize and avoid potential hazards.
  - Safely manipulate materials and equipment needed for scientific investigations.
    1. Analyze reports of scientific investigations of physical phenomena from an informed scientifically literate viewpoints including considerations of:
      - Adequacy of experimental controls.
      - Replication of findings.
      - Alternative interpretations of the data.

**COMPETENCY GOAL 2: The learner will build an understanding of electrostatics.**

- 2.01 Analyze and evaluate electric field.
- Calculate force, net force and torque on a charge or collection of charges in a specific field.
  - Calculate and sketch equipotentials for a configuration.
  - Use integration to determine electric potential.
  - Utilize the conservation of electric field to solve problems.
- 2.02 Calculate and analyze Coulomb's law, field, and potential of point charges.
- Define magnitude and direction of a force and electric field on a charge.
  - Calculate electric potential near one or more charges.
  - Compute the force and electric field between charges.
  - Determine the work necessary to move charges and potential energy of the system.
- 2.03 Evaluate and analyze fields and potentials of other charge distributions.
- Using the principle of superposition and integration, calculate:
    - Electric field for a wire and ring.
    - Electric potential for a disk.
  - Determine the electric field of
    - Charged plates.
    - Uniformly charged wire.
    - Thin cylindrical shell.

- Determine the mathematical expression for various situation of electric potential.
- 2.04 State and apply Gauss's law.
- Determine the flux of electric field through an arbitrary surface.
  - Use the integral form of Gauss's Law to determine electric flux and charge.
  - Use Gauss's Law to find charge density on a surface.
  - Graph electric field to find maxima and minima.

COMPETENCY GOAL 3: The learner will build an understanding of conductors, capacitors, and dielectrics.

- 3.01 Examine and analyze electrostatics with conductors.
- Describe and sketch the features of electric fields in and outside of a conductor.
  - Describe the charge density on a conductor.
  - Explain charging by induction and how charges are brought near a conductor.
  - Clarify qualitatively the electric field region.
- 3.02 Identify and evaluate capacitors and dielectric.
- Define capacitance with stored charge and voltage.
  - Recognize energy storage in relation to voltage, charge, and energy.
  - Relate voltage, charge, and stored energy in a capacitor.
  - Analyze capacitance and energy of a parallel plate.
  - Define the electric field and capacitance in spherical and cylindrical objects.
  - Explain how a dielectric affects the capacitance field strength and voltage.

COMPETENCY GOAL 4: The learner will build an understanding of electric circuits.

- 4.01 Measure and analyze the current, resistance, and power in electric circuits.
- Relate current and voltage for a resistor.
  - Qualitatively describe what happens in terms of electric field strength, current density, and drift electron velocity in a conductor.
  - Explain and calculate how cross-sectional area, length, and material affect the resistance of a resistor.
  - Explain the rate of how heat is dissipated.
- 4.02 Examine and analyze steady-state direct current circuits with batteries and resistors.
- Define and relate current, resistance, and voltage.
  - Identify series and parallel wiring in a circuit.
  - Determine voltage, current, resistance, and power across series, parallel, and combination circuits.
  - Draw a diagram of a series-parallel circuit using conventional symbols.
  - Calculate terminal voltage and internal resistance for a known battery.
  - Identify and calculate the current, voltage and resistance using Ohm's Law and Kirchoff's rules.
  - Identify the properties and connections of an ammeter and voltmeter.
- 4.03 Evaluate and analyze capacitors in circuits.
- Explain the capacitance for capacitors in parallel and series circuits.
  - Identify and examine energy storage in a capacitor.
  - Explain the charge and voltage for capacitors in parallel and series circuits.

- Graph and mathematically express the discharging of a capacitor over time.
- Calculate and graph voltage and currents over time in a circuit.

**COMPETENCY GOAL 5: The learner will build an understanding of magnetostatics.**

- 5.01 Derive and analyze the force on a charge in a magnetic field.
- Calculate charge, force, velocity, and magnetic field.
  - Explain why work cannot be performed by a magnetic field.
  - Explain the motion of charged particle in a magnetic field.
- 5.02 Analyze the force on a current-carrying wire in magnetic fields.
- Relate the magnitude and direction of charge, velocity, magnetic field, and force on a moving charges and current-carrying wire in a magnetic field.
  - Analyze the torque on a rectangular loop of wire in a magnetic field.
- 5.03 Examine the magnetic fields of long current-carrying wires.
- Analyze the magnetic fields of long current-carrying wires.
  - Calculate the forces between long current-carrying wires.
- 5.04 Apply and use Biot-Savart and Ampere's law.
- Articulate and utilize Ampere's Law in the integral form to relate current to magnetic field strength.
  - Analyze magnetic field for a long straight wire, solid cylinder, and hollow cylinder using law of superposition.

**COMPETENCY GOAL 6: The learner will build an understanding of electromagnetism.**

- 6.01 Evaluate and analyze electromagnetic induction using Faraday's law and Lenz's law.
- Calculate the flux of a uniform magnetic field.
  - Calculate the magnetic flux of a nonuniform magnetic field using integration
  - Identify the magnitude and direction of the induced emf and current in a uniform magnetic field for specific and general cases.
  - Develop the skills necessary to solve basic problems with electromagnetic induction.
- 6.02 Formulate and examine inductance (including LR and LC circuits).
- Calculate the magnitude and emf for an inductor through which a specified changing current is flowing.
  - Apply self-inductance for a long solenoid.
  - Develop the skills necessary to solve basic circuits with resistors and inductors.
- 6.03 Explain Maxwell's equations in integral form and discuss their implications.

## GLOSSARY

**Attitude**-tendency to respond positively or negatively to an idea, object, or person; influences ability to succeed in science; attitude towards science is influenced by how science is experienced

**Classifying**-the sorting or ordering of objects according to their properties or similarities and differences; based on observational relationships that exist between objects or events

**Cognitive science**-the study of how learning takes place

**Communicating**-the transmission of observable data; examples include spoken or written words, graphs, drawings, diagrams, maps, mathematical equations; skills such as asking questions, discussing, explaining, reporting, and outlining can aid in the development of communication skills

**Conceptual understanding**-includes the body of scientific knowledge that students draw upon when conducting a scientific investigation or engaging in scientific reasoning; involves a variety of information, including events from science instruction and experiences with the natural environment; scientific concepts, principles, laws, and theories that scientists use to explain and predict observations about the world

**Controlling variables**-managing the conditions or factors in an experiment necessary for the results of experimentation to be reliable

**Curriculum**-what students should understand and/or be able to do

**Defining operationally**-stating definitions in working terms

**Evolving**-change over time; may refer to biological changes, geological changes; and/or technological changes

**Experimenting**-testing a hypothesis under controlled conditions; basic to the total scientific process; uses all process skills

**Hypothesis**-forming a generalization / question based on observations; involves asking questions, making inferences and predictions; must be testable/tested to establish credibility

**Inferring**-using logic to draw conclusions from observations; suggests explanations, reasons, and/or causes for events; based on judgments; and may not always be valid

**Inquiry**-a set of interrelated processes by which students and scientists pose questions about the natural world and investigate phenomena; a critical component of a science program at all grade levels and in every domain of science; allows students to learn science in a way that reflects how science actually works (NSES, p. 214)

**Instruction**-methods used to structure learning opportunities to teach concepts

**Interpreting data**-integrated process skill; involves making predictions, inferences, and hypotheses from a set of data; revision of interpretations may be necessary when additional data are obtained

**Investigate**-Conducting a search or examination of evidence so as to understand a concept; inquire into systematically

**Measuring**-ordering of things by magnitude, such as area, length, volume, mass; processes to quantify observations; involves the use of instruments and the skills needed to use them effectively

**Models**-useful way of describing and explaining interrelationships of ideas; can be mental, physical, and/or verbal representation of an idea; represent what we know about an idea or concept; under constant change as new data are obtained

**Nature of science**-incorporates the historical development of science, habits of mind that characterize science, and methods of inquiry and problem solving

**Nature of technology**-encompasses the issues of design, application of science to real-world problems, and trade-offs or compromises that need to be considered for technological solutions

**Observing**-using one or more of the senses in perceiving properties or similarities and differences in objects and events; can be made directly with the senses or indirectly through the use of simple or complex instruments; influenced by the previous experience of the observer

**Practical reasoning**-probing students' ability to use and apply science understanding in new, real world applications

**Predicting**-suggesting what will occur in the future; based on observations, measurements, and inferences about relationships between or among observed variables; speculation of what will happen based on past experiences; accuracy of a prediction is affected by the accuracy of the observation; conjecture about how a particular system will behave, followed by observations to determine if the system did behave as expected within a specified range of situations

**Scientific investigation**-probes students' ability to use the tools of science, including both cognitive and laboratory tools; students acquire new information, plan appropriate tests, use a variety of scientific tools, and communicate the results of the investigations

**Standards**-criteria used to judge quality

**Systems**-complete, predictable cycles, structures, or processes occurring in natural phenomena; may also be an artificial construction created to represent or explain a natural occurrence; system boundaries and interrelationships of subsystems exist; input to and outputs from.

**Technological design**-abilities that include identifying appropriate problems, designing a solution or product, implementing a proposed design, evaluating completed solutions or products, communicating the process of design.

**Themes**-big ideas of science that transcend various scientific disciplines

**Theory**-an always tentative explanation of phenomena that we observe; never proven; representative of the most logical explanation based on currently available evidence; becomes stronger as more supporting evidence is gathered; provides a context for predictions.

**Using numbers**-quantifying variables, measurements, and/or comparisons; needed to manipulate measurements and to order and classify objects.

**Using space/time relations**-describing the spatial relationships of objects and their change with time; examples are motion, direction, spatial arrangement, symmetry, and shape.

## BIBLIOGRAPHY

- Aikenhead, G. & Solomon, J. (Edts.), *STS Education: International Perspectives On Reform*, New York, Teachers College Press, 1994
- Allen, N.L., Swinton, S.S., Ishman, S.P., Zelenak, C.A., *Technical Report of the NAEP 1996 State Assessment Program in Science*, Washington, D.C., National Center for Education Statistics, 1997.
- American Association for the Advancement of Science, *Benchmarks for Science Literacy, Project 2061*, New York, Oxford University Press, 1993.
- American Association for the Advancement of Science, *Project 2061, Science for All Americans.*, Washington, D.C, 1989.
- American Association For The Advancement Of Science, *Resources for Science Literacy: Professional Development*, New York, Toronto, Oxford University Press, 1997.
- American Association of Physics Teachers, "The Implications of Cognitive Studies for Teaching Physics," *American Journal of Physics*, 1994.
- Biological Sciences Curriculum Study (BSCS), *Developing Biological Literacy*, Colorado Springs, 1993.
- Bourque, M.L., Champagne, A.B., Crissman, S., *1996 Science Performance Standards: Achievement Results for the Nation and the States*, Washington, D.C., National Assessment Governing Board, 1997.
- Bruer, J. T., "Education and the Brain: A Bridge Too Far," *Educational Researcher*.
- Burke, James, *Connections*, Boston, Toronto, Little, Brown and Company, 1978.
- Bybee, R. & DeBoer, George E. "Research on Goals for the Science Curriculum," *Handbook of Research on Science Teaching and Learning*. Ed. Dorothy Gabel. MacMillan, NY 1994, p. 384
- Bybee, Rodger W. (ed.), *National Standards & The Science Curriculum: Challenges, Opportunities, & Recommendations*, "Research on Goals for the Science Curriculum," Iowa, Kendall Hunt Publishing Company, 1996.
- Carey, S., "Cognitive Development," *Invitation to Cognitive Sciences, Thinking* ,vol. 3, ch. 6, Cambridge, MIT Press, 1990.
- Chiappetta, E. L. "Inquiry Based Science: Strategies and Techniques for Encouraging Inquiry in the Classroom," *The Science Teacher*, October 1997, p. 22 — 26.

Chiappetta, E. L., Koballa, T. R. Jr., & Collette, A.T. *Science Instruction: In the Middle and Secondary Schools*, 4th ed., New Jersey, Prentice Hall, Inc., 1998.

Council of State Science Supervisors Web Site, <http://csss.enc.org/>

Cothron, J. H., Giese, R. N. & Rezba, R. J., *Students and Research: Practical Strategies for Science Classrooms and Competitions* (Second Ed.), Dubuque, IA, Kendall Hunt Publishing Company, 1989, 1993.

Creed, R.P., S.P. Sheldon, and D.M. Cheek., *The Effect of Herbivore Feeding on the Buoyancy of Eurasian Watermilfoil*, Appalachian State University, 1992.

Eisenhower National Clearinghouse for Mathematics and Science Education, <http://www.enc.org>. (web-site), Columbus.

Feynman, R. P., "What is Science?" *The Physics Teacher*, September 1969, p. 313 - 320.

Hackett, J., "Means and Ends: Using the Standards to Define Inquiry Methods and Outcome." *The Science Teacher*, September 1998, p. 34 - 37.

Hausman, H. J., "Choosing a Science Program for the Elementary School", *Occasional Papers*, no. 24.

Hazen, R. M., Trefil, J., *Science matters: Achieving Scientific Literacy*, New York, Doubleday, 1991.

International Association for the Evaluation of Educational Achievement, *Science Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study*, Boston, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College, 1996.

International Technology Education Association, *Advancing Excellence in Technological Literacy; Student Assessment, Professional Development, and Program Standards*, Reston, VA, ITEA, 2003

Karplus, R., "Science Teaching and the Development of Reasoning," *Journal of Research in Science Teaching*, John Wiley & Sons, Inc., vol. 14, no.2, p. 169 - 175, 1977.

Kyle, William C. Jr. (ed.), *Journal of Research in Science Teaching*, New York, John Wiley & Sons, Inc., 1996.

Lowery, Lawrence F. (ed.), *NSTA Pathways To the Science Standards*, Elem. School Ed., Virginia, NSTA, 1997.

- Lowery, L. F., *The Scientific Thinking Process*, Berkeley, University of California, Lawrence Hall of Science, 1990.
- McComas, W. F. (ed.), *The Nature of Science and Science Education*, Netherlands, Kluwer Academic Publishers, 1998.
- McComas, W. F., "15 Myths of Science: Lessons of Misconceptions and Misunderstandings from a Science Educator," *Skeptic Magazine*, vol. 5, no. 2, 1997, p. 88 - 95.
- McNeely, Margaret E. (ed.), *Guidebook To Examine School Curricula.*, U.S. Department of Education, 1997.
- Mestre, J. P., "3 Cognitive Aspects of Learning and Teaching Science," *Teacher Enhancement for Elementary and Secondary Science and Mathematics: Status, Issues, and Problems*, ch. 3, p 1 - 44.
- National Academy of Sciences, *Every Child a Scientist: Achieving Scientific Literacy for All.*, Washington, D.C., National Academy Press, 1998a.
- National Academy of Sciences, *Teaching About Evolution and the Nature of Science*, Washington, D.C., National Academy Press, 1998b.
- National Assessment of Educational Progress, *Learning by Doing* (Report No: 17-HOS-80), Princeton, Educational Testing Service, 1987.
- National Assessment Governing Board, *Science Framework for the 1996 and 2000 National Assessment of Educational Progress*; NAEP Science Consensus Project, Washington, DC, NAGB, 2000.
- National Center for Education Statistics, *A Profile of American Eighth-Grade Mathematics of Science Instruction* (NCES 92-486), Washington, D.C., U.S. Department of Education, 1992.
- National Research Council, *Classroom Assessment and the National Science Education Standards*, Washington, D.C., National Academy Press, 2001.
- National Research Council, *Education and Learning to Think*, Washington, D.C., National Academy Press, 1987.
- National Research Council, *Improving Teacher Preparation and Credentialing Consistent with the National Science Education Standards: Report of a Symposium*, Washington, D.C., National Academy Press, 1997.
- National Research Council, *National Science Education Standards*, Washington, D.C., National Academy Press, 1996.

- National Science Teachers Association, *Pathways to the Science Standards 2nd High School Edition*, Washington, DC, NSTA Press, 2003
- National Science Foundation, *Indicators of Science & Mathematics Education*, Washington, D.C., Author, 1992.
- National Science Resources Center, National Academy of Sciences, Smithsonian Institution, *Science For all Children: A Guide to Improving Elementary Science Education in Your School District*, Washington, D.C., National Academy Press, 1997.
- North Carolina Department of Public Instruction, *North Carolina Public Schools Statistical Profile*, Raleigh, 1996.
- North Carolina Mathematics and Science Coalition, *A Shared Vision for Mathematics and Science Education in North Carolina*, Chapel Hill, The University of North Carolina at Chapel Hill, 1993.
- O'Sullivan, C.Y., Reese, C.M., Mazzeo, J., *NAEP 1996 Science Report Card for the Nation and the States*, Washington, D.C., National Center for Education Statistics, 1997.
- O'Sullivan, C.Y., Weiss, A.R., Askew, J.M., *Students Learning Science: A Report on Policies and Practices in U.S. Schools*, Washington, D.C., National Center for Education Statistics, 1998.
- Project 2061 and the National Science Teachers Association, *Atlas of Science Literacy*, Washington, DC, Project 2061, 2001.
- Purcell, C. "*The Machine in America: A Social History of Technology*." 1995.
- Rakow S. J., *NSTA Pathways to the Science Standards (Middle School Ed.)*, Arlington, NSTA, 1998.
- Rhoton, Jack and Bowers, Patricia (ed.), *Issues in Science Education*, Virginia, National Science Teachers Association, 1996.
- Rowe, Mary Budd, "*Teach Your Child To Wonder*", Reader's Digest, May 1995.
- Schmidt, William H., McKnight, Curtis C., and Raizen, Senta A., *A Splintered Vision: An Investigation of U.S. Science and Mathematics Education*, Dordrecht, Boston, London, Kluwer Academic Publishers, 1997.
- Subcommittee on Global Change Research, Committee on Environment and Natural Resources of the National Science and Technology Council, *Our Changing Planet: An Investment in Science for the Nation's Future*, 1996 FY Budget.

"The Total Science Safety System," Secondary, 8th ed., JaKel, Inc. CD ROM Edition, 2003.

"Tolls for Discussion: Attaining Excellence Through TIMSS," *Eisenhower National Clearinghouse for Mathematics and Science Education*, (CD-ROM).

University of California, Lawrence Hall of Science, *Science Teaching and the Development of Reasoning: General Science*, Berkeley, 1977.

U.S. Department of Education and National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics And Science Achievement in International Context*, Washington, D.C., U.S. Government Printing Office, 1997.

U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence*, NCES 97-198, Washington, D.C., U.S. Government Printing Office, 1996.

U.S. Department of Education, Office of Educational Research and Improvement, *Attaining Excellence: A Video Presentation of Pursuing Excellence: U.S. Eighth Grade Findings From the Third International Mathematics and Science Study* (Video).

U.S. Department of Education, Office of Educational Research and Improvement, *Introduction To TIMMSS: The Third International Mathematics And Science Study*, 1997.

Wahl, G. H., Jr. (Ed.), *Reduction of Hazardous Waste for High School Chemistry Laboratories*, Raleigh, NC, North Carolina Department of Natural Resources and Community Development.

# **SOCIAL STUDIES**



Standard Course of Study and  
Grade Level Competencies

**K-12**





# TABLE OF CONTENTS

Acknowledgements.....	1
Preface.....	2
Philosophy.....	2
Purpose.....	3
Program Description.....	4
The Role of Disciplines in the K-12 Social Studies Curriculum	
History.....	7
Geography.....	8
Economics.....	8
Political Science.....	9
Anthropology, Sociology, Psychology.....	11
Sequence.....	12
Skills.....	13
Elementary Social Studies (K-5)	
Introduction.....	15
Skills.....	17
Kindergarten	
Self and Family/Families Around The World.....	19
First Grade	
Neighborhoods and Communities Around The World.....	21
Second Grade	
Regions: Local, State, United States, and World.....	24
Third Grade	
Citizenship: People Making A Difference.....	27
Fourth Grade	
North Carolina: Geography and History.....	30
Fifth Grade	
United States History, Canada, Mexico, and Central America.....	33
Middle School Social Studies (6-8)	
Introduction.....	37
Skills.....	38
Sixth Grade	
South America and Europe.....	40
Seventh Grade	
Africa, Asia, and Australia.....	45
Eighth Grade	
North Carolina: Creation and Development of the State.....	50

Secondary Social Studies (9-12)	
Introduction.....	54
Skills.....	56
Ninth Grade	
World History .....	58
Tenth Grade	
Civics and Economics .....	62
Eleventh Grade	
United States History.....	67
African American Studies .....	72
American Government.....	75
American Indian Studies.....	78
Contemporary Issues in North Carolina History .....	81
Contemporary Law and Justice .....	84
Economics .....	86
Geography in Action.....	90
Latino American Studies.....	96
Psychology .....	99
Sociology.....	103
Bibliography.....	106

# ACKNOWLEDGEMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the state in this current revision process. Without such cooperation, the revisions of the North Carolina Social Studies Standard Course of Study would not have been possible.

We wish to express special thanks to:

- the Office of Instructional and Accountability Services for providing the leadership and vision that guided the development of this document;
- the many educators, parents, and business and community members who participated in the current revision process by serving on curriculum committees, focus groups, and/or by reacting to draft documents;
- the faculty from the institutions of higher education who advised and assisted in the revision of the curriculum; and
- the Department of Public Instruction staff who carried the primary responsibility for revising and editing the curriculum.

In addition we would like to express special gratitude and appreciation to the members of the Writing Committees who devoted their time, energy, and expertise to the development and writing of the *North Carolina Social Studies Standard Course of Study*.

The current revision process involved, on some level, the entire social studies education community and the end product is a curriculum of which North Carolina can be proud. We will regularly revise and improve the curriculum to meet the needs of the students of North Carolina.

# PREFACE

## Introduction

The youth of North Carolina will spend their adult lives in the twenty-first century; therefore, the need for a social studies education that develops their knowledge, skills, and attitudes requisite to live effectively in this century is more crucial than ever before. What historical, geographic, political, social, and cultural knowledge is fundamental for the youth of North Carolina to achieve good citizenship, strong leadership, and a rich cultural life? How can breadth and depth co-exist to provide our youth wide examination, deep reflection, the acquisition of knowledge and skills, and the development of citizenship and values? Tarry Lindquist in *Ways that Work* noted, “The most precious gift we can give our students is time to read from many books, time to research questions, time to wrestle with conflicting interpretations, time to wander through divergent paths of social studies, and time to revisit previous questions in a new context.” The *North Carolina Social Studies Standard Course of Study*, along with other supporting documents, provides a guide for teachers and social studies coordinators to develop curriculum.

## PHILOSOPHY

In 1992, the Board of Directors of the National Council for the Social Studies (NCSS), the primary membership organization for social studies educators, adopted the following definition: *Social studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences.*

NCSS’s statement, “*Essentials of the Social Studies*” (NCSS 1990, 9-11), further identifies citizenship education as the primary purpose of K-12 social studies. Effective social studies programs prepare young people to identify, understand, and work to solve the problems facing our diverse nation in an increasingly interdependent world. An effective program:

- fosters individual and cultural identity along with understanding of the forces that hold society together or pull it apart;
- includes observation of and participation in the school and community;
- addresses critical issues and the world as it is;
- develops perspectives on students’ own life experiences that allows them to see themselves within the broader world context;
- prepares students to make decisions based on democratic principles; and
- leads to citizen participation in public affairs.

In essence, “The primary purpose of the social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”<sup>1</sup>

---

<sup>1</sup>NCSS House of Delegates, *Expectations of Excellence*, 1998.

Underlying this scope and sequence is the principle that neither gender, economic status, nor cultural background limits a student’s ability to understand social studies and develop civic efficacy.

## PURPOSE

The goals and objectives of *The North Carolina Social Studies Standard Course of Study* closely parallel the national social studies curriculum standards. The national content standards for history, geography, civics and government, economics, and psychology support this document and provide guidance for implementing the strands across the disciplines. The intent of *The North Carolina Social Studies Standard Course of Study* is to meet statutory requirements and to establish competency goals and objectives for the teaching and learning of social studies in North Carolina. It is the foundation upon which teachers and curriculum specialists in each school system should develop classes or courses and instructional strategies.

In addition, *The North Carolina Social Studies Standard Course of Study* is designed to ensure that our state prepares students to become productive citizens. This implies an understanding of history, geography and the social sciences, social studies skills, and the processes needed for personal decision-making, participation in civic affairs, and economic productivity.

This document is the first in a series; additional documents will provide more detailed recommendations and support for implementation.

### Revisions

*The North Carolina Social Studies Standard Course of Study* was last revised in 1997. Revisions in social studies education program fostering the development of rigorous social studies, K–12, are necessary because:

- research has greatly advanced our knowledge about the teaching and learning of social studies;
- changes in our society, in North Carolina, and in the larger world places new and increasing demands on our citizens, state, and nation; and
- all students must acquire the ability to think critically, to speak and write clearly and intelligently, to make decisions, to solve problems, and to be actively engaged in their roles as citizens.

In preparing this document, the social studies consultants, committees, and revision writers concurred with NCSS on several basic assumptions:

- “... social studies encompasses many more potential goals and content clusters than can be addressed adequately;” and
- “All students, K–12, should have access to the full richness of the social studies curriculum.”

As a result, we relied on the North Carolina Statutes; general surveys from teachers, students, parents, community organizations, professional organizations, and institutions of higher

education; statewide focus sessions; the National Standards for Social Studies, History, Economics, Civics, Geography, and Psychology; and public forums for the development of *The North Carolina Social Studies Standard Course of Study*. An e-group was set up on the NCDPI web site to allow interested educators, professional organizations, and citizens opportunities for review and feedback on each grade level and course. In addition, area consultants and administrators in the Department of Public Instruction and other state agencies provided input. Responses were carefully considered and modifications were made in areas deemed beneficial. Every effort was made to address current education and curriculum issues.

## PROGRAM DESCRIPTION

### Scope

Knowledge and training in each social studies discipline has accumulated at an increasing rate, causing subject content to expand as material and requirements are added but rarely deleted. *The Social Studies Standard Course of Study*, therefore, does not include individual disciplines for study in K–8. Strands, based on the social science disciplines; however, provide students a consistent framework for studying and analyzing specific grade level content.

At the high school level, strands are designed to be more specific to their course and subject content. The following strands provide a framework for studying and analyzing social studies at each grade.

- **Individual Identity and Development** - *In each society, individual identity is shaped by one's culture, by groups, and by institutions.*
- **Cultures and Diversity** - *There are similarities as well as differences between and among cultures. Culture helps people to understand themselves as both individuals and as members of a group. As cultural borrowing becomes more prevalent, the differences between cultures become less defined.*
- **Government and Active Citizenship** - *Power structures have historical foundations but continue to evolve. How people create and change structures of power, authority and governance, and the role and the relative importance they assign to the individual citizen varies over time and place. Examining civic ideals and practices across time and in diverse societies enables students to recognize gaps between the practice and the ideals of civic responsibility.*
- **Historic Perspectives** - *Seeking to understand the historical roots of present day cultures enables students to develop a perspective on their own place in time. Knowing what things were like in the past and how they changed and developed over time in a variety of societies and cultures provides students with a broader view of their own history.*

- **Geographic Relationships** - *Studying places and the people who inhabit them as well as their interactions and mutual impact on each other enables the student to develop a spatial perspective on their place in the world going beyond personal location.*
- **Economics and Development** - *Students recognize that having wants/needs that exceed resources available generates a variety of solutions in different circumstances. How people organize for the production, distribution, and consumption of goods and services varies over time and space.*
- **Global Connections** - *Connections between cultures have existed for centuries, but in modern times they have become increasingly diverse and have had a greater impact on the quality of life in North Carolina, the nation, and the world.*
- **Technological Influences and Society** - *Technological changes over time have had significant impacts on the development of cultures. As technology has spread over place and time, it has influenced and been influenced by people and their perceptions.*

## Legal Requirements

Public School Law G.S. 115C-81 specifies certain subjects be taught in North Carolina schools including specific areas in the social studies. These areas are:

- Americanism;
- The governments of North Carolina and the United States; and
- The free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced.

Specific stipulations described in G.S. 115C-81:

- requires local boards of education to provide for teaching of “the nation’s founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.”
- directs the State Board of Education to include such documents in any curriculum-based tests developed and administered statewide and to establish curriculum content for this study.

As of 2001 this general statute:

- requires one yearlong course of instruction on North Carolina history and geography to students in elementary and one yearlong course in middle schools.
- specifies the inclusion of various racial and ethnic groups’ contributions to the development and diversity of the state.
- states that each course of instruction in North Carolina history and geography may include up to four weeks of instruction relating to the local area in which the students reside.
- strongly encourages the State Board to include, at a minimum, the following components in the civic and citizenship education curriculum:

### *High School*

- students write to a local, state or federal elected official about an issue of importance;
- instruction on the importance of voting and participating in the democratic process; and
- information about the democratic process and how laws are made.

### *Middle School*

- tour local government facilities;
- choose and analyze community problems and offer public policy recommendations; and
- provide information for community involvement.

## **State Board Requirements**

The State Board of Education graduation requirements for social studies are:

- World History;
- Civics and Economics; and
- United States History.

Students must also complete the End-of-Course Exams in *Civics and Economics* and *United States History*, and the Exit Exam. Two domains, problem solving and processing information, focus on social studies content and social studies skills.

# THE ROLE OF DISCIPLINES IN THE K-12 SOCIAL STUDIES CURRICULUM

## HISTORY

The study of history places human beings and their activities in time. Knowledge of history cannot enable one to predict the future, but it can reveal how other people in other times have dealt with problems and the success or failure of their solutions. It is unique in that it teaches the impacts of the past in shaping the world of today and in determining the options open to us. History can teach both the burdens the past has placed upon us, and the opportunities knowledge of the past can provide.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. Knowing how to interpret and reconstruct the past allows one to develop a historical perspective.

### *Elementary Grades*

Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. They enjoy learning about history through the autobiographies and biographies of historical personalities. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values.

### *Middle Grades*

In the middle grades, students continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that individual experiences, societal values, and cultural traditions influence interpretations. They discover that science and technology bring changes that astonish and even challenge beliefs and values.

### *High School*

High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and its implications for the future. They integrate individual stories about people, events, and situations to form broader concepts in which continuity and change are linked in time and across cultures. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. Students also learn how to draw on their knowledge of history in order to make informed choices and decisions in the present.

## **GEOGRAPHY**

The study of geography gives students a spatial perspective. The goal of geography is to produce a geographically informed person who sees meaning in the arrangement of things in space and applies a spatial perspective to life situations. Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others.

Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to make informed and critical decisions about the relationship between human beings and their environment.

### ***Elementary Grades***

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and misuse of the physical environment. They study how basic technologies modify our physical environment. Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale.

### ***Middle Grades***

During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes.

### ***High School***

Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

## **ECONOMICS**

Economics is the study of how people cope with their environment and each other as they try to satisfy their needs and wants. People have unlimited needs and wants, but they live in a world which surrounds them with limits. A fundamental condition of life is that there is not enough time, money, energy, nor other resources to satisfy everyone's needs and wants. To make the

best use of scarce resources, both individuals and groups must choose wisely among the alternatives available to them.

Economics can be thought of as responsible decision making, choosing among alternatives. Choices (decisions) have consequences and some choices lead to more productive outcomes than others.

The purpose of economics is to provide practical tools for evaluating alternatives before making a decision. A good economic education should also help students develop the disposition and the ability for making decisions based on reason rather than other influences such as impulse or peer pressure.

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy. However the role of government in economic policy-making varies over time and from place to place. Increasingly, these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making.

### ***Elementary Grades***

Instruction in economics should begin early to help very young students learn to understand and use a basic economic vocabulary and elementary economic principles. They can distinguish between needs and wants and can prioritize each. Young learners begin to see the consequences of their individual and group decisions. They are also able to develop the habit of taking a reasoned and responsible approach to decision-making.

### ***Middle Grades***

Middle grade students should be able to apply economic concepts and principles in a wide array of real and hypothetical circumstances. In this way they should be able to analyze relatively simple situations and issues and then predict outcomes and prescribe policies. They should also be able to defend their position on various issues which have some economic content.

### ***High School***

High school economics should build on what students learn in middle school. The questions remain much the same, but the answers become more complex. Because these older students are able to deal with greater levels of abstraction, they should be able to analyze and predict with greater degrees of sophistication. High school economics should include perspectives from other social sciences, especially history, political science, and geography.

## **POLITICAL SCIENCE**

Knowledge of political science includes understanding political institutions: why they exist, how they function, and how each institution relates to all others. Only with this knowledge can citizens participate effectively and creatively in their political/legal system.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary United States society, as well as in other parts of the world, is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based.

By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflict and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers. While addressing the persistent issues and social problems encountered in public life, students apply concepts and methods of political science and law.

### ***Elementary Grades***

Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. Students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group.

### ***Middle Grades***

During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. During these years, children also experience views of citizenship in other times and places through stories and drama. Students expand their abilities to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities.

### ***High School***

High school students develop their abilities to understand abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and to participate in the working of the various levels of power, authority, and governance. There should be opportunities to confront such issues as the protection of privacy in the age of computers, electronic surveillance, and medical technology with all of their implications for longevity and quality of life and religious beliefs. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They can learn by experience how to participate in community service and political activities and how to use the democratic process to influence public policy.

## **ANTHROPOLOGY, PSYCHOLOGY, and SOCIOLOGY**

People operate governments and economies. Anthropology, psychology, and sociology offer distinctive perspectives on the behavior of individuals and the groups in which they live. These social sciences can provide citizens with useful tools for analyzing the motives and activities of the individuals and groups they encounter.

Personal identity is shaped by one's culture, by groups, and by institutional influences. Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

Cultures are dynamic and ever-changing. Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

### ***Elementary Grades***

Young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict. They should also have opportunities to explore ways in which institutions such as places of worship or health-care networks are created to respond to changing individual and group needs. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others.

### ***Middle Grades***

In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

### ***High School***

At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusions, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

### **SEQUENCE**

The sequence for The North Carolina Social Studies Standard Course of Studies defines in general terms the subject matter to be emphasized in social studies at each level. This general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have a good deal of flexibility as they select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. The sequence is recommended in order to avoid overlapping content between grade levels, lack of instructional time for recommended topics, and needless duplication in the use of instructional materials.

Grade K	Self and Family/Families Around the World
Grade 1	Neighborhoods and Communities Around the World
Grade 2	Regional Studies: Local, State, US, and World
Grade 3	Citizenship: People Who Make a Difference
Grade 4	North Carolina Geography and History
Grade 5	United States History, Canada, Mexico, and Central America
Grade 6	South America and Europe
Grade 7	Africa, Asia, and Australia
Grade 8	North Carolina History and Geography
Grade 9 – 12	World History Civics and Economics United States History History and Social Science Electives

## **SKILLS**

Skills in the social studies curriculum are taught within the context of applying knowledge. Authentic application activities promote the practice of skills without interrupting content flow. As students develop increasingly sophisticated and informed concepts and generalizations in social studies, they are provided opportunities to develop and apply appropriate skills that enhance critical thinking processes.

### **Connection to National Standards**

As planning for integrating the teaching and use of social studies skills occurs, it is significant to note that essential skills have been identified by the National Council for the Social Studies, in the National Standards for Civics and Government, in the National Geography Standards, and in the National Content Standards in Economics.

Three strands of essential skills are identified by the National Council for the Social Studies:

- acquiring information;
- organizing and using information; and
- developing interpersonal relationships and social participation.

The National Standards for Civics and Government include intellectual and participatory skills such as:

- influencing policies and decisions by working with others;
- articulating interests and making them known to key decision and policy makers; and
- building coalitions, negotiating, compromising, and seeking consensus.

The National Geography Standards include the following skills:

- asking geographic questions;
- acquiring geographic information;
- organizing geographic information;
- analyzing geographic information; and
- answering geographic questions.

The National Content Standards in Economics include the following skills:

- identifying economic problems, alternatives, benefits, and costs;
- analyzing the incentives at work in an economic situation;
- examining the consequences of changes in economic conditions and public policies;
- collecting and organizing economic evidence; and
- comparing benefits with costs.

### **Foundation for Skills Development**

Mastery of the social studies skills comes only as the result of practice, continued use, and refinement through an integrated historical, social, political, and economic context. Social studies skills are necessary for the development of social inquiry and rational decision making

and must be clearly identified and sequentially developed throughout the K-12 program. The use of critical thinking processes provides a foundation for development of K-12 social studies skills. These critical thinking processes include: classifying; interpreting; analyzing; summarizing; synthesizing; and evaluating.

### **North Carolina Standard Course of Study Social Studies Skills**

The social studies skills include:

- Reading and vocabulary building;
- Using research to gather, synthesize, and report;
- Analyzing, interpreting, creating, and using resources;
- Applying decision making and problem solving techniques; and
- Incorporating technologies.

## **INTRODUCTION ELEMENTARY SOCIAL STUDIES (K-5)**

The social studies in the elementary grades are crucial if we expect the young people of this state to become active, responsible citizens. Unless children acquire the foundations of knowledge, attitudes, and skills in the early years, it is unlikely that teachers in later years will be successful in preparing them for citizenship in the twenty-first century. The elementary social studies program introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of children and their families, homes, schools, neighborhoods, and communities. In the early years, children develop a foundation for the entire social studies program and a beginning sense of efficacy as participating citizens. Students begin with their familiar environment and advance to families, homes, schools, neighborhoods, and communities in other environments. This approach enhances students' abilities to examine the perspectives of children in other places and times. Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They acquire knowledge of history to understand the present and plan for the future. Social studies at this level provides students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments.

The kindergarten and first grade programs revolve around a study of families, neighborhoods, and communities at home and around the world. By widening the scope of the curriculum to families throughout the world, children gain an international perspective. Students learn the ways in which people organize institutions to produce and distribute goods, and to meet human needs including the social rules that govern one's life.

Second graders are ready to learn more about the world in which they live. They begin to learn how important it is for people and groups to work together and to peacefully resolve problems. Children's expanding sense of place and spatial relationships provides readiness for more in-depth geographical studies. Geographical investigations begin with the familiar local regions and expand to locations around the world.

Third graders are ready to learn about historical and contemporary people who made a difference. Students are introduced to people of various races, cultures, and regions who have made a positive contribution to society. Students have the opportunity at this grade to develop an appreciation for history through factual presentations, autobiographical and biographical studies, and historical fiction.

Fourth grade introduces the first formal study of North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographical regions. Historically, the major focus begins with American Indians and moves to colonization and the events leading to the American Revolution. Students discover that North Carolina's changing history is closely related to the physical geography of its three major regions. Students analyze how different groups of people have made use of the land, depending on their skills, technology and values and how the Piedmont, Coastal Plains, and Mountain regions have developed through physical and human interactions.

Fifth grade presents the development of the United States from colonial beginnings to the present, integrating the neighboring countries of Mexico and Canada, as well as the region of Central America. Students examine the contributions of the different groups that built the American nations. This study includes an introduction to the basic documents of the United States government, especially the Declaration of Independence, the Constitution, and the Bill of Rights, along with the central concepts embedded in democracy. Students learn about the diverse influences of ethnic groups across North America. These include the contributions in the economic, political, scientific, technological, and cultural arenas.

If the young people of this state are to become effective participants in this society, then social studies must be an essential part of the curriculum starting in the early elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Elementary students are prepared for the rigors of such a program.

## **SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12**

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

### **SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.**

#### **Objectives**

- 1.01 Read for literal meaning.
- 1.02 Summarize to select main ideas.
- 1.03 Draw inferences.
- 1.04 Detect cause and effect.
- 1.05 Recognize bias and propaganda.
- 1.06 Recognize and use social studies terms in written and oral reports.
- 1.07 Distinguish fact and fiction.
- 1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

### **SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.**

#### **Objectives**

- 2.01 Use appropriate sources of information.
- 2.02 Explore print and non-print materials.
- 2.03 Utilize different types of technology.
- 2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.
- 2.05 Transfer information from one medium to another such as written to visual and statistical to written.
- 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

**SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.**

**Objectives**

- 3.01 Use map and globe reading skills.
- 3.02 Interpret graphs and charts.
- 3.03 Detect bias.
- 3.04 Interpret social and political messages of cartoons.
- 3.05 Interpret history through artifacts, arts, and media.

**SKILL COMPETENCY GOAL 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.**

**Objectives**

- 4.01 Use hypothetical reasoning processes.
- 4.02 Examine, understand, and evaluate conflicting viewpoints.
- 4.03 Recognize and analyze values upon which judgments are made.
- 4.04 Apply conflict resolutions.
- 4.05 Predict possible outcomes.
- 4.06 Draw conclusions.
- 4.07 Offer solutions.
- 4.08 Develop hypotheses.

**SKILL COMPETENCY GOAL 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.**

**Objectives**

- 5.01 Use word processing to create, format, and produce classroom assignments/projects.
- 5.02 Create and modify a database for class assignments.
- 5.03 Create, modify, and use spreadsheets to examine real-world problems.
- 5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

## KINDERGARTEN SELF AND FAMILY/FAMILIES AROUND THE WORLD

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on developing positive attitudes about themselves, their families, and families of diverse cultures.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

**COMPETENCY GOAL 1: The learner will investigate how individuals, families, and groups are similar and different.**

### Objectives

- 1.01 Describe how individuals are unique and valued.
- 1.02 Identify different groups to which individuals belong.
- 1.03 Examine diverse family structures around the world.
- 1.04 Recognize that families and groups have similarities and differences.
- 1.05 Compare and contrast customs of families in communities around the world.

**COMPETENCY GOAL 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.**

### Objectives

- 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- 2.02 Participate in democratic decision making.
- 2.03 Describe the importance of rules and laws.
- 2.04 Analyze classroom problems and suggest fair solutions.

**COMPETENCY GOAL 3: The learner will recognize and understand the concept of change in various settings.**

### Objectives

- 3.01 Observe and describe how individuals and families grow and change.
- 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.
- 3.03 Observe and summarize changes within communities.

- 3.04 Recognize changes in the classroom and school environments.

**COMPETENCY GOAL 4: The learner will explain celebrated holidays and special days in communities.**

**Objectives**

- 4.01 Explore how families express their cultures through celebrations, rituals, and traditions.
- 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.
- 4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.

**COMPETENCY GOAL 5: The learner will express basic geographic concepts in real life situations.**

**Objectives**

- 5.01 Locate and describe familiar places in the home, school, and other environments.
- 5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.
- 5.03 Describe the functions of places in the home, school, and other environments.
- 5.04 Recognize and explain seasonal changes of the environment.
- 5.05 Identify and state how natural and human resources are used within the community.

**COMPETENCY GOAL 6: The learner will apply basic economic concepts to home, school, and the community.**

**Objectives**

- 6.01 Distinguish between wants and needs.
- 6.02 Examine the concept of scarcity and how it influences the economy.
- 6.03 Identify examples of how families and communities work together to meet their basic needs and wants.
- 6.04 Give examples of how money is used within the communities, such as spending and savings.
- 6.05 Explore goods and services provided in communities.

**COMPETENCY GOAL 7: The learner will recognize how technology is used at home, school, and the community.**

**Objectives**

- 7.01 Identify different types of media and forms of communication.
- 7.02 Explore modes of transportation at home and around the world.
- 7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.

## FIRST GRADE NEIGHBORHOODS AND COMMUNITIES AROUND THE WORLD

Students continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

**COMPETENCY GOAL 1: The learner will analyze how individuals, families, and groups are similar and different.**

### Objectives

- 1.01 Describe the roles of individuals in the family.
- 1.02 Identify various groups to which individuals and families belong.
- 1.03 Compare and contrast similarities and differences among individuals and families.
- 1.04 Explore the benefits of diversity in the United States.

**COMPETENCY GOAL 2: The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.**

### Objectives

- 2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments.
- 2.02 Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher.
- 2.03 Participate in democratic decision-making.
- 2.04 Recognize the need for rules in different settings.
- 2.05 Identify the need for fairness in rules by individuals and by people in authority.
- 2.06 Predict consequences that may result from responsible and irresponsible actions.

**COMPETENCY GOAL 3: The learner will recognize and understand the concept of change in various settings.**

### **Objectives**

- 3.01 Describe personal and family changes, past, and present.
- 3.02 Describe past and present changes within the local community.
- 3.03 Compare and contrast past and present changes within the local community and communities around the world.
- 3.04 Recognize that members of the community are affected by changes in the community that occur over time.

### **COMPETENCY GOAL 4: The learner will explain different celebrated holidays and special days in communities.**

### **Objectives**

- 4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.
- 4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.
- 4.03 Recognize and describe the historical events associated with national holidays.
- 4.04 Trace the historical foundations of traditions of various neighborhoods and communities.

### **COMPETENCY GOAL 5: The learner will express geographic concepts in real life situations.**

### **Objectives**

- 5.01 Locate and describe familiar places in the home, classroom, and school.
- 5.02 Investigate key features of maps.
- 5.03 Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.
- 5.04 Analyze patterns of movement within the community.
- 5.05 Demonstrate responsibility for the care and management of the environment within the school and community.
- 5.06 Compare and contrast geographic features of places within various communities.
- 5.07 Explore physical features of continents and major bodies of water.

### **COMPETENCY GOAL 6: The learner will apply basic economic concepts to home, school, and the community.**

### **Objectives**

- 6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.
- 6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.
- 6.03 Participate in activities that demonstrate the division of labor.
- 6.04 Explore community services that are provided by the government and other agencies.
- 6.05 Give examples of the relationship between the government and its people.

- 6.06 Identify the uses of money by individuals which include saving and spending.
- 6.07 Recognize that all families produce and consume goods and services.

**COMPETENCY GOAL 7: The learner will recognize how technology is used at home, school, and in the community.**

**Objectives**

- 7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.
- 7.02 Describe how communication and transportation link communities.
- 7.03 Use the computer and other technological tools to gather, organize, and display data.

## **SECOND GRADE REGIONAL STUDIES: LOCAL, STATE, UNITED STATES, AND WORLD**

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

**Strands:** Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

### **COMPETENCY GOAL 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.**

#### **Objectives**

- 1.01 Identify and describe attributes of responsible citizenship.
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.
- 1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.

### **COMPETENCY GOAL 2: The learner will evaluate relationships between people and their governments.**

#### **Objectives**

- 2.01 Identify and explain the functions of local governmental bodies and elected officials.
- 2.02 Recognize and demonstrate examples of the elective process.
- 2.03 Describe the interdependence among individuals, families, and the community.
- 2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.
- 2.05 Identify examples of responsible citizen participation in society and social environments.

### **COMPETENCY GOAL 3: The learner will analyze how individuals, families, and communities are alike and different.**

### **Objectives**

- 3.01 Compare similarities and differences between oneself and others.
- 3.02 Describe similarities and differences among families in different communities.
- 3.03 Compare similarities and differences among cultures in various communities.
- 3.04 Identify multiple roles performed by individuals in their families and communities.
- 3.05 Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world.
- 3.06 Identify individuals of diverse cultures and describe on their contributions to society.

### **COMPETENCY GOAL 4: The learner will exhibit an understanding of change in communities over time.**

#### **Objectives**

- 4.01 Analyze the effects of change in communities and predict future changes.
- 4.02 Analyze environmental issues, past and present, and determine their impact on different cultures.
- 4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.

### **COMPETENCY GOAL 5: The learner will understand the relationship between people and geography in various communities.**

#### **Objectives**

- 5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.
- 5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.
- 5.03 Compare and contrast the physical features of communities and regions.
- 5.04 Identify the absolute and relative location of communities.
- 5.05 Interpret maps, charts, and pictures of locations.
- 5.06 Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

### **COMPETENCY GOAL 6: The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.**

#### **Objectives**

- 6.01 Identify natural resources and cite ways people conserve and replenish natural resources.
- 6.02 Cite ways people modify the physical environment to meet their needs and explain the consequences.

- 6.03 Identify means and methods of human movement as they relate to the physical environment.

**COMPETENCY GOAL 7: The learner will apply basic economic concepts and evaluate the use of economic resources within communities.**

**Objectives**

- 7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.
- 7.02 Distinguish between goods produced and services provided in communities.
- 7.03 Describe different types of employment and ways people earn an income.
- 7.04 Identify the sources and use of revenue in the community.
- 7.05 Analyze the changing uses of a community's economic resources and predict future changes.

**COMPETENCY GOAL 8: The learner will recognize how technology is used at home, school, and in the community.**

**Objectives**

- 8.01 Identify uses of technology in communities.
- 8.02 Explain how technology has affected the world in which we live.
- 8.03 Interpret data on charts and graphs and make predictions.

## THIRD GRADE CITIZENSHIP: PEOPLE MAKING A DIFFERENCE

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

Third graders discover how literature is integrated in the social studies discipline by reading about local, state, national, and global leaders (fictional and non-fictional). They investigate the contributions that these individuals have made to society. Students make connections between deeds leaders perform and the character traits each hero possesses such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

### **COMPETENCY GOAL 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.**

#### **Objectives:**

- 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.04 Explain the need for leaders in communities and describe their roles and responsibilities.
- 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- 1.06 Identify selected personalities associated with major holidays and cultural celebrations.

### **COMPETENCY GOAL 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.**

#### **Objectives:**

- 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.

- 2.02 Analyze similarities and differences among families in different times and in different places.
- 2.03 Describe similarities and differences among communities in different times and in different places.

**COMPETENCY GOAL 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.**

**Objectives**

- 3.01 Analyze changes, which have occurred in communities past and present.
- 3.02 Describe how individuals, events, and ideas change over time.
- 3.03 Compare and contrast the family structure and the roles of its members over time.

**COMPETENCY GOAL 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.**

**Objectives**

- 4.01 Distinguish between various types of maps and globes.
- 4.02 Use appropriate source maps to locate communities.
- 4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.
- 4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.

**COMPETENCY GOAL 5: The learner will apply basic economic principles to the study of communities.**

**Objectives**

- 5.01 Define and identify examples of scarcity.
- 5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
- 5.03 Apply concepts of specialization and division of labor to the local community.
- 5.04 Compare and contrast the division of labor in local and global communities.
- 5.05 Distinguish and analyze the economic resources within communities.
- 5.06 Recognize and explain reasons for economic interdependence of communities.
- 5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

**COMPETENCY GOAL 6: The learner will recognize how technology is used at home, school, and in the community.**

**Objectives**

- 6.01 Describe and assess ways in which technology is used in a community's economy.
- 6.02 Identify and describe contributions made by community leaders in technology.
- 6.03 Identify the impact of technological change on communities around the world.

**COMPETENCY GOAL 7: The learner will analyze the role of real and fictional heroes in shaping the culture of communities.**

**Objectives**

- 7.01 Identify the deeds of local and global leaders.
- 7.02 Assess the heroic deeds of characters from folktales and legends.
- 7.03 Explore the role of selected fictional characters in creating new communities.

## **FOURTH GRADE NORTH CAROLINA: GEOGRAPHY AND HISTORY**

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

### **COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.**

#### **Objectives**

- 1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.
- 1.02 Describe and compare physical and cultural characteristics of the regions.
- 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.
- 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
- 1.05 Assess human movement as it relates to the physical environment.

### **COMPETENCY GOAL 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.**

#### **Objectives**

- 2.01 Locate and describe American Indians in North Carolina, past and present.
- 2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America..
- 2.03 Describe the similarities and differences among people of North Carolina, past and present.
- 2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

**COMPETENCY GOAL 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.**

**Objectives**

- 3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.
- 3.02 Identify people, symbols, events, and documents associated with North Carolina's history.
- 3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina.
- 3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
- 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

**COMPETENCY GOAL 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.**

**Objectives**

- 4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.
- 4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.
- 4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.
- 4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.
- 4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

**COMPETENCY GOAL 5: The learner will examine the impact of various cultural groups on North Carolina.**

**Objectives**

- 5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.
- 5.02 Describe traditional art music and craft forms in North Carolina.
- 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

**COMPETENCY GOAL 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.**

**Objectives**

- 6.01 Explain the relationship between unlimited wants and limited resources.
- 6.02 Analyze the choices and opportunity cost involved in economic decisions.
- 6.03 Categorize the state's resources as natural, human, or capital.
- 6.04 Assess how the state's natural resources are being used.
- 6.05 Recognize that money can be used for spending, saving, and paying taxes.
- 6.06 Analyze the relationship between government services and taxes.
- 6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.
- 6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

**COMPETENCY GOAL 7: The learner will recognize how technology influences change within North Carolina.****Objectives**

- 7.01 Cite examples from North Carolina's history of the impact of technology.
- 7.02 Analyze the effect of technology on North Carolina's citizens, past and present.
- 7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.
- 7.04 Analyze the effect of technology on North Carolina citizens today.
- 7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.

## **FIFTH GRADE UNITED STATES HISTORY, CANADA, MEXICO, AND CENTRAL AMERICA**

The fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

### **COMPETENCY GOAL 1: The learner will apply key geographic concepts to the United States and other countries of North America.**

#### **Objectives**

- 1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.
- 1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.
- 1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.
- 1.04 Describe the economic and social differences between developed and developing regions in North America.
- 1.05 Explain how and why population distribution differs within and between countries of North America.
- 1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.
- 1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

### **COMPETENCY GOAL 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.**

#### **Objectives**

- 2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.

- 2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.
- 2.03 Recognize how the United States government has changed over time.
- 2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.
- 2.05 Assess the role of political parties in society.
- 2.06 Explain the role of public education in the United States.
- 2.07 Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.
- 2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.

**COMPETENCY GOAL 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.**

**Objectives**

- 3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- 3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.
- 3.03 Identify examples of cultural interaction within and among the regions of the United States.
- 3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.
- 3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.
- 3.06 Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.
- 3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

**COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.**

**Objectives**

- 4.01 Define the role of an historian and explain the importance of studying history.
- 4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.
- 4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

- 4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.
- 4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.
- 4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.
- 4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.
- 4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.

**COMPETENCY GOAL 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.**

**Objectives**

- 5.01 Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.
- 5.02 Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.
- 5.03 Assess economic institutions in terms of how well they enable people to meet their needs.
- 5.04 Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.
- 5.05 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.
- 5.06 Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.
- 5.07 Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.
- 5.08 Cite examples of surplus and scarcity in the American market and explain the economic effects.

**COMPETENCY GOAL 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.**

**Objectives**

- 6.01 Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.

- 6.02 Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.
- 6.03 Forecast how technology can be managed to have the greatest number of people enjoy the benefits.
- 6.04 Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.
- 6.05 Compare and contrast the changes that technology has brought to the United States to its impact in Canada, Mexico, and Central America.
- 6.06 Predict future trends in technology management that will benefit the greatest number of people.

## INTRODUCTION MIDDLE SCHOOL SOCIAL STUDIES (6–8)

Students in the middle-level social studies program continue the geographic study of world regions as they examine South America in the Western Hemisphere and Europe, Africa, Asia and Australia in the Eastern Hemisphere. They also engage in an historical study of the creation and development of the state of North Carolina. In the process, students continue the development of basic concepts taken from history, geography, and the other social science disciplines.

The middle-level studies of South America, Europe, Africa, and Asia complete the study of the state, nation, and world begun in grade four. These studies are designed to allow students to examine societies dissimilar to their own in such a way as to broaden their understanding of people and places in an increasingly interdependent world. Students examine areas of the world having the longest record of human habitation and the richest diversity of human experience. These are regions within which the vast majority of the world's people live and regions that possess some of the world's most valuable resources. Students build on the concepts and generalizations developed in earlier grades as they learn about the peoples of South America, Europe, Africa, Asia, and Australia and the physical environments in which they live. They examine the social, economic, and political institutions in societies on these continents, as well as their interactions over time.

The study of history in grades six and seven provides a context for understanding how societies have changed over time and the contributions each has made. In grade eight, the formal study of history builds on geographic understandings as North Carolina's development is placed in an historical perspective, concentrating on the Revolutionary Period through modern times. Students examine the role of people, events, and issues in North Carolina history that have contributed to the unique character of the state today.

Recognizing that an "effective social studies program must be appropriate to the social-emotional needs as well as intellectual characteristics of adolescents," the middle level social studies program enables students to investigate and respond thoughtfully to questions about their world today. It reflects their emerging curiosity about the world, its peoples and life in general and encourages the transition from concrete to abstract thinking. It includes the familiar in its close examination of the historical development of the state of North Carolina as well as opportunities to "explore, experience and develop a purposeful sense of the world."<sup>1</sup>

---

<sup>1</sup> Tedd Levy. *Social Studies in the Middle School*. 1991.

## **SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12**

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

### **SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.**

#### **Objectives**

- 1.01 Read for literal meaning.
- 1.02 Summarize to select main ideas.
- 1.03 Draw inferences.
- 1.04 Detect cause and effect.
- 1.05 Recognize bias and propaganda.
- 1.06 Recognize and use social studies terms in written and oral reports.
- 1.07 Distinguish fact and fiction.
- 1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

### **SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.**

#### **Objectives**

- 2.01 Use appropriate sources of information.
- 2.02 Explore print and non-print materials.
- 2.03 Utilize different types of technology.
- 2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.
- 2.05 Transfer information from one medium to another such as written to visual and statistical to written.
- 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

**SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.**

**Objectives**

- 3.01 Use map and globe reading skills.
- 3.02 Interpret graphs and charts.
- 3.03 Detect bias.
- 3.04 Interpret social and political messages of cartoons.
- 3.05 Interpret history through artifacts, arts, and media.

**SKILL COMPETENCY GOAL 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.**

**Objectives**

- 4.01 Use hypothetical reasoning processes.
- 4.02 Examine, understand, and evaluate conflicting viewpoints.
- 4.03 Recognize and analyze values upon which judgments are made.
- 4.04 Apply conflict resolutions.
- 4.05 Predict possible outcomes.
- 4.06 Draw conclusions.
- 4.07 Offer solutions.
- 4.09 Develop hypotheses.

**SKILL COMPETENCY GOAL 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.**

**Objectives**

- 5.01 Use word processing to create, format, and produce classroom assignments/projects.
- 5.02 Create and modify a database for class assignments.
- 5.03 Create, modify, and use spreadsheets to examine real-world problems.
- 5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

## SIXTH GRADE SOUTH AMERICA AND EUROPE

The focus for sixth grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of North Carolina and the United States by considering, comparing, and connecting those studies to the study of South America and Europe, including Russia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

### **COMPETENCY GOAL 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.**

#### **Objectives**

- 1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe.
- 1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.
- 1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them.

### **COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of South America and Europe.**

#### **Objectives**

- 2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions.
- 2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment.

- 2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe.

**COMPETENCY GOAL 3: The learner will analyze the impact of interactions between humans and their physical environments in South America and Europe.**

**Objectives**

- 3.01 Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.
- 3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.
- 3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.
- 3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze their effects on human activities.

**COMPETENCY GOAL 4: The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe.**

**Objectives**

- 4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.
- 4.02 Identify the main commodities of trade over time in selected areas of South America and Europe, and evaluate their significance for the economic, political and social development of cultures and regions.
- 4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.

**COMPETENCY GOAL 5: The learner will evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources.**

**Objectives**

- 5.01 Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe.
- 5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in South America and Europe, and analyze their effectiveness in meeting basic needs.

- 5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of South America and Europe.
- 5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.

**COMPETENCY GOAL 6: The learner will recognize the relationship between economic activity and the quality of life in South America and Europe.**

**Objectives**

- 6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.
- 6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of South America and Europe.
- 6.03 Describe the effects of over-specialization and assess their impact on the standard of living.

**COMPETENCY GOAL 7: The learner will assess connections between historical events and contemporary issues.**

**Objectives**

- 7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.
- 7.02 Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

**COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in South America and Europe.**

**Objectives**

- 8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe.
- 8.02 Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.
- 8.03 Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.

**COMPETENCY GOAL 9: The learner will analyze the different forms of government developed in South America and Europe.**

### **Objectives**

- 9.01 Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.
- 9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South America and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.
- 9.03 Identify the ways in which governments in selected areas of South America and Europe deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.
- 9.04 Describe how different governments in South America and Europe select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

### **COMPETENCY GOAL 10: The learner will compare the rights and civic responsibilities of individuals in political structures in South America and Europe.**

#### **Objectives**

- 10.01 Trace the development of relationships between individuals and their governments in selected cultures of South America and Europe, and evaluate the changes that have evolved over time.
- 10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.
- 10.03 Describe rights and responsibilities of citizens in selected contemporary societies in South America and Europe, comparing them to each other and to the United States.
- 10.04 Examine the rights, roles, and status of individuals in selected cultures of South America and Europe, and assess their importance in relation to the general welfare.

### **COMPETENCY GOAL 11: The learner will recognize the common characteristics of different cultures in South America and Europe.**

#### **Objectives**

- 11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.
- 11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.
- 11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.
- 11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

**COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in South America and Europe.**

**Objectives**

- 12.01 Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions.
- 12.02 Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture.
- 12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe.

**COMPETENCY GOAL 13: The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, South America, and Europe.**

**Objectives**

- 13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of South America and Europe and evaluate their influence on local, state, regional, national, and international communities.
- 13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.
- 13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of South America and Europe, and evaluate the effects on local, state, regional, and national economies and cultures.

## SEVENTH GRADE AFRICA, ASIA, AND AUSTRALIA

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

### **COMPETENCY GOAL 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.**

#### **Objectives**

- 1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.
- 1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.
- 1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences.

### **COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia.**

#### **Objectives**

- 2.01 Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected African, Asian and Australian regions.
- 2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment.

- 2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Africa, Asia, and Australia.

**COMPETENCY GOAL 3: The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia.**

**Objectives**

- 3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.
- 3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.
- 3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.
- 3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze the effects on human activities.

**COMPETENCY GOAL 4: The learner will identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia.**

**Objectives**

- 4.01 Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.
- 4.02 Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions.
- 4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.

**COMPETENCY GOAL 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resources.**

**Objectives**

- 5.01 Describe the relationship between the location of natural resources, and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia.
- 5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia, and assess their effectiveness in meeting basic needs.

- 5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.
- 5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.

**COMPETENCY GOAL 6: The learner will recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia.**

**Objectives**

- 6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.
- 6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia.
- 6.03 Describe the effects of over-specialization and evaluate their impact on the standard of living.

**COMPETENCY GOAL 7: The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia.**

**Objectives**

- 7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.
- 7.02 Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, and social institutions.

**COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia.**

**Objectives**

- 8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.
- 8.02 Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia.
- 8.03 Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.

**COMPETENCY GOAL 9: The learner will analyze the different forms of government developed in Africa, Asia, and Australia.**

### **Objectives**

- 9.01 Trace the historical development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems.
- 9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each.
- 9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.
- 9.04 Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

### **COMPETENCY GOAL 10: The learner will compare the rights and civic responsibilities of individuals in political structures in Africa, Asia, and Australia.**

#### **Objectives**

- 10.01 Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time.
- 10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.
- 10.03 Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States.
- 10.04 Examine the rights, roles, and status of individuals in selected cultures of Africa, Asia, and Australia, and assess their importance in relation to the general welfare.

### **COMPETENCY GOAL 11: The learner will recognize the common characteristics of different cultures in Africa, Asia, and Australia.**

#### **Objectives**

- 11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.
- 11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.
- 11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.
- 11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

**COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.**

**Objectives**

- 12.01 Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions.
- 12.02 Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture.
- 12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia.

**COMPETENCY GOAL 13: The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, Africa, Asia, and Australia.**

**Objectives**

- 13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia, and evaluate their influence on local, state, regional, national, and international communities.
- 13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.
- 13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of Africa, Asia, and Australia, and assess the effects on local, state, regional, and national economies and cultures.

## **EIGHTH GRADE NORTH CAROLINA: CREATION AND DEVELOPMENT OF THE STATE**

Eighth grade students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. Building on the fourth grade introduction, the time frame for this course emphasizes revolutionary to contemporary times. The organization is primarily chronological and reference is made to the key national phenomena that impacted North Carolina throughout these periods. Although the value and methods of historical study as a way of learning about people are stressed, key concepts of geography, civics, and economics are incorporated throughout the course for a fuller understanding of the significance of the people, events, and issues. Inherent to the study of North Carolina history is a continuing examination of local, state, and national government structures.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

**COMPETENCY GOAL 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.**

### **Objectives**

- 1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.
- 1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.
- 1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.
- 1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.
- 1.05 Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.
- 1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.
- 1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.

**COMPETENCY GOAL 2: The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.**

**Objectives**

- 2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.
- 2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.
- 2.03 Examine the role of North Carolina in the Revolutionary War.
- 2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.
- 2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.

**COMPETENCY GOAL 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19<sup>th</sup> century.**

**Objectives**

- 3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.
- 3.02 Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.
- 3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.
- 3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.
- 3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.
- 3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.
- 3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.
- 3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.

**COMPETENCY GOAL 4: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.**

### **Objectives**

- 4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.
- 4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.
- 4.03 Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.
- 4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.
- 4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.

### **COMPETENCY GOAL 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.**

#### **Objectives**

- 5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.
- 5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.
- 5.03 Describe the social, economic, and political impact of migration on North Carolina.
- 5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.
- 5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.
- 5.06 Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.

### **COMPETENCY GOAL 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.**

#### **Objectives**

- 6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.
- 6.02 Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.
- 6.03 Examine the significance of key ideas and individuals associated with World War II.
- 6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.

**COMPETENCY GOAL 7: The learner will analyze changes in North Carolina during the postwar period to the 1970's.**

**Objectives**

- 7.01 Analyze the extent and significance of economic changes in North Carolina.
- 7.02 Evaluate the importance of social changes to different groups in North Carolina.
- 7.03 Assess the influence of technological advances on economic development and daily life.
- 7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.
- 7.05 Evaluate the major changes and events that have effected the roles of local, state, and national governments.

**COMPETENCY GOAL 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.**

**Objectives**

- 8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.
- 8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.
- 8.03 Describe the impact of state and national issues on the political climate of North Carolina.
- 8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

**COMPETENCY GOAL 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.**

**Objectives**

- 9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.
- 9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.
- 9.03 Describe opportunities for and benefits of civic participation.

## INTRODUCTION SECONDARY SOCIAL STUDIES (9-12)

At the secondary level, grades 9–12, students expand their understanding of history and the social sciences. Following the geographic and historic perspectives of the elementary and middle grades, the secondary social studies program builds upon the study of North Carolina at grades four and eight, the United States at grade five, and the cultural geographic study of the world in grades five, six, and seven. The secondary level moves to a formal study of world and United States history; links civics and economics in a course intended to provide students with the knowledge, skills, and attitudes to enter effectively into adult citizenship; and suggests a variety of social studies electives.

While we cannot predict what specific knowledge and behavior will be in demand as we venture in the twenty-first century, through social studies we can concentrate on educating citizens who will be scholarly, exercise leadership, and support democratic ideals. We can prepare our students for a post secondary world, be it continued schooling or the workforce.

The secondary level content sequence outlined is recommended, not required; however, there is a solid rationale for the specific suggested sequences. Concepts, skills, and generalizations developed in K–8 lead to a study of the world, with history as the lead discipline. As students proceed from the study of *World History* through the study of *Civics and Economics*, concepts and generalizations develop the foundation for and contribute to more in-depth study of *United States History* and the responsibilities of effective citizenship.

Local school systems or individual schools may choose to vary the sequence for compelling reasons; however, consideration should be given to the impact of these changes on subsequent courses. If variations are made to accommodate students' needs, instructional approaches, and scheduling decisions, the integrity of the content should be maintained.

### ***World History***

The studies of *World History* in high school builds on the knowledge students have gained in the cultural geographic studies in grades five, six, and seven. Students emerge from a cultural geographic approach of the world to a more formal historical approach. *World History* examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. *World History*, recommended for grade nine, establishes the basis for the founding principles of the United States political and economic systems and democratic processes.

### ***Civics and Economics***

Through the study of *Civics and Economics*, students consider political, governmental, and legal topics that engage them in examining the legal and political systems of our society, and the basic economic concepts, economic institutions, as well as reasoned approaches for analyzing economic problems, actions, and policies. Basic foundations in civics, government, and

economics begin with and continue throughout the K–9 social studies program. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and localities. It empowers students to become politically and economically active and responsible citizens of the twenty-first century. *Civics and Economics*, recommended for grade ten, develops the foundations for *United States History* by examining the early historical period of the nation, its founding documents, the Federalist Papers, and the formation of the United States as a nation state.

### ***United States History***

The study of *United States History* in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. The study of *World History* will enable students to place the United States in a world context. The economic and political perspectives and historical foundations gained from the study of *Civics and Economics* will prepare students for the examination of our nation’s history. Given these foundational studies, it is appropriate that this high school course, *United States History*, emphasizes the economic, social, and political developments of the nation state up to and including the twentieth century. The study of our nation’s history concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the memorization of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a “sense of history.”

### **Electives**

The elective program consists of well-balanced offerings in history and the social sciences. The elective courses are designed to provide opportunities for pursuing areas of special interest, for preparation of advanced studies, and for completing high school graduation requirements. Elective courses may vary in length; some may be year-long courses, while others may be one-semester courses.

## **SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12**

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

### **SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.**

#### **Objectives**

- 1.01 Read for literal meaning.
- 1.02 Summarize to select main ideas.
- 1.03 Draw inferences.
- 1.04 Detect cause and effect.
- 1.05 Recognize bias and propaganda.
- 1.06 Recognize and use social studies terms in written and oral reports.
- 1.07 Distinguish fact and fiction.
- 1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

### **SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.**

#### **Objectives**

- 2.01 Use appropriate sources of information.
- 2.02 Explore print and non-print materials.
- 2.03 Utilize different types of technology.
- 2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.
- 2.05 Transfer information from one medium to another such as written to visual and statistical to written.
- 2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

**SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.**

**Objectives**

- 3.01 Use map and globe reading skills.
- 3.02 Interpret graphs and charts.
- 3.03 Detect bias.
- 3.04 Interpret social and political messages of cartoons.
- 3.05 Interpret history through artifacts, arts, and media.

**SKILL COMPETENCY GOAL 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.**

**Objectives**

- 4.01 Use hypothetical reasoning processes.
- 4.02 Examine, understand, and evaluate conflicting viewpoints.
- 4.03 Recognize and analyze values upon which judgments are made.
- 4.04 Apply conflict resolutions.
- 4.05 Predict possible outcomes.
- 4.06 Draw conclusions.
- 4.07 Offer solutions.
- 4.08 Develop hypotheses.

**SKILL COMPETENCY GOAL 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.**

**Objectives**

- 5.01 Use word processing to create, format, and produce classroom assignments/projects.
- 5.02 Create and modify a database for class assignments.
- 5.03 Create, modify, and use spreadsheets to examine real-world problems.
- 5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

## NINTH GRADE WORLD HISTORY

*World History* at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.<sup>2</sup> An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* provides the foundation that enables students to acquire this knowledge which will be used in the study of *Civics and Economics* and *United States History*.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

**COMPETENCY GOAL 1: Historical Tools and Practices - The learner will identify, evaluate, and use the methods and tools valued by historians, compare the views of historians, and trace the themes of history.**

### Objectives

- 1.01 Define history and the concepts of cause and effect, time, continuity, and perspective.
- 1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.
- 1.03 Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.
- 1.04 Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.
- 1.05 Trace major themes in the development of the world from its origins to the rise of early civilizations.
- 1.06 Examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions.

**COMPETENCY GOAL 2: Emerging Civilizations - The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas.**

---

<sup>2</sup> This World History course can be taught (1) in order of the goals, (2) chronologically, or (3) thematically.

### **Objectives**

- 2.01 Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.
- 2.02 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.
- 2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.
- 2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.
- 2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.
- 2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.
- 2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.
- 2.08 Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch including, but not limited to, the Aztecs, Incas, and Mayas.

### **COMPETENCY GOAL 3: Monarchies and Empires - The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems of government.**

#### **Objectives**

- 3.01 Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, the Moghul Empire, and the British Empire.
- 3.02 Describe events in Western Europe from the fall of Rome to the emergence of nation-states and analyze the impact of these events on economic, political, and social life in medieval Europe.
- 3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.
- 3.04 Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, and the Americas.
- 3.05 Cite the effects of European expansion on Africans, pre-Columbian Americans, Asians, and Europeans.
- 3.06 Compare the influence of religion, social structure, and colonial export economies on North and South American societies.
- 3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.

### **COMPETENCY GOAL 4: Revolution and Nationalism - The learner will assess the causes and effects of movements seeking change, and will evaluate the sources and consequences of nationalism.**

### **Objectives**

- 4.01 Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.
- 4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.
- 4.03 Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions in areas such as the Balkans, France, Germany, and Italy.
- 4.04 Examine the causes and effects of the Russian Revolution and its effect on Russia and the world.
- 4.05 Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.

### **COMPETENCY GOAL 5: Global Wars - The learner will analyze the causes and results of twentieth century conflicts among nations.**

#### **Objectives**

- 5.01 Analyze the causes and course of World War I and assess its consequences.
- 5.02 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.
- 5.03 Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.
- 5.04 Trace the course of the Cold War and assess its impact on the global community including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War.
- 5.05 Examine governmental policies, such as the Kellogg-Briand Pact, which were established and the role of organizations including the League of Nations, and the United Nations to maintain peace, and evaluate their continuing effectiveness.

### **COMPETENCY GOAL 6: Patterns of Social Order - The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.**

#### **Objectives**

- 6.01 Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.
- 6.02 Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.
- 6.03 Trace the changing definitions of citizenship and the expansion of suffrage.
- 6.04 Relate the dynamics of state economies to the well being of their members and to changes in the role of government.
- 6.05 Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.
- 6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

**COMPETENCY GOAL 7: Technology and Changing Global Connections - The learner will consider the short- and long-term consequences of the development of new technology.**

**Objectives**

- 7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change.
- 7.02 Examine the causes and effects of scientific revolutions and cite their major costs and benefits.
- 7.03 Examine the causes and effects of industrialization and cite its major costs and benefits.
- 7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.

**COMPETENCY GOAL 8: Patterns of History - The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.**

**Objectives**

- 8.01 Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations.
- 8.02 Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.
- 8.03 Classify within the broad patterns of history those events that may be viewed as turning points.
- 8.04 Characterize over time and place the interactions of world cultures.
- 8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.
- 8.06 Analyze the meanings of “civilization” in different times and places and demonstrate how such meanings reflect the societies of which they are a part.

## TENTH GRADE CIVICS AND ECONOMICS

Through the study of *Civics and Economics*, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for *United States History*. It is recommended that this tenth grade course, *Civics and Economics*, directly precede the eleventh grade *United States History* survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**Strands:** Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

### **COMPETENCY GOAL 1: The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.**

#### **Objectives:**

- 1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.
- 1.02 Trace and analyze the development of ideas about self-government in British North America.
- 1.03 Examine the causes of the American Revolution.
- 1.04 Elaborate on the emergence of an American identity.
- 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.
- 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.
- 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.
- 1.08 Compare the American system of government to other forms of government.

### **COMPETENCY GOAL 2: The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy.**

**Objectives:**

- 2.01 Identify principles in the United States Constitution.
- 2.02 Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.
- 2.03 Explain how the United States Constitution grants and limits the authority of public officials and government agencies.
- 2.04 Describe how the United States Constitution may be changed and analyze the impact of specific changes.
- 2.05 Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.
- 2.06 Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.
- 2.07 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.
- 2.08 Examine taxation and other revenue sources at the national level of government.
- 2.09 Describe the services provided by selected government agencies and how funding is provided.

**COMPETENCY GOAL 3: The learner will analyze how state and local government is established by the North Carolina Constitution.****Objectives:**

- 3.01 Identify the principles in the North Carolina Constitution and local charters.
- 3.02 Explain how the North Carolina Constitution and local charters define the framework, organization, and structure of government at the state and local level.
- 3.03 Explain how the state constitution grants and limits the authority of public officials and government agencies.
- 3.04 Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.
- 3.05 Analyze court cases that illustrate that the North Carolina Constitution is the law of the state.
- 3.06 Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.
- 3.07 Identify modern controversies related to powers of the state government.
- 3.08 Examine taxation and other revenue sources at the state and local level.
- 3.09 Describe the services provided by state and local government agencies and how funding is provided.

**COMPETENCY GOAL 4: The learner will explore active roles as a citizen at the local, state, and national levels of government.****Objectives:**

- 4.01 Examine the structure and organization of political parties.
- 4.02 Describe the election process and the qualifications and procedures for voting.

- 4.03 Analyze information on political issues and candidates seeking political office.
- 4.04 Demonstrate active methods of promoting and inhibiting change through political action.
- 4.05 Analyze consequences of compliance or noncompliance with laws governing society.
- 4.06 Describe the benefits of civic participation.
- 4.07 Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.
- 4.08 Participate in civic life, politics, and /or government.
- 4.09 Utilize various methods of resolving conflicts.

**COMPETENCY GOAL 5: The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.**

**Objectives**

- 5.01 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.
- 5.02 Identify the jurisdiction of state and federal courts.
- 5.03 Describe the adversarial nature of the judicial process.
- 5.04 Evaluate the role of debate and compromise in the legislative process.
- 5.05 Explain how local government agencies balance interest and resolve conflicts.
- 5.06 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.

**COMPETENCY GOAL 6: The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.**

**Objectives**

- 6.01 Trace the development of law in American society.
- 6.02 Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.
- 6.03 Identify the various procedures in the enactment, implementation, and enforcement of law.
- 6.04 Identify ways citizens can be informed about the laws.
- 6.05 Investigate the role and responsibility of government to inform the citizenry.
- 6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation.
- 6.07 Compare responsibilities, jurisdictions, and methods of law enforcement agencies.
- 6.08 Evaluate methods used by society to address criminal and anti-social behaviors.

**COMPETENCY GOAL 7: The learner will investigate how and why individuals and groups make economic choices.**

**Objectives**

- 7.01 Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.

- 7.02 Explain how scarcity influences producers and consumers to make choices.
- 7.03 Compare examples of tradeoffs and opportunity costs of economic choices.
- 7.04 Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.
- 7.05 Explain the impact of investment on human, capital, productive, and natural resources.
- 7.06 Compare and contrast how different economic systems address key economic factors.

**COMPETENCY GOAL 8: The learner will analyze features of the economic system of the United States.**

**Objectives**

- 8.01 Compare characteristics of command, market, traditional, and mixed economies.
- 8.02 Describe how the free enterprise system encourages private ownership of property and promote individual initiative.
- 8.03 Explain the circular flow of economic activities and how interactions determine the prices of goods and services.
- 8.04 Illustrate how supply and demand affects prices.
- 8.05 Predict how prices change when there is either a shortage or surplus.
- 8.06 Explain how changes in the level of competition can affect price and output levels.
- 8.07 Identify and describe the roles and functions of various economic institutions and business organizations.
- 8.08 Evaluate the investment decisions made by individuals, businesses, and the government.
- 8.09 Describe the role of money in trading, borrowing, and investing.

**COMPETENCY GOAL 9: The learner will analyze factors influencing the United States economy.**

**Objectives**

- 9.01 Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.
- 9.02 Describe the impact of government regulation on specific economic activities.
- 9.03 Explain the impact of the movement of human and capital resources on the United States economy.
- 9.04 Assess how current events impact decisions made by consumers, producers, and government policy makers.
- 9.05 Explain the impact on the United States economy of international trade and global products.
- 9.06 Investigate the ways that domestic and international economies are interdependent.
- 9.07 Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.

- 9.08 Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.

**COMPETENCY GOAL 10: The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.**

**Objectives**

- 10.01 Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.
- 10.02 Develop, defend, and evaluate positions on issues regarding diversity in American life.
- 10.03 Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.
- 10.04 Demonstrate characteristics of effective citizenship.
- 10.05 Describe examples of recurring public problems and issues.
- 10.06 Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.

## ELEVENTH GRADE UNITED STATES HISTORY

The study of *United States History* in the eleventh grade is designed as a survey course and a continuation of the *Civics and Economics* curriculum. After the study of *Civics and Economics*, this survey course will begin with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to allow for teacher flexibility and to address the complexity of the issues and events. The overall curriculum continues to current times.

The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

**Strands:** Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

**COMPETENCY GOAL 1: The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.**

### Objectives

- 1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.
- 1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.
- 1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.

**COMPETENCY GOAL 2: Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.**

### Objectives

- 2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.
- 2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.
- 2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.
- 2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.

- 2.05 Identify the major reform movements and evaluate their effectiveness.
- 2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.

**COMPETENCY GOAL 3: Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.**

**Objectives**

- 3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.
- 3.02 Analyze and assess the causes of the Civil War.
- 3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.
- 3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.
- 3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.

**COMPETENCY GOAL 4: The Great West and the Rise of the Debtor (1860s-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.**

**Objectives**

- 4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.
- 4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.
- 4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.
- 4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.

**COMPETENCY GOAL 5: Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.**

**Objectives**

- 5.01 Evaluate the influence of immigration and rapid industrialization on urban life.
- 5.02 Explain how business and industrial leaders accumulated wealth and wielded political and economic power.
- 5.03 Assess the impact of labor unions on industry and the lives of workers.
- 5.04 Describe the changing role of government in economic and political affairs.

**COMPETENCY GOAL 6: The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power.**

**Objectives**

- 6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.
- 6.02 Identify the areas of United States military, economic, and political involvement and influence.
- 6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries.

**COMPETENCY GOAL 7: The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period.**

**Objectives**

- 7.01 Explain the conditions that led to the rise of Progressivism.
- 7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period.
- 7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society.
- 7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States.

**COMPETENCY GOAL 8: The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920's.**

**Objectives**

- 8.01 Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.
- 8.02 Identify political and military turning points of the war and determine their significance to the outcome of the conflict.
- 8.03 Assess the political, economic, social, and cultural effects of the war on the United States and other nations.

**COMPETENCY GOAL 9: Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties."**

**Objectives**

- 9.01 Elaborate on the cycle of economic boom and bust in the 1920's and 1930's.
- 9.02 Analyze the extent of prosperity for different segments of society during this period.

- 9.03 Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.
- 9.04 Describe challenges to traditional practices in religion, race, and gender.
- 9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

**COMPETENCY GOAL 10: World War II and the Beginning of the Cold War (1930s-1963) - The learner will analyze United States involvement in World War II and the war's influence on international affairs in following decades.**

**Objectives**

- 10.01 Elaborate on the causes of World War II and reasons for United States entry into the war.
- 10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.
- 10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life.
- 10.04 Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War.
- 10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness.

**COMPETENCY GOAL 11: Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.**

**Objectives**

- 11.01 Describe the effects of the Cold War on economic, political, and social life in America.
- 11.02 Trace major events of the Civil Rights Movement and evaluate its impact.
- 11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.
- 11.04 Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society.
- 11.05 Examine the impact of technological innovations that have impacted American life.
- 11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.

**COMPETENCY GOAL 12: The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.**

**Objectives**

- 12.01 Summarize significant events in foreign policy since the Vietnam War.

- 12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.
- 12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States.
- 12.04 Identify and assess the impact of social, political, and cultural changes in the United States.
- 12.05 Assess the impact of growing racial and ethnic diversity in American society.
- 12.06 Assess the impact of twenty-first century terrorist activity on American society.

## AFRICAN AMERICAN STUDIES

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States' history.

**Strands:** Critical Thinking Skills; Reading and Listening; Culture, Time and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups and Institutions; Social Issues; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society, Global Connections; Civic Ideals and Practices

**COMPETENCY GOAL 1: The learner will assess the influence of geography on the economic, political, and social development of slavery in the United States.**

### **Objectives**

- 1.01 Analyze the economic, political, and social reasons for focusing the slave trade on Africa.
- 1.02 Analyze the role of geography on the growth and development of slavery.
- 1.03 Assess the impact of the slave trade on Africa and the colonies.
- 1.04 Investigate the Middle Passage as one of the largest forced migrations in human history.

**COMPETENCY GOAL 2: The learner will develop an understanding of the justifications and ramifications of slavery between 1619 and 1860.**

### **Objectives**

- 2.01 Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery.
- 2.02 Discuss and evaluate the various ways Africans in America resisted slavery.
- 2.03 Analyze the role of African Americans in the development of the United States as a new nation.
- 2.04 Assess the role slavery played in the development of nationalism and sectionalism.
- 2.05 Trace the development of the abolitionist movement and its impact on slavery and the nation.

**COMPETENCY GOAL 3: The learner will demonstrate an understanding of African American life and cultural contributions through 1860.**

### **Objectives**

- 3.01 Compare and contrast African American urban and rural communities in the North and the South.
- 3.02 Discuss and analyze the black family in antebellum America.
- 3.03 Trace the development of African American institutions such as religion, education, and benevolent organizations.
- 3.04 Identify the contributions of African Americans in science and the arts.

### **COMPETENCY GOAL 4: The learner will analyze the roles of African Americans during the Civil War and Reconstruction.**

### **Objectives**

- 4.01 Evaluate President Lincoln's changing position on African Americans.
- 4.02 Identify the roles of black soldiers, spies, and slaves to the war effort in both the North and the South.
- 4.03 Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.
- 4.04 Analyze the successes and failures of Reconstruction.

### **COMPETENCY GOAL 5: The learner will examine the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries.**

### **Objectives**

- 5.01 Assess the economic impact of Jim Crow laws on African Americans.
- 5.02 Investigate the legal ramifications of segregation laws and court decisions on American society.
- 5.03 Compare and contrast the political movements that developed in response to Jim Crow laws including, but not limited to, the Niagara Movement, the NAACP, the Urban League, and the Anti-Lynching Crusade.
- 5.04 Compare and contrast the African American political and legal personalities of the time period and their impact on American society.
- 5.05 Evaluate the economic, cultural, political, and social impact of African American migration within and from the South.
- 5.06 Describe the impact of black regiments on the western campaigns, the Spanish American War, and World War I.

### **COMPETENCY GOAL 6: The learner will analyze the cultural contributions made by African Americans during the Harlem Renaissance.**

### **Objectives**

- 6.01 Assess the literary contributions made by African Americans.
- 6.02 Describe the contributions of African Americans to dance and music.
- 6.03 Identify the contributions of African Americans in the visual arts.
- 6.04 Evaluate the impact of the black media on American life.
- 6.05 Analyze the reactions of Americans to the Harlem Renaissance.

**COMPETENCY GOAL 7: The learner will assess the plight of African Americans during the Great Depression and World War II.**

**Objectives**

- 7.01 Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.
- 7.02 Evaluate the continued quest for civil rights in America.
- 7.03 Describe the effects of black “pop” culture of the 1930’s and 1940’s.
- 7.04 Analyze the impact of racism in America during World War II.
- 7.05 Describe and evaluate the contributions of African Americans during World War II.
- 7.06 Explain how World War II laid the groundwork for the modern Civil Rights Movement.

**COMPETENCY GOAL 8: The learner will analyze the successes and failures of the Civil Rights Movement in the United States.**

**Objectives**

- 8.01 Explain how legal victories prior to 1954 gave impetus to the Civil Rights Movement.
- 8.02 Describe the impact of *Brown v. Board of Education of Topeka, Kansas* and evaluate the resistance and reaction to it.
- 8.03 Define various methods used to obtain civil rights.
- 8.04 Identify various organizations and their role in the Civil Rights Movement.
- 8.05 Assess the extent to which the Civil Rights Movement transformed American politics and society.
- 8.06 Determine the impact of the Vietnam War on the Civil Rights Movement.

**COMPETENCY GOAL 9: The learner will acquire an understanding of the issues confronting contemporary African Americans in the continuing struggle for equality.**

**Objectives**

- 9.01 Identify and analyze how the changing political environment has impacted civil rights.
- 9.02 Describe how African Americans have responded to political conservatism.
- 9.03 Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America.
- 9.04 Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime.
- 9.05 Analyze the impact of immigration and migration on the lives of African Americans in contemporary America.
- 9.06 Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general.

## AMERICAN GOVERNMENT

*American Government* is designed for students to further the study of our political and legal systems. It begins with an in-depth look at the United States Constitution. Students will further examine the historical beginnings of our governmental framework and analyze the intentions of our Founding Fathers. On both national and state levels, major institutions such as legislative bodies, executive officials, and judicial levels of courts are studied. Other topics that play a pivotal role in governmental decisions today – political parties, public opinion, private interest groups, relationships with foreign governments, etc.-are included in this study.

Access to primary sources, current events, and modern technological resources are suggested for this course. As a result of this course, it is anticipated that students will broaden their civic participation.

**Strands:** Political Systems, Legal Processes, Civic Participation, Decision-Making, Problem Solving, Processing Information

**COMPETENCY GOAL 1: The learner will identify the basic foundations of the American political system and assess major changes that have occurred.**

### Objectives

- 1.01 Recognize important European influences on the development of the American governmental system.
- 1.02 Identify fundamentals of the United States Constitution and changes made over time.
- 1.03 Distinguish between federal and state powers as established in the United States Constitution.
- 1.04 Analyze the intent of the Founding Fathers in the creation of our early documents.
- 1.05 Analyze the influences of the early documents on our present plan of government.

**COMPETENCY GOAL 2: The learner will display knowledge of the basic functions and structures of the American political system at the local, state, and federal levels.**

### Objectives

- 2.01 Identify the similarities and differences in the functions of government at each level.
- 2.02 Differentiate between enumerated, reserved, and concurrent powers.
- 2.03 Evaluate examples of separation of powers and the system of checks and balances.
- 2.04 Analyze between local, state, and federal governmental enforcement powers on decisions and policies.
- 2.05 Assess legislative, executive, and judicial activities at the state and national levels.

**COMPETENCY GOAL 3: The learner will examine the role and analyze the influence of political parties in the American political process.**

**Objectives:**

- 3.01 Explore the early development of political parties and their impact on political parties today.
- 3.02 Examine the two-party system.
- 3.03 Evaluate the creation of third parties in American politics and their effect on political outcomes.
- 3.04 Analyze the reasons for non-political participation.

**COMPETENCY GOAL 4: The learner will explain the creation of political interest groups and their influence on the political process.**

**Objectives:**

- 4.01 Pose rationales for the formation of political interest groups.
- 4.02 Evaluate various lobbying techniques for their legal, ethical, and practical uses.
- 4.03 Differentiate between the pros and cons of political action groups system.

**COMPETENCY GOAL 5: The learner will examine the basic concepts and practices of the state and national judicial systems.**

**Objectives:**

- 5.01 Differentiate between the national and state court systems.
- 5.02 Identify the legal rights of American citizens according to the Bill of Rights.
- 5.03 Distinguish between civil and criminal law.
- 5.04 Construct the steps in the legal process.
- 5.05 Examine and pose solutions to legal problems in the United States.

**COMPETENCY GOAL 6: The learner will analyze the basic rights and responsibilities of citizenship.**

**Objectives:**

- 6.01 Explain the rights guaranteed to citizens in both the United States and North Carolina Constitutions.
- 6.02 Differentiate between the legal and ethical responsibilities of citizenship.
- 6.03 Determine processes that influence civic issues and public actions.

**COMPETENCY GOAL 7: The learner will analyze relationships between the American political system and the international political systems.**

**Objectives:**

- 7.01 Identify and assess the impact of major American foreign and trade policies.
- 7.02 Analyze the reasons for change in international relationships throughout history.
- 7.03 Interpret the influence of American and foreign leadership on international issues.

**COMPETENCY GOAL 8: The learner will examine contemporary issues in public policy.**

**Objectives:**

- 8.01 Develop a definition for public policy.
- 8.02 Explore the relationship between technological advances and its implications for public policy.
- 8.03 Analyze the changing dynamics of citizens' rights.

## AMERICAN INDIAN STUDIES

*American Indian Studies* introduces students to the diverse history and culture of American Indians, beginning with life prior to Columbus. Important issues American Indians have faced from prehistoric societies to present-day contemporary society are discussed. Students immerse themselves in America's oldest and continuous civilizations and cultures with a focus on American Indians of North Carolina.

**Strands:** American Indian History; American Indian Culture; American Indian Contemporary Issues; Geographic Relationships; Culture, Time and Change; People, Place and Environments; Social Issues, Civic Ideals and Practices; Power, Authority and Governance

### **COMPETENCY GOAL 1: The learner will examine American Indian life prior to the arrival of Columbus.**

#### **Objectives**

- 1.01 Describe the Paleo-Indian, Archaic, Woodland, and Mississippian phases of American Indian prehistory.
- 1.02 Explain the technological changes which occurred during prehistory.
- 1.03 Describe the lifestyles of American Indians in prehistory such as subsistence, settlement patterns, and social organization.
- 1.04 Describe the adaptations of American Indians to local environments.
- 1.05 Identify how North Carolina fits in the larger prehistoric context, including regional studies of archaeological sites.

### **COMPETENCY GOAL 2: The learner will analyze the historical developments that characterize Native American life in the period prior to the Civil War.**

#### **Objectives**

- 2.01 Explain the effects of contact and conflict between American Indians and Europeans.
- 2.02 Assess the impact of exploration and colonization of the Americas by Spain, France, England, and other European powers.
- 2.03 Demonstrate an understanding of the impact on North Carolina tribes of the events of this period, such as the Tuscarora War and the disenfranchisement of the states' American Indians in 1835.
- 2.04 Assess the impact of the major events of the period including, but not limited to, the Iroquois Confederacy and the Great Law of Peace; the removal of American Indians from the East; and the participation of American Indians in the Civil War.
- 2.05 Describe colonial and federal treaty relationships with American Indians.
- 2.06 Identify the major American Indian leaders, male and female, of this period, and explain their significance in the development of U. S. history.

**COMPETENCY GOAL 3: The learner will analyze the historical developments that characterize Native American life in the period from the Civil War to the present.**

**Objectives**

- 3.01 Describe the conflicts between American Indians and Europeans after the Civil War, with special focus on westward expansion and its effects on Indian land.
- 3.02 Identify and explain the major events of the period including, but not limited to, the Apache Wars, the Flight of the Nez Perce, the Long Walk of the Navajo, Custer's Defeat, Wounded Knee (1890), the Trail of Broken Treaties, the Occupation of Alcatraz, and the Seizure of Wounded Knee (1973).
- 3.03 Describe the federal policies, which impacted American Indians, such as forced assimilation, allotment, federal boarding schools, compensation termination, relocation, and tribal self-determination.
- 3.04 Describe the involvement of North Carolina tribes in the events of this period, including but not limited to the Lowrie War, the establishment of all-Indian schools in the state's tribal communities, and the establishment of the North Carolina Commission of Indian Affairs.
- 3.05 Identify the major American Indian leaders, male and female, of this period, and explain their significance to U. S. history.

**COMPETENCY GOAL 4: The learner will investigate the diversity of American Indian tribal cultures.**

**Objectives**

- 4.01 Identify and describe significant characteristics of major cultural areas of North American Indians.
- 4.02 Compare and contrast American Indian language families, such as Iroquoian, Algonkian, and Siouan.
- 4.03 Demonstrate a general knowledge of American Indian art, music and spirituality, including the modern day powwow.
- 4.04 Explain the connection between American Indian kinship and family structures.
- 4.05 Compare the worldviews of American Indians and mainstream society, such as concept of time, relationship to the natural universe, and circularity versus linearity.
- 4.06 Describe the traditional and contemporary cultural characteristics of North Carolina tribes.

**COMPETENCY GOAL 5: The learner will analyze contemporary issues that face American Indians.**

**Objectives**

- 5.01 Analyze the major socio-cultural issues of concern to American Indians, including cultural identity, stereotypes, and relations with non-Indians.
- 5.02 Analyze the major political issues of concern to American Indians including tribal sovereignty; land, water, hunting and fishing rights; and relationships with federal and state governments.
- 5.03 Explore the major issues of spirituality which concern American Indians including religious freedom, the Native American Church, protection of sacred sites, and repatriation.
- 5.04 Identify major health issues of concern to American Indians including, but not limited to, diabetes, hypertension, asthma, and substance abuse and analyze their impact on American Indians.
- 5.05 Discuss the contemporary issues that affect North Carolina Indian tribes.

## CONTEMPORARY ISSUES IN NORTH CAROLINA HISTORY

Students in this elective course focus on contemporary issues that are affecting North Carolina and its citizens. It is an open-ended course with the emphasis on acquiring information from a variety of sources, analyzing, and hypothesizing about the direction of North Carolina's future. Students engage themselves in issues and also become actively engaged through community and state participation.

**Strands:** Government, Economics, Education, Diversity, Agriculture, Environment, General Welfare, Technology, and Civic Involvement

### **COMPETENCY GOAL 1: The learner will explore environment issues affecting North Carolina.**

#### **Objectives**

- 1.01 List current environmental issues in North Carolina.
- 1.02 Trace the origin of environmental problems and concerns.
- 1.03 Discuss the impact environmental problems have on the citizens of North Carolina.
- 1.04 Analyze the economic and political impact caused by environmental problems.

### **COMPETENCY GOAL 2: The learner will evaluate North Carolina's educational system as related to current concerns.**

#### **Objectives**

- 2.01 Identify current problems impacting North Carolina's educational system.
- 2.02 Analyze the legal and economic impact of recent court cases on education.
- 2.03 Analyze the implications of recent laws on public and charter schools.
- 2.04 Assess the impact of school accountability and the ABC program on public education.
- 2.05 Trace the history and future implications of educational funding.

### **COMPETENCY GOAL 3: The learner will analyze diversity in North Carolina and hypothesize future problems and solutions.**

#### **Objectives**

- 3.01 Explore the diverse populations in North Carolina.
- 3.02 Assess the needs, problems, and concerns of diverse groups.
- 3.03 Analyze the impact immigration and migration has on North Carolina's economy.
- 3.04 Identify organizations designed to assist diverse groups and analyze their effectiveness.
- 3.05 Strategize various methods and types of assistance for involvement of students.

**COMPETENCY GOAL 4: The learner will examine the state of North Carolina’s economy and consider ways to improve current conditions.**

**Objectives**

- 4.01 Compare and contrast the economic situations in North Carolina over the last decade.
- 4.02 Analyze the changes and reasons for those changes.
- 4.03 Describe suggestions for solving economic problems.

**COMPETENCY GOAL 5: The learner will analyze critical issues facing North Carolina’s youth.**

**Objectives**

- 5.01 Define “today’s youth.”
- 5.02 Trace educational, economical, social, political, and legal issues confronting youth.
- 5.03 Formulate solutions and access venues for resolving issues confronting today’s youth.

**COMPETENCY GOAL 6: The learner will address current legislative and governmental topics.**

**Objectives**

- 6.01 List current citizen concerns pertaining to North Carolina politics and government.
- 6.02 Assess the feelings and opinions of citizens on selected topics.
- 6.03 Pose possible solutions to address concerns of the citizenry.

**COMPETENCY GOAL 7: The learner will research the current transportation systems in North Carolina and outline possible proposals for the future.**

**Objectives**

- 7.01 Research the different transportation systems in North Carolina.
- 7.02 Identify problems associated with each transportation system.
- 7.03 Explore proposals for resolving transportation problems in the state.
- 7.04 Predict future transportation alternatives.

**COMPETENCY GOAL 8: The learner will recognize important issues facing a technology-driven society.**

**Objectives**

- 8.01 Trace the development of technology in the state.
- 8.02 Identify various ways technology is used in North Carolina today.
- 8.03 Discuss the positive and adverse effects of technology on the state.
- 8.04 Analyze the importance of the Research Triangle Park and its impact in the area of technology.

**COMPETENCY GOAL 9: The learner will analyze the state of North Carolina’s general welfare and site examples of ways to make positive changes.**

**Objectives**

- 9.01 Define “general welfare” as expressed in the United States and North Carolina constitutions.
- 9.02 Identify areas that constitute the “general welfare” in North Carolina.
- 9.03 Analyze ways North Carolina handles the “general welfare,” and explore ways to improve these issues.
- 9.04 Design goals for the state to implement in securing the “general welfare.”

**COMPETENCY GOAL 10: The learner will examine local and community issues and identify ways to make positive contributions.**

**Objectives**

- 10.01 Compile a list of local and community concerns and issues.
- 10.02 Explore current and future solutions to issues.
- 10.03 Formulate solutions and access venues for resolving and confronting today’s issues.
- 10.04 Identify community service organization and analyze their importance.
- 10.05 Assess ways students can become involved in and help resolve local and community issues.

## CONTEMPORARY LAW AND JUSTICE

*Contemporary Law and Justice* is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and corrective justice. In the Law and Justice course, students examine problems within the legal and justice systems.

*Contemporary Law and Justice* should allow students to personally acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials and visits to correctional facilities on a non-threatening basis. Other key areas of importance for students are civic participation and the utilization of state and local resources.

**Strands:** Legal Issues, Law Enforcement, Judicial and Correctional Systems, Societal Issues, Cooperative Participation Skills

**COMPETENCY GOAL 1: The learner will analyze the sources, purposes, and functions of law, the changes that have occurred in law, and the need for active and ongoing change.**

**Objectives:**

- 1.01 Describe the purposes and functions of law.
- 1.02 Investigate the sources and development of law.
- 1.03 Analyze the need for active and ongoing changes in the law.

**COMPETENCY GOAL 2: The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.**

**Objectives:**

- 2.01 Distinguish similarities and differences in the civil and criminal justice systems.
- 2.02 Compare the operations and processes of the civil and criminal justice systems.
- 2.03 Examine the issues and problems confronting the civil and criminal justice systems.
- 2.04 Assess the effectiveness of the state and federal judicial systems in resolving issues and problems.

**COMPETENCY GOAL 3: The learner will differentiate between the roles and responsibilities of federal and state judicial systems and assess their effectiveness.**

**Objectives:**

- 3.01 Describe the roles and responsibilities of federal and state judicial systems.
- 3.02 Compare and contrast the federal and state court systems.
- 3.03 Assess the movement of cases through the state and federal court systems.

**COMPETENCY GOAL 4: The learner will compare and contrast the roles and responsibilities of local, state, and federal law enforcement agencies.**

**Objectives:**

- 4.01 Distinguish between similarities and differences among various federal, state, and local law enforcement agencies.
- 4.02 Differentiate between the responsibilities and jurisdiction of federal, state, and local law enforcement agencies.
- 4.03 Assess the working relationships between law enforcement agencies at different levels.

**COMPETENCY GOAL 5: The learner will identify correctional theories and evaluate their effectiveness in federal and state correctional systems.**

**Objectives:**

- 5.01 Identify various correctional theories used in determining civil and criminal penalties.
- 5.02 Evaluate the effectiveness of correctional programs in federal and state correctional systems.
- 5.03 Identify sentencing options available in the federal and state judicial systems.
- 5.04 Identify and evaluate alternatives to incarceration.
- 5.05 Evaluate the effectiveness of the correctional systems in deterring crime.

## ECONOMICS

*Economics* is designed to equip students with the knowledge and tools necessary to understand the mechanics and functions of the American economic system. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, trade and interdependence, and comparative economic systems. As a result of acquiring information and developing a reasoned approach to decision making, students will be able to make informed choices in their respective roles as consumers, producers, employees, employers, borrowers, lenders, savers, investors as well as voters.

**Strands:** Deductive Reasoning, Graph and Chart Interpretation, Data Analysis, Microeconomics, Macroeconomics, International Trade and Levels of Economic Activity

### **COMPETENCY GOAL 1: The learner will demonstrate the role of economic choices within a market economy.**

#### **Objectives**

- 1.01 Define the categories of productive resources and site examples of each.
- 1.02 Explain the condition of scarcity and relate the concept of scarcity to choice, opportunity costs, and tradeoffs.
- 1.03 Identify and explain broad economic and social goals.
- 1.04 Compare and contrast traditional, market, command, and mixed economic systems and their responses to production.
- 1.05 Describe the impact of defined and enforced property rights on a market economy.
- 1.06 Describe consumer response to positive and negative incentives.
- 1.07 Predict how interest rates act as an incentive for borrowing and saving.
- 1.08 Formulate a savings or financial investment plan for a future goal.
- 1.09 Identify the conditions for voluntary exchange.
- 1.10 Analyze public policy issues affecting decision making within a community.

### **COMPETENCY GOAL 2: The learner will analyze the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.**

#### **Objectives**

- 2.01 Define supply and demand and identify factors that cause changes in market supply and demand.
- 2.02 Explain the functions of supply and demand.
- 2.03 Describe the role of producers and consumers in determining the equilibrium price.
- 2.04 Explain the concept of consumer sovereignty.

- 2.05 Explain the function of profit in a market economy.
- 2.06 Describe the primary factors of production and their impact on the standard of living.
- 2.07 Explain how financial markets channel funds from savers to investors.

**COMPETENCY GOAL 3: The learner will analyze the organization and role of business firms and assess the various types of market structures in the United States economy.**

**Objectives**

- 3.01 Compare and contrast the different types of business organization.
- 3.02 Identify various ways firms finance operations and explain the advantages and disadvantages of each way.
- 3.03 Explain the evolution and role of labor organizations and cooperatives in market economies.
- 3.04 Describe the four market structures in the United States and the impact of government regulations on them.
- 3.05 Describe the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- 3.06 Analyze the importance of competition among producers.
- 3.07 Explain the role of marginal analysis in determining prices and output.

**COMPETENCY GOAL 4: The learner will evaluate the roles of government in a market economy.**

**Objectives**

- 4.01 Explain the basic functions of government in a market economy.
- 4.02 Identify ways the government responds to market failures.
- 4.03 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.
- 4.04 Explore ways tax revenue is used in the community.
- 4.05 Define progressive, proportional, and regressive taxation.
- 4.06 Describe how and when costs of government policies may exceed benefits.
- 4.07 Distinguish between federal deficits and the national debt and predict their future effects on the economy.
- 4.08 Predict the effects of federal spending and taxation on budget deficits and surpluses and the national debt.

**COMPETENCY GOAL 5: The learner will examine the various ways economic performance is measured.**

**Objectives**

- 5.01 Describe the various economic performance indicators and explain how they are calculated.
- 5.02 Explain the limitations of using GDP to measure economic welfare.
- 5.03 Describe the nature and causes of business cycles and analyze the impact of major events on them.

- 5.04 Identify the causes of inflation and analyze its impact on economic decisions.
- 5.05 Assess how individual spending and production decisions impact levels of income, employment, and prices.
- 5.06 Identify causes and effects of inflation, and analyze its impact on economic decisions.
- 5.07 Illustrate and explain the determinant of unemployment and inflation in an economy.
- 5.08 Compare and analyze current unemployment rates at the local, state, and national levels.
- 5.09 Propose solutions for addressing issues of unemployment in the community.

**COMPETENCY GOAL 6: The learner will describe the role of money and financial institutions in a market economy.**

**Objectives**

- 6.01 Explain the basic functions of money.
- 6.02 Identify the composition of the money supply of the United States.
- 6.03 Explain the role of banks and other financial institutions in the economy of the United States.
- 6.04 Describe the organization and functions of the Federal Reserve System.
- 6.05 Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.
- 6.06 Research and monitor financial investments, such as stocks, bonds, and mutual funds.
- 6.07 Formulate a credit plan for purchasing a major item comparing different interest rates.

**COMPETENCY GOAL 7: The learner will assess economic stabilization policies and how they impact the economy.**

**Objectives**

- 7.01 Define and explain fiscal and monetary policy.
- 7.02 Describe the negative impact unemployment and unintended inflation has on the economy.
- 7.03 Explain how monetary policy affects the level of inflation.
- 7.04 Analyze the role of taxation and fiscal policy in promoting price stability, full employment, and economic growth.
- 7.05 Analyze the purpose of monetary tools used by the Federal Reserve.
- 7.06 Articulate the impact of monetary or fiscal policy on purchasing decisions.

**COMPETENCY GOAL 8: The learner will analyze the international dimensions of economics.**

**Objectives**

- 8.01 Explain the benefits of trade among individuals, regions, and countries.

- 8.02 Define trade barriers, such as quotas and tariffs, and site how different countries use them.
- 8.03 Distinguish between balance of trade and balance of payments.
- 8.04 Compare and contrast labor productivity trends in the United States and other developed countries.
- 8.05 Discuss the concept of balance of trade and explain its benefits and costs.
- 8.06 Explain the impact of exchange rates on purchasing power.
- 8.07 Evaluate the benefits and costs of free trade.

## GEOGRAPHY IN ACTION

This elective, *Geography in Action*, is designed to actively engage students in geography and demonstrate the applications of geography through travel and tourism. Tourism is an inherently geographic activity. Tourists leave home, travel through space to reach a destination, interact with economic, cultural, and physical landscapes at that destination, and finally return home with a wide range of geographic experiences and images. Tourism and travel is the world's largest transnational industry, profoundly affecting economies and cultures in both developed and developing nations. Tourism is one of the largest employers in the United States, providing jobs to one in eight people. In 2000, approximately 43 million people visited North Carolina. They spent over \$12 billion, making tourism the second largest industry in the state. This course will examine tourism as a geographic phenomenon of global, national, and local importance, building upon the National Geography Standards as a pedagogical framework. The course will assist students in identifying where tourism development takes place, why tourism takes place where it does, the different types of tourism, and how and why tourism affects people and places throughout the world. A critical understanding of tourism and its impact will cultivate geographic literacy, cross-cultural sensitivity, and an appreciation of the interdependent nature of economic and social systems.

**Strands:** Critical Thinking Skills, Mapping and Spatial Analysis Skills, Project-Oriented Learning, Analysis of Economic and Cultural Interdependence, Analysis of Social Relations, Analysis of Human/Environmental Interaction

**COMPETENCY GOAL 1: The learner will understand the growing importance of tourism to global, national, statewide, and local economic development.** (Builds upon National Geography Standard 11: The geographical informed person knows and understands the patterns and networks of economic interdependence.)

### Objectives

- 1.01 Demonstrate an understanding of the history of travel in the world and the United States, noting the conditions that led to the emergence of the modern tourist.
- 1.02 Collect and analyze tourism statistics such as employment and revenue generated by tourism.
- 1.03 Summarize the importance of tourism to the world economy, the United States economy, and North Carolina economy.
- 1.04 Identify and describe examples of tourism development in local area.
- 1.05 Discuss the interconnections between global, national, and local tourism economies.

**COMPETENCY GOAL 2: The learner will identify major tourist flows in the world and locate various countries, major cities, natural attractions, and historic sites of tourist importance.** (Builds upon National Geography Standard 4: The geographically-informed person knows and understands the physical and human characteristics of place.)

**Objectives**

- 2.01 Define the concept of spatial movement and flow.
- 2.02 Identify different types of movement; differentiate between permanent migration and temporary travel patterns, including tourism.
- 2.03 Identify different types of tourist movement or flow in the world such as coastal tourism; park tourism; agricultural tourism; mountain/upland tourism; urban tourism; ethnic tourism; indigenous tourism, adventure tourism, and heritage tourism.
- 2.04 Identify the location and characteristics, physical and human, of important tourist places for each region of the world.
- 2.05 Demonstrate ability to plan a two-week, theme vacation around the world with itinerary, transportation, estimated costs, list of countries and sites to visit, and reasons for visiting.
- 2.06 Identify the location and characteristics, physical and human, of important tourist places in North Carolina.
- 2.07 Demonstrate ability to plan a one-week, theme vacation around North Carolina with itinerary, transportation, estimated costs, list of counties, cities, and sites to visit, and reasons for visiting.

**COMPETENCY GOAL 3: The learner will use maps and other geographic tools, such as GIS (Geographic Information Systems) to identify, describe, and interpret major international travel patterns as related to the United States.** (Builds upon National Geography Standard 1: The geographically-informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.)

**Objectives**

- 3.01 Demonstrate an understanding of the various types of thematic maps.
- 3.02 Demonstrate a working knowledge of GIS and other map-making tools.
- 3.03 Construct a map showing country origin of international tourist's arrivals into the United States.
- 3.04 Construct a map showing country destination of international travelers from United States.
- 3.05 Summarize major travel-generating areas for tourism into the United States and major travel-receiving areas for tourists from the United States.
- 3.06 Demonstrate an understanding of the "uneven geographic nature" of tourism that result in some countries being visited more frequently than others.
- 3.07 Discuss factors affecting travel to countries such as distance, political/international relations, cultural environment, and attitude of governments toward tourism.

**COMPETENCY GOAL 4: The learner will use maps and other geographic tools such as GIS (Geographic Information Systems) to identify, describe, and interpret major intra-national travel patterns as related to North Carolina.**

(Builds upon National Geography Standard 1: The geographically-informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.)

**Objectives**

- 4.01 Identify differences in traveling internationally versus within one's own country.
- 4.02 Use a map to locate places of personal touristic importance and experience.
- 4.03 Construct a map showing state origin of tourists visiting North Carolina.
- 4.04 Construct maps showing state origin of tourists visiting other states.
- 4.05 Identify and compare major travel-generating states for tourism into North Carolina with major travel-generating states for tourism into other states.
- 4.06 Explain factors affecting similarities and differences in tourism patterns in North Carolina versus other states.
- 4.07 Construct a map showing North Carolina counties with the most and least amount of revenue and jobs generated by tourism.
- 4.08 Discuss how the geography of North Carolina tourism reflects an unevenness and identify reasons for and consequences of some counties engaging in tourism more than others.

**COMPETENCY GOAL 5: The learner will understand mental maps and recognize how mental maps shape people's willingness and unwillingness to travel to certain places.**

(Builds upon National Geography Standard 2: The geographically-informed person knows and understands how to use mental maps to organize information about people, places, and environments.)

**Objectives**

- 5.01 Define concept of mental map and identify different types
- 5.02 Identify factors that shape a person's mental map such as the mass media, geographic education, prejudices, and travel experience.
- 5.03 Explain how and why a positive or negative mental map of a place can affect a person's decision to travel.
- 5.04 Construct and use a public opinion survey to measure local perception of places, both of great tourist importance and of lesser tourist importance.
- 5.05 Use a graphing program and other computer resources to visually represent survey results.
- 5.06 Participate in a class presentation and discussion of results, factors affecting surveyed perceptions, the accuracy of those perceptions, and the impact of those perceptions on potential travel.

**COMPETENCY GOAL 6: The learner will understand the importance of place images in tourism, how places are sold or represented as tourist destinations, and how these shape people's perception and interaction with the world.**

(Builds upon National Geography Standard 6: The geographically-informed person knows and understands how culture and experience influence people’s perception of places.)

**Objectives**

- 6.01 Define the concept of “place image” and identify different types.
- 6.02 Discuss how and why places are sold or represented as attractive destinations.
- 6.03 Summarize the importance of advertising to tourism development.
- 6.04 Identify major place image themes found in tourism advertising including, but not limited to, location/proximity, naturalness, escapism, authenticity, climate, and hospitality.
- 6.05 Search for and obtain examples of place images found in tourism advertising including, but not limited to, travel brochures, newspaper and magazine ads, television and radio commercials, and Internet travel agencies.
- 6.06 Analyze place images in tourist advertising; identify themes and symbols used, generalizations, and possible inaccuracies and omissions.
- 6.07 Construct and present an advertising narrative using graphics and slogans that could be used in selling or representing one’s hometown as a tourist destination.
- 6.08 Compare and contrast different promotional images of hometown, recognizing the different ways of seeing a place as a tourist destination.

**COMPETENCY GOAL 7: The learner will develop an understanding of how tourism affects the economy of places.** (Builds upon National Geography Standard 12: The geographically-informed person knows and understands the process, patterns, and functions of human settlement.)

**Objectives**

- 7.01 Recognize that tourism has power to generate foreign exchange, create employment, and stimulate economies in industrialized and developing countries.
- 7.02 Recognize the costs of hosting tourists, such as the building of hotels, increased law enforcement, construction of attractions, and transportation routes.
- 7.03 Define and explain the “multiplier effect” of tourism, how the monetary benefits of tourism development spread through a destination’s local population directly and indirectly.
- 7.04 Define and explain the opportunities that tourism brings to a destination’s local economy.
- 7.05 Identify positive aspects of tourism economy within hometown.
- 7.06 Define and explain the “reverse multiplier effect” of tourism, how the tourist economy can raise the price of goods and services for a destination’s local population.
- 7.07 Define and explain the “opportunity costs,” how investment in tourism diverts revenue away from funding other opportunities in a destination’s local economy.
- 7.08 Identify negative aspects of tourism economy in a hometown.

**COMPETENCY GOAL 8: The learner will examine how tourism affects social relations in a place and identify the various social actors involved in the tourism experience.**

(Builds upon National geography Standard 13: The geographically-informed person knows and understands how forces of cooperation and conflict among people influence the division and control of Earth's surface.)

### **Objectives**

- 8.01 Identify three major social actors involved in tourism: host, tourist, and mediator.
- 8.02 Identify the various types of host such as active, passive, and resistant, and explain the various ways in which a host can interact with a tourist, both positively and negatively.
- 8.03 Identify the various types of tourist and explain the various ways in which a tourist can see, treat and interact with a host, both positively and negatively.
- 8.04 Explain ways in which the tourist experience is characterized by cooperation and conflict between “insider” (host) and “outsider” (tourist) interests.
- 8.05 Identify the complex role that mediators play in the tourism experiences, such as the role of travel guides/agents.
- 8.06 Discuss how tourism encourages the local population of a tourist destination to express, celebrate, and even preserve their cultural identity.
- 8.07 Discuss how tourism discourages the local population of a tourist destination from expressing their real cultural identity.
- 8.08 Recognize how political situations can exercise a negative or positive influence on tourists through currency policy, violence against visitors, and government contribution to tourism organizations.

**COMPETENCY GOAL 9: The learner will analyze how tourism affects the environmental/physical geography of a place, leading to both environmental deterioration and environmental conservation.** (Builds upon National Geography Standard 14: The geographically-informed person knows and understands how human actions modify the physical environment.)

### **Objectives**

- 9.01 Summarize the importance of outdoor recreation within tourism as a whole.
- 9.02 Identify and locate natural activities and attractions sought after by tourists.
- 9.03 Identify the environmental costs of tourism such as increased use of resources and increased pollution.
- 9.04 Summarize the history of the national park system in the United States and identify the positive and negative environmental consequences of park tourism.
- 9.05 Define the concept of “sustainability” and discuss the promotion of ecotourism as a cleaner, more sustainable form of tourism.
- 9.06 Identify examples of ecotourism themes and locations around the world, the United States, and North Carolina.
- 9.07 Identify how tourism can encourage the conservation and preservation of plants, animals, habitats, and traditional indigenous cultures.

**COMPETENCY GOAL 10: The learner will critically evaluate the impact of tourism on people and places by examining international, national, statewide, and local case studies.**

(Builds upon National Geography Standard 18: The geographically-informed person knows and understands how to apply geography to interpret the present and plan for the future.)

**Objectives**

- 10.01 Research and evaluate the role of tourism in selected countries in the Western and Eastern Hemisphere.
- 10.02 Research and evaluate the role of tourism on Native American Reservations.
- 10.03 Research and evaluate the role of community festivals in North Carolina.
- 10.04 Research and evaluate the role of tourism in one's hometown.

## LATINO AMERICAN STUDIES

*Latino American Studies* introduces students to the diverse history and culture of Latin American and Latino Americans, beginning with life prior to Columbus to contemporary life in the United States and North Carolina. Important issues from prehistoric societies to present-day contemporary society are discussed. Students immerse themselves in the Western Hemisphere's oldest civilizations and cultures, and also focus on Latino Americans in North Carolina.

**Strands:** Latin American History; Latin American Culture; United States and Latin American Relations, Sociological and Economic Impact in North Carolina; Culture, Time and Change; Social Issues, Civil Ideals and Practices; Power Authority and Governance

### **COMPETENCY GOAL 1: The learner will examine the geographical regions and climates of Latin America.**

#### **Objectives**

- 1.01 Describe the major geographical regions and physical environments of Latin America.
- 1.02 Compare and contrast how physical geography impacts the political boundaries of Latin America.
- 1.03 Analyze the impact of natural phenomena on the inhabitants of Latin America.
- 1.04 Assess the impact of environmental problems on Latin America.

### **COMPETENCY GOAL 2: The learner will explore the Pre-Columbian civilizations of Latin America and assess the impact of European colonization.**

#### **Objectives**

- 2.01 Locate and describe the early people of Latin America.
- 2.02 Compare and contrast the civilizations of Maya, Aztec, and Inca, and cite their major contributions.
- 2.03 Explain the effects of contact and conflict between pre-Columbian cultures and Europeans.
- 2.04 Assess the impact of colonization of Latin America by Spanish, Portuguese, Dutch, and other European powers.
- 2.05 Assess the impact of the Atlantic slave trade on Latin America.
- 2.06 Analyze the economic, political, social, and cultural impact of European colonization on different cultures of Latin America.

### **COMPETENCY GOAL 3: The learner will examine independence movements in selected countries of Latin America, and assess the political, economic, and cultural impact of post-independence in Latin America.**

### **Objectives**

- 3.01 Trace the causes for and results of independence movements in Latin America and describe the impact of independence on colonizers and newly independent countries.
- 3.02 Examine selected political and revolutionary movements and leaders in Latin American and assess their continuing impact on society as well as the United States' role in these movements.
- 3.03 Compare and contrast the role of race, status, and identity in Latin American societies.
- 3.04 Explore the influence and role of religion in Latin America.
- 3.05 Examine the culture including, but not limited to, music, dance, art, and literature of selected societies of Latin America.
- 3.06 Describe the economic development of selected countries in Latin America and the impact on governments and societies.

### **COMPETENCY GOAL 4: The learner will examine the relationship between Latin American countries and the United States.**

#### **Objectives**

- 4.01 Describe the diplomatic relationships with the United States and Latin American countries and analyze their economic impact on Latin America.
- 4.02 Analyze the impact of trade, industry, and United States' monetary investment in selected Latin American countries up to the present day.
- 4.03 Assess the growth of urbanization and industrialization and its impact on modernization of selected Latin American countries.
- 4.04 Examine economic development initiatives and their results in selected Latin American countries.
- 4.05 Analyze the causes of migration and immigration from selected countries of Latin America and assess their impact on these countries and on the United States.

### **COMPETENCY GOAL 5: The learner will analyze contemporary issues that face Latino American in North Carolina and the rest of the United States.**

#### **Objectives**

- 5.01 Identify and describe the major socio-cultural issues of concern to Latino Americans, including cultural identity, stereotypes, and relations with citizens in the United States and North Carolina.
- 5.02 Identify and describe the major political issues of concern to Latino Americans in the United States and North Carolina and assess the significance of federal and state agencies on the Latino American community.
- 5.03 Assess the economic impact of Latino American immigrants and citizens on the United States and North Carolina.
- 5.04 Identify major health issues of concern to Latino Americans.
- 5.05 Examine how contemporary issues affect Latino Americans in North Carolina, such as education, employment, and citizenship.

- 5.06 Describe the traditional and contemporary cultural characteristics of Latino Americans in North Carolina and identify key community leaders.
- 5.07 Explore the various ways Latino Americans retain their cultural traditions in North Carolina and examine the diversity within their community.

## PSYCHOLOGY

The elective course, *Psychology*, engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

**Strands:** Research Methods, Cognitive Domain, Lifespan Developmental, Biopsychological Dimensions, Sociocultural Dimensions

### **COMPETENCY GOAL 1: The learner will become familiar with the history and research methods of psychology.**

#### **Objectives**

- 1.01 Discuss the contemporary perspectives used by psychologists to understand behavior and mental processes.
- 1.02 Identify the major subfields and career opportunities that comprise psychology.
- 1.03 Distinguish between the different research strategies used by psychologists to explore behavior and mental processes.
- 1.04 Distinguish and employ the basic concepts of statistical data.
- 1.05 Analyze the ethical issues in psychological research.
- 1.06 Discuss the development of psychology as an empirical science

### **COMPETENCY GOAL 2: The learner will demonstrate an understanding of the biological bases of behavior.**

#### **Objectives**

- 2.01 Identify the structure and function of the neuron.
- 2.02 Identify, describe, and explain the organization of the nervous system.
- 2.03 Describe the structure and functions of the brain.
- 2.04 Differentiate among the technologies and clinical methods for studying the brain.
- 2.05 Compare and contrast the specialized functions of the brain's hemispheres.
- 2.06 Describe the structure and function of the endocrine system.
- 2.07 Assess how heredity interacts with environment to influence behavior.
- 2.08 Explain how psychological mechanisms are influenced by evolution.

### **COMPETENCY GOAL 3: The learner will examine lifespan development.**

**Objectives**

- 3.01 Explain development as a lifelong process.
- 3.02 Analyze research techniques used to gather data on the developmental process.
- 3.03 Identify the stage theories of development.
- 3.04 Discuss issues surrounding the developmental process.
- 3.05 Assess the impact of technology on aspects of the lifespan.

**COMPETENCY GOAL 4: The learner will explore the basic concepts of sensation and perception.****Objectives**

- 4.01 Analyze the basic concepts explaining the capabilities and limitations of sensory processes.
- 4.02 Examine the components of vision.
- 4.03 Describe the interaction of the person and the environment in determining perception.
- 4.04 Explain the nature of attention.

**COMPETENCY GOAL 5: The learner will analyze basic concepts of motivation and emotion.****Objectives**

- 5.01 Identify theories of motivation.
- 5.02 Examine the biological and environmental cues instigating basic drives or motives.
- 5.03 Analyze the theories and physiology of emotion.
- 5.04 Discuss the effects of motivation and emotion on perception, cognition, and behavior.

**COMPETENCY GOAL 6: The learner will examine factors associated with stress.****Objectives**

- 6.01 Identify major sources of stress.
- 6.02 Explore psychological and physiological reactions to stress.
- 6.03 Identify and explain cognitive strategies to deal with stress and promote health.

**COMPETENCY GOAL 7: The learner will analyze factors influencing the cognitive domain.****Objectives**

- 7.01 Analyze the various learning processes and factors influencing classical and operant conditioning, and cognitive learning.
- 7.02 Explain the role of biology and culture in determining learning.
- 7.03 Describe the processes of encoding information into memory.
- 7.04 Distinguish between short-term and long-term memory systems and explain the process of retrieval.

7.05 Discuss methods for improving memory.

**COMPETENCY GOAL 8: The learner will explore the process of thinking and language development.**

**Objectives**

- 8.01 Describe the tools used in the individual's thought process.
- 8.02 Identify the strategies and obstacles for problem solving and decision making.
- 8.03 Identify theories and developmental stages of language acquisition.
- 8.04 Discuss the links between thinking and language.

**COMPETENCY GOAL 9: The learner will analyze the differing states of consciousness.**

**Objectives**

- 9.01 Classify the characteristics of sleep and theories that explain why we sleep.
- 9.02 Analyze theories used to explain and interpret dreams.
- 9.03 Assess basic phenomena and uses of hypnosis.
- 9.04 Categorize the different psychoactive drugs and their effects.

**COMPETENCY GOAL 10: The learner will examine individual differences and personalities.**

**Objectives**

- 10.01 Describe concepts related to the measurement of individual differences.
- 10.02 Explain the influence and interaction of heredity and environment on individual differences.
- 10.03 Analyze the nature of intelligence and intelligence testing.
- 10.04 Define personality and personality constructs.
- 10.05 Explain personality approaches and identify important contributions to the understanding of personality.
- 10.06 Analyze the different tools and tests used in personality assessment.

**COMPETENCY GOAL 11: The learner will examine the characteristics and treatments of psychological disorders.**

**Objectives**

- 11.01 Describe the characteristics and origins of abnormal behavior, and explain methods used in exploring abnormal behavior.
- 11.02 Discuss major categories of abnormal behavior and explore the challenges associated with accurate diagnosis.
- 11.03 Analyze the impact of mental disorders and efforts to promote greater understanding of abnormal behavior.
- 11.04 Explain methods used to treat people with disorders.
- 11.05 Discuss the legal and ethical challenges involved in delivery of treatment.

**COMPETENCY GOAL 12: The learner will evaluate the social and cultural dimensions of behavior.**

**Objectives**

- 12.01 Assess how people relate to one another.
- 12.02 Identify the primary social and cultural categories of the United States culture.
- 12.03 Examine how social and cultural categories influence behavior.
- 12.04 Explore how group interaction affects behavior.

## SOCIOLOGY

This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

**Strands:** Critical Thinking, Cultures and Diversity, Social Problems and Issues, Social Processes, Anthropology, Geographic Relationships, Technological Influences and Society, Individual Identity and Development, Economic Development

### **COMPETENCY GOAL 1: The learner will develop a sociological point of view.**

#### **Objectives**

- 1.01 Discuss the origins of sociology.
- 1.02 Describe similarities and differences between sociology and the other social sciences.
- 1.03 Identify the relationship between the study of sociology, society, and culture.
- 1.04 Define and apply key concepts used in sociology to understand human society and interaction.
- 1.05 Differentiate among the various sociological perspectives or theories on social life and formulate a personal perspective.
- 1.06 Differentiate among the various sociological research methods.

### **COMPETENCY GOAL 2: The learner will demonstrate an understanding of the nature of culture and the role it plays for the individual and for society.**

#### **Objectives**

- 2.01 Identify and apply the elements of culture.
- 2.02 Compare and contrast various cultures of the world.
- 2.03 Explain how the elements of culture form a whole culture.
- 2.04 Explore the relationship between language and the transmission of culture.
- 2.05 Analyze the role that culture plays in determining personality.

### **COMPETENCY GOAL 3: The learner will develop an understanding of social interaction and social structure.**

**Objectives**

- 3.01 Define and evaluate the theoretical perspectives of social interaction.
- 3.02 Explain the types of social interaction.
- 3.03 Distinguish status from role and pose solutions to role conflicts.
- 3.04 Discuss how the social structure of a culture affects social interaction.

**COMPETENCY GOAL 4: The learner will demonstrate an understanding of the importance of groups and organizations in society.****Objectives**

- 4.01 Distinguish between social groups and formal organizations.
- 4.02 Classify types of social groups that exist in society.
- 4.03 Analyze group dynamics and assess its effects on group behavior.
- 4.04 Evaluate the nature of bureaucracies.

**COMPETENCY GOAL 5: The learner will analyze the process of socialization.****Objectives**

- 5.01 Define socialization.
- 5.02 List the agents of socialization.
- 5.03 Describe how the process of socialization is culturally determined.
- 5.04 Explain the various theoretical perspectives on socialization.
- 5.05 Trace how socialization is a life long process.
- 5.06 Evaluate the functions and roles of socializing agents.

**COMPETENCY GOAL 6: The learner will discuss deviance as a social construct relative to time, place, and social circumstances.****Objectives**

- 6.01 Distinguish between conformity with and deviation from cultural norms.
- 6.02 Differentiate between various explanations or theories for deviant behavior.
- 6.03 Analyze various social control techniques.
- 6.04 Classify types of crime.
- 6.05 Evaluate the American criminal justice system's response to deviant behavior.

**COMPETENCY GOAL 7: The learner will analyze the functions and social structure of social institutions.****Objectives**

- 7.01 Determine how social institutions evolve.
- 7.02 Identify and evaluate the functions of social institutions.
- 7.03 Evaluate the role and effectiveness of social institutions.
- 7.04 Assess the social integration of social institutions.

**COMPETENCY GOAL 8: The learner will examine major social problems.**

**Objectives**

- 8.01 Describe major social problems and social issues.
- 8.02 Analyze causes and effects of social problems and issues.
- 8.03 Construct possible solutions to given social problems.

**COMPETENCY GOAL 9: The learner will demonstrate an understanding of how society changes.**

**Objectives**

- 9.01 Discuss the theoretical approaches used to study social change.
- 9.02 Evaluate the causes and effects of social change.
- 9.03 Describe ways groups resist and accommodate change.

## BIBLIOGRAPHY

- Bahmueller, Charles. *The Core Ideas of CIVITAS: A Framework for Civic Education*. Bloomington, Indiana: Clearinghouse for Social Studies Education, 1992.
- Carvetti, Gordon. *Handbook of Research on Improving Student Achievement*. Arlington, Virginia: Educational Research Service, 1999.
- Elmore, Richard F. and Fuhrman, Susan. *The Governance of Curriculum*. Virginia: Association for Supervision and Curriculum Development, 1994.
- Evans, Ronald and Saxe, David Warren. *Handbook on Teaching Social Studies*. National Council for the Social Studies Bulletin 93. Washington, DC: National Council for the Social Studies, 1996.
- \_\_\_\_\_. *Geography for Life - National Geography Standards*. Washington, DC: National Geographic Research and Exploration, 1994.
- Levy, Tedd et al. *Social Studies in the Middle School*. Report of the Task Force on Social Studies in the Middle School. Washington, DC: National Council for the Social Studies, 1991.
- Marzano, Robert J., Gaddy, Barbara B., and Dean, Ceri. *What Works In Classroom Instruction*. McREL, 2000.
- \_\_\_\_\_. National Council for the Social Studies. *Curriculum Standards for Social Studies*. Washington, DC: National Council for the Social Studies, 1994
- \_\_\_\_\_. *National Standards for Civics and Government*. Calabasas, California: Center for Civics Education, 1994.
- \_\_\_\_\_. *National Standards for History*. Los Angeles, California: National Center for History in the Schools, 1994.
- \_\_\_\_\_. *National Standards for the Teaching of High School Psychology*. Washington, DC: American Psychological Association, 1999.
- \_\_\_\_\_. *National Standards for United States History, Exploring the American Experience*. National Center for History in the Schools. Los Angeles, California: University of California, 1994.
- \_\_\_\_\_. *National Standards for World History, Exploring Paths to the Present Grades 5 - 12*. National Center for History in the Schools. Los Angeles, California: University of California, 1994.

- \_\_\_\_\_*North Carolina Department of Public Instruction Feasibility Study (United States History and Economic, Legal and Political Systems in Action.)* North Carolina Department of Public Instruction, 1998.
- Patrick, John. *Geography in History: A Necessary Connection in the School Curriculum.* Bloomington, Indiana: Clearinghouse for Social Studies Education, 1993.
- Schoenbach, Ruth, Greenleaf, Cynthia, Cziku, Christine, and Hurwitz, Lori. *Reading for Understanding, A Guide to Improving Reading in Middle and High School Classrooms.* San Francisco, California: WestEd, 1999.
- Selwyn, Douglas. *Arts and Humanities in the Social Studies.* National Council for the Social Studies Bulletin 90, 1995.
- Standards for Technological Literacy, Content for the Study of Technology.* International Technology Education Association, 2000.



North Carolina

---

# Standard Course of Study GUIDE

Agricultural Education

Business and Information  
Technology Education

Career Development

Family and Consumer  
Sciences Education

Health Occupations  
Education

Marketing Education

Middle Grades Education

Technology Education

Trade and Industrial Education

Support Services  
Career Development Coordination  
Special Populations Services



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
**Division of Instructional Services**

Career-Technical  
*Education*

**REVISED, 1982, 1987, 1992, 1997, 2002**  
Division of Instructional Services, Career-Technical Education  
North Carolina Department of Public Instruction  
Raleigh, North Carolina 27699-6343

Original Printing, 1977

Activities and procedures within Career-Technical Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.



## FOREWORD

This document has been prepared to assist local school systems in planning effective and comprehensive career-technical education programs. It contains information about planning, required resources, instructional guidelines, and program area offerings.

This document reflects the need for local school systems to have flexibility to accommodate varying local patterns of organization, resources, and needs. It has been prepared with input from over 170 business/industry representatives, 424 local school administrators, 323 students enrolled in career-technical programs and approximately 3,100 teachers. We appreciate their invaluable input and suggestions.

We believe that this document will have a positive influence on thousands of North Carolina students who take career-technical courses. As a result, the economic development of our State will also be enhanced.

A handwritten signature in black ink that reads "June S. Atkinson" with a long horizontal flourish extending to the right.

June S. Atkinson, Director  
Division of Instructional Services

## PREFACE

The *North Carolina Standard Course of Study Guide* is to be used to plan career-technical education programs beginning with the 2004-05 school year.

Part I provides a program description for career-technical education programs. Subparts include information related to planning, resources, work-based learning, other delivery approaches, and local course options.

Part II highlights specific planning information for each career-technical program area. The content is outlined by program descriptions, major program objectives, scope and sequence, and course descriptions.

Part III describes support services to be made available for students in career-technical programs. The Career Development Coordination section lists major functions and describes major program outcomes. Special Populations sections has a program description, objectives, description of eligible target groups, definitions of disabling conditions, service delivery strategies, and enrollment guidelines.

Career-technical student organizations (CTSOs) are an integral part of career-technical programs. Appendix A includes information about each of the eight CTSOs that serve students enrolled in career-technical programs.

Some local situations may require other modifications in the offering of career technical courses. When these occur, a modification procedure has been developed and necessary forms for submitting a modification request is found in Appendix B. Career-technical student organizations (CTSOs) are also described in the appendices.

# CAREER-TECHNICAL EDUCATION STANDARD COURSE OF STUDY GUIDE TABLE OF CONTENTS

<b>Foreword</b> .....	<b>iii</b>
<b>Preface</b> .....	<b>iv</b>
<b>Table of Contents</b> .....	<b>v</b>
<b>Career-Technical Education Course Offerings</b> .....	<b>vii</b>
<b>Part I. Career-Technical Education in North Carolina</b>	
A Program Description	
<b>A. Planning</b>	
1. Mission and Purpose .....	1
2. Program Areas .....	1
3. Common Goals .....	1
4. State Board of Education Responsibilities .....	2
5. Master Plan .....	2
6. Career-Technical Student Organizations (CTSOs) .....	3
7. Determining Program Offerings .....	4
8. Evaluating Program Accomplishments .....	4
9. Student Achievement and Progress .....	5
10. Partnerships with Community and Technical Colleges .....	5
<b>B. Resources</b>	
1. Personnel .....	7
2. Teacher Responsibilities .....	7
3. Professional Development .....	7
4. Facilities .....	8
5. Equipment, Materials, and Supplies .....	9
6. Funding .....	10
7. Curriculum Planning .....	10
8. Enrollment .....	11
9. Instructional Organization and Content .....	11
<b>C. Work-based Learning</b>	
1. Overview .....	12
2. Apprenticeship .....	12
3. Cooperative Education .....	12
4. Internship .....	13
5. School-based Enterprises .....	13
6. Job Shadowing .....	14
7. Service Learning .....	14
<b>D. Other Delivery Approaches</b>	
1. Career Academies .....	14
2. Contracts and Agreements .....	14
<b>E. Local Course Options</b> .....	
	<b>15</b>

**Part II. Specific Planning Information for Each Career-Technical Education Program Area**

**A. Agricultural Education ..... 16**

**B. Business and Information Technology Education ..... 27**

**C. Career Development Education ..... 39**

**D. Family and Consumer Sciences Education ..... 42**

**E. Health Occupations Education ..... 52**

**F. Marketing Education ..... 59**

**G. Middle Grades Education ..... 67**

**H. Technology Education ..... 73**

**I. Trade and Industrial Education ..... 81**

**Part III. Support Services**

**A. Career Development Coordination ..... 102**

**B. Special Populations Services ..... 104**

**Appendices**

**Appendix A Career-Technical Student Organizations ..... 119**

**Appendix B Request to Offer Modification of Career-Technical Education Courses not  
in the Standard Course of Study ..... 128**

# Career-Technical Education Course Offerings

## Grades 6-12

Program Areas	Grades 6-8	High School Levels			
		Level 1	Level 2	Level 3	Level 4
<b>Agricultural Education</b>	Exploring Biotechnology	Agriscience Applications	Agricultural Mechanics I  Agricultural Production I  Animal Science I  Equine Science I  Biotechnology and Agriscience Research I  Environmental and Natural Resources I  Horticulture I	Agricultural Mechanics II  Agricultural Mechanics II - Small Engines  Agricultural Production II  Animal Science II  Animal Science II - Small Animal  Equine Science II  Biotechnology and Agriscience Research II  Environmental and Natural Resources II  Horticulture II  Horticulture II - Turf Grass  Horticulture II- Landscape Construction	Agricultural Advanced Studies
<b>Business and Information Technology Education</b>	Business Computer Technology  Exploring Business Technologies  Keyboarding	Computer Applications I  Foundations of Information Technology  Digital Communication Systems  Principles of Business and Personal Finance	Business and Electronic Communications  Computer Applications II  Computerized Accounting I  Computer Programming I	Business Law  Computerized Accounting II  e-Commerce I  Computer Programming II  Networking I	Business Advanced Studies  Business Management & Applications  e-Commerce II  Network Administration II -- Linux  Network Administration II -- Microsoft  Network Administration II-- Novell  Small Business Entrepreneurship
<b>Career Development Education</b>	Exploring Career Decisions	Career Management			

Note: Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.



# Career-Technical Education Course Offerings

## Grades 6-12

Program Areas	High School Levels			
	Level 1	Level 2	Level 3	Level 4
<b>Trade and Industrial Education</b>	Introduction to Trade & Industrial Education		Trade & Industrial Cooperative Training I	Trade and Industrial Education Advanced Studies Trade & Industrial Cooperative Training II
		<b>Commercial and Artistic Production Technologies</b>		
		Digital Media I	Digital Media II	
		Printing Graphics I	Printing Graphics II	
		<b>Construction Technologies</b>		
		Construction Technology I	Construction Technology II	Construction Technology III
		Electrical Trades I	Electrical Trades II	
		Furniture and Cabinetmaking I	Furniture and Cabinetmaking II	
		Masonry I	Masonry II	Masonry III
		<b>Engineering Technologies</b>		
		Computer Engineering Technology I	Computer Engineering Technology II	
		Drafting I	Drafting II – Architectural Drafting II – Engineering	Drafting III – Architectural Drafting III – Engineering
		Electronics I	Electronics II	
		Networking I	Network Engineering Technology II – Cisco Network Engineering Technology II – Nortel	Network Engineering Technology III – Cisco Network Engineering Technology III – Nortel
		Scientific & Technical Visualization I	Scientific & Technical Visualization II	
		<b>Industrial Technologies</b>		
		Metals Manufacturing Technology I	Metals Manufacturing Technology II	
		Welding Technology I	Welding Tehcnology II	
		<b>Public Service Technologies</b>		
		Cosmetology Introduction	Cosmetology I	Cosmetology II
		<b>Transport Systems Technologies</b>		
		Automotive Service Technology I	Automotive Service Technology II	Automotive Service Technology III
		Collision Repair Technology I	Collision Repair Technology II	

Note: Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.

# Part I

## Career-Technical Education In North Carolina

### A. PLANNING FOR CAREER-TECHNICAL EDUCATION

---

#### MISSION AND PURPOSE

The mission of career-technical education (CTE) is to help empower students for effective participation in an international economy as world-class workers and citizens.

Career-technical education fulfills this mission by:

1. Preparing students for postsecondary education in career-technical fields and lifelong learning.
2. Preparing students for initial and continued employment.
3. Assisting students in making educational and career decisions.
4. Applying and reinforcing related learning from other disciplines.
5. Assisting students in developing decision-making, communication, problem-solving, leadership, and citizenship skills.
6. Preparing students to make informed consumer decisions and apply practical life skills.
7. Making appropriate provisions for students with special needs to succeed in career-technical education programs.

---

#### PROGRAM AREAS

Competency-based courses are offered in eight program areas, with each area having school-based, work-based, or community-based learning opportunities.

1. Agricultural Education
2. Business and Information Technology Education
3. Career Development Education
4. Family and Consumer Sciences Education
5. Health Occupations Education
6. Marketing Education
7. Technology Education
8. Trade and Industrial Education

Combined with other academic offerings, career-technical education assists all enrollees with career goals and high school graduation requirements. Students are to have a career development plan outlining courses to be taken to meet a tentative career objective and obtain a high school diploma.

---

#### COMMON GOALS\*

All programs in career-technical education are designed to contribute to the broad educational achievement of students. These programs contribute to students being able to

**COMMON  
GOALS\* (continued)**

1. Identify, organize, plan, and allocate resources – time, money, materials and facilities, and human resources.
2. Work with others by participating as a team member, serving clients/customers, negotiating, and working with diversity.
3. Acquire and use information.
4. Work with and operate effectively within social organizations and technological systems.
5. Work with a variety of technologies.
6. Contribute to the development of reading, writing, listening, speaking, and mathematical skills.
7. Contribute to the development of thinking creatively, making decisions, solving problems, and reasoning.

\* These goals are based on the Secretary’s Commission on Achieving Necessary Skills (SCANS) Report.

**STATE BOARD OF  
EDUCATION  
RESPONSIBILITIES**

---

The State Board of Education is responsible for providing direction and leadership to career-technical education. The State Board of Education’s guidelines are outlined in the *ABCs of Public Education*, *Basic Education Program*, and the *Master Plan for Career-Technical Education*.

The ABCs has three major emphases:

1. Accountability: Schools are held accountable for student progress. The teachers and principal at each school are responsible for how well they teach children.
2. Basics: Schools are to focus on the care of a good, solid education: reading, writing, and mathematics.
3. Control: Individual schools are given maximum flexibility to decide where to channel their efforts and their resources to achieve success.

The *Basic Education Program* for North Carolina’s Public Schools outlines the curriculum which should be provided in all schools throughout the state. Career-technical education is one of the curriculum areas included.

**MASTER PLAN**

---

The *Master Plan for Career-Technical Education* establishes the philosophy and framework of the State Board of Education for career-technical education. The framework of the State Board of Education includes the following:

1. Courses should be available to students without regard to race, sex, national origin, or handicap.
2. Teaching transferable and thinking skills is important in preparing students to adapt to a changing work environment.
3. Instruction should provide opportunities for students to apply communication, computational, scientific, and other academic skills to specific areas.

**MASTER PLAN  
(continued)**

4. Input from local advisory committees, employment data, community surveys, student surveys, and student follow-up are necessary in planning, implementing, and evaluating local programs.
5. Students are provided opportunities to earn industry credentials or certifications documenting specific competencies achieved through participation in a career-technical education program.
6. Counselors and teachers should coordinate programs with business and industry to ensure that educational objectives match work requirements. Additionally, work experiences achieved through shadowing, internships, cooperative on-the-job training, or apprenticeships ensure an easy transition from a student to a competent, wage earner.
7. All students in career-technical programs have an opportunity to develop and extend their learnings through participation in active career-technical student organizations. The program of work for each organization should be based on instructional competencies and be an integral part of the program.
8. Strong career development, guidance, counseling, job placement, and follow-up services are to be available to assist students in planning for their careers and enrolling in appropriate courses. All students should have tentative career development plans.
9. Parents are to be actively involved in helping their children choose courses.
10. Full cooperation, communication, and coordination between secondary schools and community colleges are necessary for each student advancing to a higher education level.

**CAREER-  
TECHNICAL  
STUDENT  
ORGANIZATIONS  
(CTSOs)**

---

A career-technical student organization (CTSO) is an integral part of each program area's curriculum. The CTSOs are

- Agricultural Education -- (FFA)
- Business and Information Technology Education -- Future Business Leaders of America (FBLA)
- Family and Consumer Sciences Education -- Family, Career and Community Leaders of America (FCCLA)
- Health Occupations Education -- Health Occupations Students of America (HOSA)
- Marketing Education -- (DECA)
- Middle Grades Students -- Career Exploration Clubs of North Carolina (CECNC)
- Technology Education -- Technology Student Association (TSA)
- Trade and Industrial Education -- (SkillsUSA)

Any student enrolled in a career-technical course is eligible for membership in the career-technical student organization associated with that program. □

**(CTSOs) (continued)**

CTSOs develop character, citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working.

CTSOs provide a unique instructional method for attaining the competency goals and objectives identified in each course. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course blueprints.

---

**DETERMINING  
PROGRAM  
OFFERINGS**

Career-technical education planners determine local program offerings by considering the following:

1. Availability of resources.
2. Changes in population characteristics.
3. Labor needs in new and emerging occupations, including small business ownership.
4. Labor needs in existing occupations and career pathways with greater than average anticipated growth.
5. Rates of increase in employment projected for the service sector of the public and private economy.
6. Projected increase in occupations requiring technical skills.
7. Impact of technology on consumer decision making.
8. Impact of managing personal, family, and work lives.
9. Community and technical college offerings.
10. Availability of technology.
11. Student and employment demand in career pathways.

When determining local program offerings for a school or a total school system, local planning personnel should organize a comprehensive and appropriate sequence of career-technical education offerings for students enrolled in grades 6-12. These offerings should be based on an assessment of student needs, interests and aspirations and labor market demands and projections.

---

**EVALUATING  
PROGRAM  
ACCOMPLISHMENTS**

Consistently high quality local programs can be ensured through a system of continuing qualitative and quantitative evaluation and reporting of programs, services, and activities. The State Board of Education has the primary responsibility for statewide evaluation of career-technical education programs.

Local program evaluation is based on the State Board of Education's adopted performance measures and standards. These measures include: academic and technical attainment, credentials, placement and follow-up, and nontraditional enrollment and completion. All enrollees, including members of special populations, are assessed by

these measures and standards at the local level. Annually, local school systems must determine if these standards are met, or if substantial progress is being made to meet the standards. Local evaluations are disaggregated by courses, programs, sites, gender, and special population categories.

---

**STUDENT  
ACHIEVEMENT  
AND  
PROGRESS**

Student achievement and progress may be evaluated by using criterion-referenced measures such as:

- Written and oral pre- and post-assessments.
- Performance tests with teacher or employer rating checklists.
- Performance gains.
- Observation of performance in class and on-the-job settings by teachers and job supervisors.
- Evaluation of projects and products completed by the student, using checklists and rating scales.
- Follow-up studies with students and employers.

Testing instruments and procedures may be designed locally or obtained from another source. Sources include the computerized competency/test-item banks available from Career-Technical Education, North Carolina Department of Public Instruction. This resource is a part of the Career-Technical Education Instructional Management System, which is called VOCATs.

Reports of enrollment, student and employer follow-up, and performance measures and standards constitute data bases for local program planners and state staff. Other sources include labor market, demographic, teacher, student, and program data. These data sets should be used in making programmatic decisions, for program review and improvement, for guidance, and as a basis for marketing career-technical education to internal and external audiences.

---

**PARTNERSHIPS WITH COMMUNITY AND TECHNICAL COLLEGES**

**COORDINATION**

Coordinating secondary and community and technical college programs is important in helping students make a smooth transition from one level of instruction to another without their experiencing delays or loss of credit. Articulation models include time-shortened, advanced skills, and technical preparation associate degree programs.

**TIME-  
SHORTENED  
PROGRAMS**

Time-shortened programs eliminate unnecessary redundancy in educational experiences. They grant advanced placement to high school students entering a postsecondary program. As a result, students complete an occupational specialty or associate degree more quickly than a normal postsecondary program would allow.

---

## **ADVANCED SKILLS PROGRAMS**

Advanced skills programs streamline educational experiences for grades 11-14 in order to incorporate more advanced training than a traditional program would provide. It allows students who have mastered academic or technical skills in high school to bypass some introductory postsecondary courses, thus allowing more time for advanced skills courses.

## **COLLEGE TECH PREP**

A college tech prep program is a sequential course of study designed to meet the need for graduates to have more technically-oriented educational preparation. Through a blending of higher level academic and career-technical courses, college tech prep prepares students for increasingly sophisticated technical occupations. It combines English, mathematics, science, career-technical course sequences, and other graduation requirements.

College tech prep combines secondary and postsecondary programs that:

- Provide technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business.
- Build student competence in mathematics, science, and communications (including applied academics) through a sequential course of study.
- Lead to placement in employment.

Any model should have:

- Leadership and commitment from top administrators.
  - Early faculty involvement.
  - Written articulation agreements.
  - Open and frequent communications.
  - Clearly defined responsibilities and goals.
  - Clearly identifiable courses of study.
  - Competency-based curriculum.
  - Common focus on mutual goals.
  - Integration of academic and career-technical education.
  - Curriculum alignment.
  - Career and development counseling.
  - Assessment and evaluation.
  - Parental involvement.
  - Work-based learning.
-

## **B. RESOURCES**

---

### **PERSONNEL**

Local boards of education are responsible for securing the persons best qualified for their career-technical education programs. CTE staff include teachers, administration, and support personnel such as career development, special populations, and VoCATS coordinators. Selection must be subject to licensure standards approved by the State Board of Education.

Additional information related to licensure may be obtained by referring to the licensure guidelines available from the Division of Human Resource Management.

---

### **TEACHER RESPONSIBILITIES**

Career-technical teachers should have the personal qualities, professional preparation, appropriate license, and work experience to carry out their teaching responsibilities effectively. The number and variety of course offerings determine the number of career-technical teachers needed in a school. Single teacher staffing can and will limit the number of courses offered. A sequence which extends from introductory study to specialized occupational areas usually requires multiple staffing.

The major duties of career-technical education teachers include:

- Preparing and implementing instructional plans.
- Working with business/industry representatives.
- Evaluating student progress.
- Implementing career-technical student organizations (CTSOs) leadership and instructional activities in and out of the classroom.
- Organizing and maintaining tools, equipment, and the facility.

An increasing number of teachers also have responsibility for using work-based learning activities such as cooperative on-the-job training, internships, apprenticeships, and supervision of school-based enterprises.

Sponsoring CTSOs requires planning meetings, both at the local and regional levels, which may occur in the evening or on weekends. One lead advisor should be appointed to coordinate CTSO activities and responsibilities for each program area.

Each of these major categories requires adequate time for preparation, often prior to school and after regular instructional time. Additional time should be provided if the teacher maintains laboratory equipment or coordinates work-based learning. Teachers should have adequate time for instructional preparation.

---

### **PROFESSIONAL DEVELOPMENT**

A school system should have a professional development program which assures that:

**PROFESSIONAL  
DEVELOPMENT  
(continued)**

1. Activities are provided in accordance with identified professional, skill area, and individual growth and development needs of personnel.
  2. An assessment has been conducted to identify staff development needs of career-technical education personnel.
  3. The selection of in-service topics and activities is based on identified needs within the instructional program.
  4. Teachers and other concerned personnel are informed regarding staff development opportunities available within and outside the local administrative unit, including colleges, universities, businesses and postsecondary institutions.
  5. Teachers and other personnel are made aware of the components in the school system's staff development plan.
  6. In-service activities offer practical methods to improve instruction and expedite job responsibilities.
  7. Within reason, inservice activities are readily available and conveniently scheduled for participants.
  8. Teacher and support staff are provided opportunities to participate in at least one annual staff development activity related to their teaching assignments and/or areas of licensure.
- 

**FACILITIES**

Success of career-technical programs is dependent on adequate and well-equipped facilities which stay current with the business, industry, and other employment categories they represent. To assure successful learning, the physical facilities for each program should meet the following requirements:

1. Size and space for each program is adequate to accommodate the number of students enrolled.
2. Space is arranged for maximum flexibility and ease in teacher supervision of multiple activities.
3. Permanent furnishings and equipment are adequate in number and in good operating condition.
4. There is adequate provision for maintaining service systems in good working condition (e.g., electricity, water, light control).
5. Classrooms, laboratories, auxiliary areas (finish rooms, storage), and other facilities are adequate in design, suitability, and quantity to enable students to meet the specified objectives.
6. Each teacher is assigned a conveniently located, furnished, and equipped area for planning, record keeping, consultation, and administration.
7. All facilities meet the requirements of the Environmental Protection Agency ([www.epa.gov](http://www.epa.gov)) and Occupational Safety and Health Act ([www.osha.gov](http://www.osha.gov)).
8. Restrooms and dressing rooms are located to provide convenient access to students of either sex.
9. Facilities have been modified to accommodate disabled students.

**FACILITIES  
(continued)**

10. Adequate provisions exist for the safety and health of students and teachers.

*For further information about facilities, refer to the Career-Technical Education Facilities Planner, (<http://www.schoolclearinghouse.org/pubs/facguid.pdf>)*

---

**EQUIPMENT,  
MATERIALS, AND  
SUPPLIES**

Students differ widely in interests, abilities, background, learning styles, prerequisite knowledge, and skills. The variations which exist in students make it equally important that a wide range of current and bias-free instructional materials be made available to students.

If students are to get the most out of occupational and practical life skills, they must have the opportunity to practice the tasks involved. This means that an appropriate quantity of consumable supplies must be available to students for practice and demonstration activities.

Rapid changes in technology require a regular updating of tools, equipment, and even raw materials. The school system must respond to modern technological advances by maintaining an on-going schedule for updating all tools, equipment, and materials used by students in laboratory activities. In general, the school system should plan to have the following available for each program:

1. Basic equipment and instructional aids in adequate quantity, quality, and currency to permit appropriate practice in laboratory instruction.
2. A budget that permits adding, replacing, and updating equipment and materials.
3. A budget that permits consumable supplies (such as food, lumber, ingredients for mortar, etc.) to be made available in sufficient quantities and at appropriate times.
4. Currently-adopted textbooks (or their equivalent) and pertinent supplementary books readily available in adequate supply and in usable condition.
5. A variety of bias-free instructional materials that can accommodate a great diversity of student interests.

Also, the school system should make sure that all tools and equipment are kept repaired and in good working order. Adequate instructional support and resource materials should be available at each teaching station or easily obtained from the media center or other central location.

*For further information about specific equipment, refer to the Equipment Standards for Career-Technical Education.*

([NCPublicSchools.org/workforce\\_development/publications/equipment\\_standards/index.html](http://NCPublicSchools.org/workforce_development/publications/equipment_standards/index.html))

---

## FUNDING

Career-technical education programs are funded through a combination of state, federal, and local resources. The State Board of Education is committed to a funding formula which provides state funds for the support of a statewide secondary program. Federal career-technical education funds allocated to local boards of education are to be spent according to federal criteria and purposes.

Local boards of education receive state and federal funds on the basis of a continuing plan and an annual application for career-technical education. This plan is to be developed with the advice of local advisory committees and is to be consistent with criteria set up by legislation and State Board of Education policy. The career-technical monies may be used to:

1. Employ CTE instructional and supportive personnel.
2. Purchase CTE instructional materials, supplies, and equipment.
3. Conduct certain other activities which contribute to the state and local goals/objectives of the career-technical program and which are consistent with criteria for their use.

State and federal career-technical funds made available are to be used to supplement the amount of local funds that would, in the absence of career-technical funds, be made available for career-technical education and in no case supplant funds.

All career-technical education courses identified in the course descriptions sections of this document are eligible for career-technical funding when offered in an approved scope and sequence and according to the guidelines in the *Career-Technical Education Fiscal and Policy Guide*. ([www.NCPublicSchools.org/workforce\\_development/management/index.html](http://www.NCPublicSchools.org/workforce_development/management/index.html))

---

## CURRICULUM PLANNING

It is critical to the success of a program's implementation or expansion that planning precede student enrollment. This planning time is to be used by administrative personnel to:

1. Conduct student interest, community, and employment surveys to determine if there is a need for the program.
2. Review industry credentials, where available.
3. Select an advisory committee composed of business, industry, and lay community representatives who jointly collaborate with educators in the decision-making process.
4. Assess whether the program will contribute to graduation requirements specified by the State Board of Education adopted in June 2000. (e.g. contribution to a career pathway requirement of the Career Prep and College Tech Prep courses of study.)
5. Select a licensed teacher who can begin contributing to the organizational operation of the program. □

**CURRICULUM  
PLANNING  
(continued)**

6. Design and organize classroom/laboratory facilities and obtain equipment, supplies, books, and materials.
7. Assure that local administrators and other school personnel understand and support the total program.
8. Interpret the program to students and the school community.

Course blueprints, with competencies and objectives, and test-item banks, serve as guides for planning and evaluating instruction. Available from the CTE state office, these materials help teachers identify and assess student achievement.

In addition, teachers may need time to develop on-the-job skills and the knowledge required for teaching the course.

---

**ENROLLMENT**

Enrollment in each class is to be of a size that ensures effective instruction as prescribed in the individual course descriptions in Part II of this *North Carolina Standard Course of Study Guide*.

Recommended maximum student enrollment is established to maintain proper instructional management and to assure a safe and healthful teaching/learning environment. Maximum figures are suggested for each course of instruction based on the:

1. Degree to which student safety is involved in the learning process.
2. Desired level of learning outcomes for students in the course.
3. Type of instructional activities involved.
4. Type, quantity, and size of instructional equipment, materials, and supplies.
5. Amount of space needed by students and teachers for instructional purposes.

Factors influencing the number of students for any particular course should take into consideration availability of shops and laboratories, availability of qualified instructors, adequacy of preparation time, cooperative on-the-job placement, internship arrangements, number of classroom work stations, and class scheduling requirements.

---

**INSTRUCTIONAL  
ORGANIZATION  
AND CONTENT**

Course offerings within each program area are both competency-based and individualized. Teachers within a program should cooperatively develop a single, comprehensive instructional plan for each course and program in the school and in the school system. Teachers are also responsible for evaluating competencies established for the program. Where appropriate, discussions about gender equity should be incorporated into the curriculum.

---

## C. WORK-BASED LEARNING

---

### OVERVIEW

Work-based learning strategies allow schools to go beyond the classroom and into the community to develop student competence. An essential component of any work-based learning is connecting the work-place to school-based learning. See [www.NCPublicSchools.org](http://www.NCPublicSchools.org) for State Board of Education policies governing work-based learning.

### APPRENTICESHIP

*Apprenticeship* is one of the oldest methods of job training. This method is an industry-driven education and career training program based on recognized industry standards. It is a means by which employers address current and projected employment needs. This program is a partnership among business, industry, education, North Carolina Department of Labor (DOL), parents and youth apprentices. Some apprenticeship characteristics are

- Use of a skilled journeyman to help instruct the apprentice.
- Combination of classroom-related instruction with structured work-based learning.
- Employment by an employer who has a direct need for trainees in the occupation.
- Incremental pay scale that increases with skill and knowledge development.
- Training of a highly skilled technician or craft person.
- Appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.
- Registration by the North Carolina Department of Labor, Apprenticeship and Training Division. The Division provides free assistance to the employer and to the apprentice and certifies both the training program and the newly trained journeyman.
- Application of high school apprenticeship hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.
- On-the-job training for each year of participation during high school. The high school student can begin when he/she turns 16 years of age and is part of the high school apprenticeship program. For additional information, refer to North Carolina State Board of Education Policies for work-based learning methods receiving academic credit.

---

### COOPERATIVE EDUCATION

*Cooperative career-technical education* provides on-the-job training for students through a cooperative agreement among the school, the employer, the parents/guardian, and the student. A cooperative education coordinator is responsible for providing classroom instruction related to the occupation in which the student is placed and for contact with the student and the appropriate supervisor at the training site. Written training agreements and written training plans between the school and the employers are cooperatively developed and available. Such agreements include:

**COOPERATIVE  
EDUCATION  
(continued)**

- Provisions for the employment of student workers in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of such student workers for private gain.
- Related occupational instruction in school.
- Payment of the prevailing wage for employment to student workers and awarding school credit for on-the-job training.

In the classroom, students should receive instruction related to their on-the-job training experiences. A training plan jointly developed by the teacher-coordinator and employer outlines the sequential classroom instruction and on-the-job training a student receives. The training plan is the base for evaluating the student's progress on the job and in the classroom. Each cooperative student is coordinated and supervised by a teacher coordinator.

---

**INTERNSHIPS**

*Internships* allow for additional development of career-technical competencies. Internships are an essential way for today's youth to experience the value of work, develop pride in work, and mature personally. Many communities have opportunities for students to intern in an industry or to work with some community organization addressing a particular problem or need of the business/industry sector.

*Internships* allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities.

Possibilities are limited only by the imagination of the students, the staff, and the employment community. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

---

**SCHOOL-BASED  
ENTERPRISES**

*A school-based enterprise* engages students in providing services or the production of goods for sale through a school sponsored activity. Individual or sequenced high school courses are set up as actual student-run businesses. Participants learn entrepreneurship, application of skills and knowledge from other courses, and enhance their personal development.

Production work activities are also school-based and are performed by career-technical classes under contract with a second party for remuneration. These activities (e.g., live projects) have always been a vital part of the career-technical education delivery system and are among the most effective instructional methods for developing student competence.

---

## **JOB SHADOWING**

*Job shadowing* is an unpaid short term activity that exposes the student to the workplace. The student is allowed to observe an experienced skilled worker in an actual work setting. Job shadowing heightens student understanding of potential career opportunities and depicts a clear connection between the classroom and the workplace. The duration of this activity could be a half day or longer depending on the needs of the student and work place.

---

## **SERVICE LEARNING**

*Service learning* is a method by which students learn and develop through active participation in thoughtfully organized service and community service experiences. This method provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.

---

## **D. OTHER DELIVERY APPROACHES**

---

### **CAREER ACADEMIES**

*Career academies* are designed to integrate academic and career-technical curricula organized around a theme (health careers, electronics, banking, etc.) They encompass a set of jobs ranging from those that require no postsecondary education to those that require advanced degrees. Academies have the following common characteristics:

- Each academy is organized as a “school within a school” where students take a sequence of courses together.
- Each academy has a particular career, occupational or industrial theme.
- Each academy enlists the active involvement in the related sector of local employers.

Local employers are involved in the development and implementation of the curriculum. Employers may also provide equipment, serve as mentors and offer summer work experiences.

---

### **CONTRACTS AND AGREEMENTS**

Where conditions are not feasible to establish a regular in-school career-technical program, the following alternatives are available:

- Establish a contract or agreement with a private industry, business, training agency, or community and technical college.
- Employ temporary, part-time, hourly personnel for short-term instructional needs.

All contracts, agreements, and part-time or hourly personnel must meet the procedures outlined in the *Career-Technical Education Fiscal and Policy Guide*. ([www.dpi.state.nc.us/workforce\\_development/management/index.html](http://www.dpi.state.nc.us/workforce_development/management/index.html))

---

## E. LOCAL COURSE OPTIONS

---

Career-technical education courses may be offered in grades 6-12. Course descriptions are given in Part II.

A local education agency may request authorization for offering a course not listed on the course offerings chart by following the procedures outlined in Appendix B. ***This request must be prepared only once when courses are offered in a school system for the first time.***

The following criteria should be used to help a local education agency determine whether to offer a specialized course.

1. The new course will satisfy a currently unfilled community need.
  2. The new course is desired by local community and business leaders.
  3. The career potential of this new course is permanent and not transitory or temporary in nature and is of sufficient size to assure employment opportunities to students.
  4. The course offers attractive career and wage benefits to potential concentrators.
  5. A qualified instructor is available.
  6. Facilities, equipment, and appropriate instructional materials are available.
  7. A curriculum framework is or can be developed which includes:
    - Competency and objective listing (blueprint) verified by business and industry.
    - Content outline.
    - Postassessment.
-

# PART II

## Specific Planning Information For Each Career-Technical Education Program Area

---

### AGRICULTURAL EDUCATION

**PROGRAM  
DESCRIPTION**

Today, many definitions exist for the term “agriculture.” In its vision, agricultural education in North Carolina employs the phrase “food, fiber and environmental systems” to describe a very broad field, best defined by the National Research Council as, “A field that encompasses the production of agricultural commodities, including food, fiber, wood products, horticulture crops, and other plant and animal products. The terms also include financing, processing, marketing and distribution of agricultural products; farm production supply and service industries; health, nutrition and food consumption; the use and conservation of land and water resources; development and maintenance of recreational resources; and related economic, sociological, political, environmental and cultural characteristics of the food and fiber system.” This new phrase was chosen in an effort to be inclusive of and to harness the potential of the total agricultural community. *With this in mind, the mission of the agricultural education program is to prepare students for success in the food, fiber and environmental systems.*

Agricultural Education provides students with the opportunity to participate in an integrated educational model that focuses students on careers in the food, fiber and environmental systems. The program is designed to develop technical, leadership and management expertise needed by secondary school students for success in the industry.

---

**DESIGN**

The agricultural education program is built on the three core areas of classroom/laboratory instruction, supervised agricultural experience programs and FFA student organization activities/opportunities. The program is designed for delivery through these three components as follows:

- Classroom/Laboratory Instruction – quality instruction in and about agriculture that utilizes a “learning by doing” philosophy.
- Supervised Agricultural Experience Programs – all students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education courses.
- FFA Student Organization activities/opportunities – FFA activities are an integral part of the agricultural education program that all agricultural education students should participate in if they are to fully benefit from their enrollment in the program.

A quality agricultural education program has a balanced utilization of these three core components. These components are best carried out when the following strategies are employed:

- Community-Based Planning – involvement of the school administration and community in the planning and coordination of the program is essential to success.

- Professional Development – agriculture teachers take advantage of opportunities for professional development and growth.
- Partnerships – the development of alliances with community and business leaders are essential for program success.
- Marketing – every agricultural education program needs a successful marketing strategy in place to attract and retain students and the support of the community that is being served.

When these components and strategies are in place, program success will occur.

---

**MAJOR  
PROGRAM  
OUTCOMES**

The major program outcomes for students enrolled in an agricultural education program are as follows:

1. Opportunity to explore career options available in agriculturally-related fields to assist them in planning for a future career.
2. Technical skills training for success in an agriculturally-related career.
3. Connectivity of school-based instruction with work-based learning.
4. Leadership and personal development training needed to succeed in an agriculturally-related career including teamwork, problem-solving, and communications.
5. Competitive advantage for students to succeed in an international economy.
6. Commitment to community development and service through projects that require interaction with parents, agribusiness leaders, civic organizations, etc.
7. Development of skills necessary for lifelong learning in agriculture leading to career advancement and success.

---

**PROGRAM  
UNIQUENESS**

The agricultural education program includes program offerings for students in grades 7-12. Students may choose to enter and progress through one of several agricultural education sequences in order to achieve their career goals. The determination of offerings should be based on an assessment that includes a combination of student needs/interests, program enrollment, qualified teaching faculty, industry needs, and community interest/resources.

Exploring Biotechnology may be offered in grades 7-8 as a part of a middle grade career-technical education program. Agriscience Applications is a recommended entry level course for students enrolled in grades 9 through 12. Agricultural Advanced Studies is offered to agricultural education students in their senior year as a course option to demonstrate their ability to use content and apply knowledge to a real-world situation in a career pathway.

---

**COURSE  
OFFERINGS\***

Agricultural Education course offerings, grades 7-12, are the following:

Grades 7-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Exploring Biotechnology	Agriscience Applications	Agricultural Mechanics I	Agricultural Mechanics II  Agricultural Mechanics II- Small Engines	Agricultural Advanced Studies
		Agricultural Production I	Agricultural Production II	
		Animal Science I	Animal Science II  Animal Science II - Small Animal	
		Equine Science I	Equine Science II	
		Biotechnology and Agriscience Research I	Biotechnology and Agriscience Research II	
		Environmental and Natural Resources I	Environmental and Natural Resources II	
		Horticulture I	Horticulture II  Horticulture II - Turf Grass  Horticulture II - Landscape Construction	

\*Note: Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.

# Agricultural Education Course Descriptions

## **Agricultural Advanced Studies**

Course Number: 6899  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This is a three-phased exit course for seniors that is career focused in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives and other school-based personnel. FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite Three technical credits in Agricultural Education.

---

## **Agricultural Mechanics I**

Course Number: 6831  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems, accidents, and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite None

---

**Agricultural  
Mechanics II**

Course Number: 6832  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course expands upon the knowledge and skills learned in Agricultural Mechanics I. The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision-making. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite Agricultural Mechanics I

---

**Agricultural  
Mechanics II-  
Small Engines**

Course Number: 6833  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours  
of Instruction: 135-180

This course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. In addition, students learn how to select engines for specific applications. Materials will be covered to prepare students for the Master Service Technician Exam. Safety skills will be emphasized as well as leadership development and work-based learning. Opportunities exist for students to conduct internships or apprenticeships as small engine technicians.

Prerequisite Agricultural Mechanics I

---

**Agricultural  
Production I**

Course Number: 6811  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development. Skills in algebra and biology are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite None

---

**Agricultural  
Production II**

Course Number: 6812  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course provides instruction that expands the scientific knowledge and technical skills gained in Agricultural Production I with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development. Skills in algebra and biology are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, supervised agricultural experience, and apprenticeship. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite Agricultural Production I

---

**Agriscience  
Applications**

Course Number: 6810  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite None

---

**Animal Science I**

Course Number: 6821  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite None

---

**Animal Science II**

Course Number: 6822  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course includes more advanced scientific principles and communication skills than were developed in Animal Science I. Topics include animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, cooperative education, apprenticeships and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite      Animal Science I

---

**Animal Science II-  
Small Animal**

Course Number: 6823  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered through this course. Opportunities for students to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences.

Prerequisite      Animal Science I

---

**Biotechnology and  
Agriscience Research I**

Course Number: 6871  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. The FFA student organization and work-based learning experiences are integrated throughout this course to bring the scientific information to students for real-life application. Agriscience Applications is a recommended prerequisite.

Prerequisite      None

---

**Biotechnology and Agriscience Research II**

Course Number: 6872  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research.

Prerequisite: Biotechnology and Agriscience Research I

---

**Environmental and Natural Resources I**

Course Number: 6851  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite: None

---

**Environmental and Natural Resources II**

Course Number: 6852  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, cooperative education, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite: Environmental and Natural Resources I

---

**Equine  
Science I**

Course Number: 6825  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours  
of Instruction: 135-180

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition and care in preparation for a career in the equine industry. Skills in biology, chemistry and mathematics are reinforced in this course. Opportunities for students to gain hands-on experience will be included in this course through work-based learning and leadership experiences. Supervised agricultural experience programs and FFA leadership activities are integral components of the course.

Prerequisite None

---

**Equine Science II**

Course Number: 6826  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours  
of Instruction: 135-180

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite Equine Science I

---

**Exploring  
Biotechnology**

Course Number: 6828  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course focuses on the agricultural and medical industry with emphasis on the relationship of science and technology that affects agriculture, medicine and health care. Topics include career concepts in the agriculture and medical fields. Skills in mathematics, science and language arts are reinforced in the course. This course contributes to the development of a career development plan. Work-based learning activities appropriate for this course are projects, field trips, and job shadowing. Teaching strategies encourage the development of essential skills and knowledge of the world of work, careers and leadership in the agriculture and medical industries. FFA and CECNC leadership activities apply instructional competencies to authentic experiences.

Prerequisite None

---

**Horticulture I**

Course Number: 6841  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite None

---

**Horticulture II**

Course Number: 6842  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, cooperative education, apprenticeships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Prerequisite Horticulture I

---

**Horticulture II-  
Landscape  
Construction**

Course Number: 6882  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians.

Prerequisite Horticulture I

---

**Horticulture II-  
Turf Grass**

Course Number: 6843  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours  
of Instruction: 135-180

Turf Grass provides hands-on instruction and emphasizes eight units of instruction including: fundamentals of soils and pests; environmental issues related to turf management; landscape basics; lawn care and turf production; golf course management; sports turf and turf irrigation; turf equipment and maintenance; and human resources and financial management. Safety skills will be emphasized as well as leadership development and work-based learning. Opportunities exist for students to conduct internships or apprenticeships related to landscaping, lawn care, and golf course management.

Prerequisite

Horticulture I or Agricultural Production I

---

**LOCAL COURSE  
OPTIONS**

Schools may offer one or more specialized courses not included in the *Standard Course of Study*. These courses should meet a local economic need. Options may include:

Aquaculture  
Floriculture

Refer to Part I, Local Course Options, and Appendix B for instructions on how to offer these courses.

---

**FOR MORE  
INFORMATION**

Agricultural Education  
North Carolina State University  
Department of Agricultural and Extension Education  
Ricks Hall Box 7607  
Raleigh, NC 27695-7607  
(919) 515-4206

or

NC Department of Public Education  
Instructional Services/ITHS  
Agricultural Education  
Career-Technical Education  
6360 Mail Service Center  
Raleigh, NC 27699-6360

# BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

## PROGRAM DESCRIPTION

Business and Information Technology Education is a broad, comprehensive curriculum at the middle and high school levels that provides students with meaningful instruction for and about business. Instruction in Business and Information Technology Education encompasses business skills and techniques, an understanding of basic economics, and business attitudes essential to participate in the multinational marketplace as productive workers and consumers.

Business and Information Technology Education plays a major role in preparing a competent, business-literate, and skilled workforce. This program area is designed to integrate business and information technology skills into the middle and high school curriculum. Therefore, a Business and Information Technology Education course should be part of the curriculum for every student. Business and Information Technology Education has relevance and helps young adults manage their own financial affairs and make intelligent consumer and business-related choices.

## DESIGN

---

Business and Information Technology Education is designed to prepare graduates as viable competitors in the business world and for advanced educational opportunities. The instructional program begins in the middle grades with the development of proficiency in operating a computer keyboard using the touch system and using basic computer software applications. Exploratory experiences in business technologies are also included in the middle school curriculum. This experience continues at the high school level with career majors that provide knowledge/skill development in:

- Accounting and Finance
- Business Administration
- Business Management and Small Business Entrepreneurship
- Information Technology
- Office Systems Technology

The basic skills of reading, writing, and computation are an integral part of the business and information technology program. Computer literacy and proficiency in the various applications are emphasized. Development of human relations/interpersonal, employability, economic, and entrepreneurial skills is a part of each of the career majors. Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through Future Business Leaders of America (FBLA), the Career-Technical Student Organization for business and information technology education students. Integration of the entire business program with appropriate academic concepts/courses is strongly encouraged.

---

**MAJOR  
PROGRAM  
OUTCOMES**

Business and Information Technology Education prepares students for successful transition from school to work. It empowers them to use business principles and concepts while they manage their current and future responsibilities as informed consumers and productive workers. Upon completion of a Business and Information Technology Education career major, students should be able to do the following:

1. Function as economically literate citizens in domestic and multinational settings.
2. Develop an understanding of personal, societal, and governmental responsibility in the economic system.
3. Understand how businesses operate.
4. Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business and information technology settings.
5. Develop an awareness of career opportunities and lifelong learning skills that enable students to become employable in a variety of business and information technology careers.
6. Select and apply technology tools for making personal and business decisions.
7. Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
8. Understand how accounting procedures can be applied to decisions about planning, organizing, and allocating personnel and financial resources.
9. Understand principles of law and ethics as they apply to personal and business settings.
10. Appreciate the value of entrepreneurial spirit, both in small business and the corporate environments.
11. Understand that the various functions of a business are not separate, but are interrelated, and that each impacts the others.
12. Apply critical thinking skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own economic futures.

**NATIONAL  
VOLUNTARY  
SKILL  
STANDARDS**

---

Sponsored by the United States Department of Education, the *Career Clusters in Information Technology (IT)* initiative is a partnership of Education Development Center, Inc. (EDC), the Information Technology Association of America (ITAA), and the National Alliance of Business (NAB). The goal of this initiative is to create a national model and career curricular framework for IT careers that involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. North Carolina was one of the initial pilot sites for this project. This model and framework supports the development of curriculum in the *Business and Information Technology Education Standard Course of Study*.

A second national Career Cluster initiative has been used in the development of curriculum in the *Business and Information Technology Education Standard Course of Study*. The *Business, Management, and Administration Career Cluster Project* was a partnership involving states, schools, educators, employers, industry groups, and other stakeholders that created curriculum guidelines, academic and technical standards, assessments, and professional development materials for career concentrations in Business, Management, and Administration. North Carolina was one of the initial state sites involved in this effort.

---

**NATIONAL  
CURRICULUM  
STANDARDS**

The National Business Education Association developed the second edition of the *National Standards for Business Education* (2001) to ensure that students and adults are afforded equal access to fundamental business knowledge and skills and, therefore, an equal opportunity to success in life. The standards, first published in 1995, represent the leading edge of business and career education. The *National Standards for Business Education* are based on a comprehensive curriculum model that integrates 11 content areas: accounting, business law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing.

---

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION**

Most businesses focus on skills acquired through course work and work-based learning experiences when deciding if prospective employees can perform in their workplace. Building a portfolio as students progress through the Business and Information Technology Education courses is one way to show the skills they can use effectively.

Students desiring a universally recognized credential that is information-technology related should enroll in courses that lead them to credentials such as Internet and Computing Core Certification (IC<sup>3</sup>), Microsoft Office Specialist (MOS), A+ Certification, Net+, Certified Novell Administrator (CNA), Microsoft Certified Systems Engineer (MCSE), or Certified Cisco Network Administrator (CCNA). These high school credentials can be enhanced at postsecondary levels or may be used immediately in the workplace.

---

**PROGRAM  
UNIQUENESS**

Data input and manipulation skills are essential to success in all business occupations. These skills are essential if students are to interact with technology in the most effective manner.

Each course in Business Technologies requires the use of technology. For students to succeed in these courses, they must have keying skills and basic computer skills that allow them to perform at acceptable levels.

Local education agencies are encouraged to have students demonstrate competence in basic keying and technology usage. Through an assessment that focuses on speed, accuracy, formatting, and proper techniques, business educators can determine the level of competence in keyboarding and basic technology usage. By administering selected timed writings and formatting assessments to all students in middle/junior high, teachers can counsel students into proper courses in high school.

Keyboarding and Business Computer Technology are designed to develop keying and formatting skills, appropriate techniques, and basic technology applications. Keyboarding and Business Computer Technology should not be the sole provider of computer skill exposure in the middle grades. A combination of Keyboarding and Business Computer Technology is designed to reinforce and complement the computer skills being integrated throughout the elementary and middle grades curriculum.

The Business curriculum is designed broadly with foundational skills at levels 1 and 2. As the students progress into levels 3 and 4, they begin to specialize into a career major. These career majors are designed to allow the students to articulate into the postsecondary programs to gain the appropriate degree of specialized training they desire.

**COURSE OFFERINGS\***

Business and Information Technology Education course offerings, grades 6-12, are the following:

Grades 6-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Business Computer Technology		Business and Electronic Communications	Business Law	Business Advanced Studies
Exploring Business Technologies	Computer Applications I	Computer Applications II		Business Management & Applications
Keyboarding	Foundations of Information Technology	Computerized Accounting I	Computerized Accounting II	
	Digital Communication Systems		e-Commerce I	e-Commerce II
	Principles of Business and Personal Finance	Computer Programming I	Computer Programming II	Network Administration II -- Linux
			Networking I	Network Administration II -- Microsoft
			Network Administration II -- Novell	
			Small Business Entrepreneurship	

\*Note: Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.

# Business and Information Technology Education

## Course Descriptions

### **Business Advanced Studies**

Course Number: 6599  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This culminating course is for seniors who are career focused in accounting and finance, business administration, business management and ownership, information technology, or office systems technology. The three parts of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations in a selected career. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives, and other school-based personnel.

#### Prerequisite

Three technical credits in Business and Information Technology Education, grades 9-12.

---

### **Business and Electronic Communications**

Course Number: 6535  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

This course provides students essential competencies for oral and written communication in the technological workplace. Emphasis is placed on utilizing the computer to further develop written communication skills such as composing memos, letters, and reports; describing processes or mechanisms; and completing forms and responding to e-mail. Utilizing technology (presentation software and telecommunications) to further develop oral communication skills such as delivering oral presentations, giving instructions, interviewing for information, and presenting information/reports in an effective manner is reinforced in this course. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

#### Prerequisite

Keyboarding Skill – defined as a minimum of 35 words per minute with errors corrected; format from rough draft copy of an announcement, memorandum, personal business letter, and unbound report; and exhibit proper keyboarding techniques.

---

### **Business Computer Technology**

Course Number: 6400  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 67-90

This course is designed to provide hands-on instruction in basic computer hardware components and software applications. Emphasis is placed on extending and reinforcing touch keying skills while providing experience for learning word processing, database, spreadsheet, graphics, multimedia, and telecommunications applications. Communication skills and basic mathematical concepts are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

#### Prerequisite

Keyboarding

---

**Business Law**

Course Number: 6215  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

This course is designed to acquaint students with the basic legal principles common to business and personal activities. Topics include consumer concepts to assist students when evaluating contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business, hiring employees, managing employees, and representing other businesses and individuals in an agency capacity are included. Skills in critical thinking are reinforced in this course along with oral and written communication skills. Work-based learning strategies appropriate for this course are field trips and job shadowing. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite None

---

**Business Management and Applications**

Course Number: 6225  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course covers the organizational functions of businesses including quality concepts, project management, and problem solving. Emphasis is placed on analyzing the social, technological, and organizational systems in businesses, such as human relations, communications, data management, and meeting and conference coordination. Skills in communications and mathematics are reinforced as the student uses the appropriate business technology to perform business applications. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite Two technical credits in Business and Information Technology Education, grades 9-12.

---

**Computerized Accounting I**

Course Number: 6311  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions; preparation and interpretation of financial statements; accounting systems; banking and payroll activities; basic types of business ownership; and an accounting career orientation. Mathematics skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite None

---

**Computerized Accounting II**

Course Number: 6312  
Recommended Maximum Enrollment: 26  
Recommended Hours of Instruction: 135-180

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting; adjustments and inventory control systems; budgetary control systems; cost accounting; and further enhancement of accounting skills. Mathematics skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite Computerized Accounting I

---

**Computer Applications I**

Course Number: 6411  
Recommended Maximum Enrollment: 26  
Recommended Hours of Instruction: 135-180

This course is designed to help students master advanced skills in the areas of word processing, database management, spreadsheet, telecommunications, desktop publishing, and presentation applications. Emphasis is on data communications, Internet and e-mail, as well as skill development in the integration of software applications, ethical issues pertaining to information systems, and information technologies careers. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite Keyboarding Skill – defined as a minimum of 35 words per minute with errors corrected; format from rough draft copy of an announcement, memorandum, personal business letter, and unbound report; and exhibit proper keyboarding techniques.

---

**Computer Applications II**

Course Number: 6412  
Recommended Maximum Enrollment: 26  
Recommended Hours of Instruction: 135-180

This course is designed to help students master advanced skills in the areas of integrating technology devices, Internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technologies area. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite Computer Applications I

---

**Computer Programming I**

Course Number: 6421  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction 135-180

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities. Work-based learning strategies appropriate to this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite Algebra I recommended

---

**Computer Programming II**

Course Number: 6422  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This project-based course is designed to teach students to access and manipulate data in a variety of data structures including Access, Structured Query Language (SQL), XML, and text files. Emphasis is placed on advanced functionality, packaging and deploying business solutions, and program life-cycle revision and maintenance. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities. Work-based learning strategies appropriate for this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite Computer Programming I

---

**Digital Communication Systems**

Course Number: 6514  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

This course is designed to teach basic digital input skills including keying using the touch method, speech recognition, and use of hand-held devices. Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill with concentrated application of those skills in the production of business communication and correspondence. Communication skills are reinforced as the students format, compose, and proofread. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite None

---

**e-Commerce I**

Course Number: 6415  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business website. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite

Computer Applications II

---

**e-Commerce II**

Course Number: 6416  
Recommended Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course is designed to help students master advanced skills in electronic commerce security; payment infrastructure; secure electronic commerce transactions; and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites. Communication skills, problem solving, research, and critical thinking skills are reinforced as students develop and enhance capstone projects. Work-based learning strategies appropriate to this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite

e-Commerce I

---

**Exploring Business  
Technologies**

Course Number: 6208  
Recommended Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. Communication and mathematics skills are reinforced as students explore business applications and careers. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course contributes to the development of a career development plan.

Prerequisite

None

---

**Foundations of Information Technology**

Course Number: 63400  
Recommended Maximum Enrollment: 20  
Recommended Hours of Instruction: 135-180

This course provides students with the essential competencies to pursue further study in information technology. Emphasis is on the career concentrations of network systems, information support and services, programming and software development, and interactive media. Students will study new and emerging developments in information technology basics, applications, and systems, while enhancing technical skills, academic foundations, communication, leadership, teamwork, ethics, and legal responsibilities. Communication skills, problem solving, research, and critical thinking are reinforced in this course. Work-based learning strategies appropriate to this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite: None

---

**Keyboarding**

Course Number: 6511  
Recommended Maximum Enrollment: 26  
Recommended Hours of Instruction: 67-90

This course is designed to teach middle grades students basic keying skills, which consist of fluent manipulation of letter, figure/symbol, and basic service keys by touch. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building. Communication skills are reinforced as students format, compose, and proofread. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite: None

---

**Networking I**

Course Number: 6342  
Recommended Maximum Enrollment: 20  
Recommended Hours of Instruction: 135-180

This course provides a broad-based foundation in the engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite: None

---

**Network  
Administration II**

Course Numbers:  
Linux 6345  
Microsoft 6347  
Novell 6346

Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

Prerequisite

This course is the second of two courses of a certification program based on industry-validated skill standards. Topics of this course include networking security, administrator responsibilities, and documentation of work-based experiences. Critical thinking skills are taught. The expectation of this course sequence is for students to sit for the appropriate industry credentialing exam. Work-based learning strategies appropriate to this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Networking I

---

**Principles of Business  
and Personal Finance**

Course Number: 6200  
Recommended Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

Prerequisite

This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

None

---

**Small Business  
Entrepreneurship**

Course Number: 6235  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction 135-180

Prerequisite

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Two technical credits in the same career pathway.

---

**LOCAL COURSE  
OPTIONS**

Schools may offer one or more specialized courses not included in the *Standard Course of Study*. These courses should meet a local economic need. Options may include:

Data Base Programming and Administration  
International Business

Refer to Part I, Local Course Options, and Appendix B for instructions on how to offer these courses.

---

**PARTNERING  
OPPORTUNITIES**

The following are external nationally recognized programs. The participants must be members of schools of these organizations and follow the curriculum requirements of these partnerships. NCDPI will not provide any curriculum materials for these programs.

- Advanced Placement (AP) Computer Science
  - International Baccalaureate (IB) Business Management
  - International Baccalaureate (IB) Information Technology
  - National Academy Foundation (NAF) Academy of Finance
  - National Academy Foundation (NAF) Academy of Information Technology
- 

**FOR MORE  
INFORMATION**

NC Department of Public Instruction  
Instructional Services  
Business and Information Technology Education  
Career-Technical Education  
6358 Mail Service Center  
Raleigh, NC 27699-6358

# CAREER DEVELOPMENT EDUCATION

## PROGRAM DESCRIPTION

Career development is a process that involves students, parents, teachers, counselors, and the community. The goal is to help students make good decisions about themselves and their future. The process includes helping students develop and implement an individual career development plan. Coordinating the process is the responsibility of the Career Development Coordinator.

---

## DESIGN

The Career Development program area provides both instructional courses and career services to students enrolled in Career-Technical Education courses.

### Instructional Courses:

The two instructional courses include Exploring Career Decisions (6-8) and Career Management (9-12). Both courses include competencies in leadership development, critical and creative thinking, decision-making, problem-solving, teamwork and technology, as well as opportunities for the application of skills. The courses are based on the National Career Development Guidelines and focus on the North Carolina identified career pathways.

Students enrolled in Exploring Career Decisions also have opportunities to enhance their skills by participating in Career Exploration Clubs of North Carolina (CECNC).

### Career Development Services:

Career Development Coordinators provide leadership and support activities in three broad areas:

- Academic Development
- Career Development
- Personal/Social Development

Within these areas, functions include:

- Preparatory services
- Case management services
- Transition services
- Business, industry, and education partnership services
- Promotional services

School-wide and group activities are provided with a focus on career-technical education students. In addition, concentrators in Career-Technical Education may be served for a period of one year after graduation.

---

**MAJOR PROGRAM  
OUTCOMES**

The career development curriculum is designed to help students understand the lifelong, sequential process of determining self and career identity. Students will have opportunities to learn how to make good decisions about education, work, and life roles; how to secure employment; and how to succeed in a rapidly changing world of work. The Career Management curriculum enables students in grades 9 through 12 to:

1. Analyze the influence of a positive self-concept.
2. Apply positive interaction skills.
3. Evaluate the impact of growth and development.
4. Analyze the relationship between educational achievement and career planning.
5. Analyze the need for positive attitudes toward work and learning.
6. Apply skills to locate, evaluate, and interpret career information.
7. Apply skills to prepare to seek, obtain, maintain, and change jobs.
8. Determine how societal needs and functions influence the nature and structure of work.
9. Apply problem solving skills to make decisions.
10. Consider the interrelationship of life roles as related to career planning.
11. Appraise the continuous changes in male/female roles as related to career planning.
12. Apply skills in personal career planning.

**NATIONAL  
STANDARDS**

Curriculum development and service functions are based on the National Career Development Guidelines, endorsed by the North Carolina State Board of Education. Other national standards that influence this program area include the National Standards for School Counseling Programs. One-third of the North Carolina Comprehensive School Counseling program is focused on career development competencies.

**PROGRAM  
UNIQUENESS**

Career development is a process in which skills are acquired, applied, and transferred from one activity or job to another throughout the life span. Continuous learning and up-dating will be required. Knowing the career planning process will assure that citizens know how to obtain and use quality career information.

**COURSE  
OFFERINGS**

Career Development Course offerings, grades 6-12, are the following:

Grades 6-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Exploring Career Decisions	Career Management			

# CAREER DEVELOPMENT EDUCATION

## Course Descriptions

### **Exploring Career Decisions**

Course Number 6158  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours  
of Instruction: 67-90

This course is designed to provide an orientation to the world of work. Experiences are designed to introduce students to the technical nature of today's world and the role of productive workers. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. Work-based learning strategies appropriate for this course include job shadowing and field trips. Opportunities for leadership development and further application of instructional competencies are provided through Career Exploration Clubs of North Carolina (CECNC). The formal career development planning process often begins within this course.

Prerequisite

None

---

### **Career Management**

Course Number 6145  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours  
Of Instruction: 135-180

This course is designed to prepare students to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies for this course include teamwork, technology, problem-solving, decision-making, goal-setting, and self-management.

**Prerequisite**

None

---

### **FOR MORE INFORMATION**

NC Department of Public Instruction  
Instructional Services/BHC  
Career Development  
Career-Technical Education  
6359 Mail Service Center  
Raleigh, NC 27699-6359

# FAMILY AND CONSUMER SCIENCES EDUCATION

## PROGRAM DESCRIPTION

Family and Consumer Sciences Education prepares students for careers working with individuals and families, as well as for competence in the work of their own families. The concept of work, whether in a family or career, is central to the program area. The program's unique focus is on families, work, and their interrelationships. Family and Consumer Sciences Education prepares individuals for family and career.

## DESIGN

Family and Consumer Sciences Education is founded on eight distinct core areas. The areas are

- Consumer Education and Resource Management
- Early Childhood Education and Services
- Family and Interpersonal Relationships
- Food Production and Services
- Foods, Nutrition, and Wellness
- Housing, Interiors, and Design
- Parenting Education and Human Development
- Textiles, Apparel, and Fashion

Developmentally appropriate courses incorporate these eight core areas, as well as academic integration and workplace applications, to prepare students to successfully manage individual, family, work, and community roles. Examples of workplace applications include basic skills, thinking skills, and personal qualities. Ultimately, students prepare to enter paid employment and to advance within a career with additional training and/or education.

---

## MAJOR PROGRAM OUTCOMES

Family and Consumer Sciences Education prepares students for successful life management, employment, and career development. The overall program empowers students to:

1. Balance personal, home, family, and work lives.
  2. Strengthen the well-being of individuals and families across the life span.
  3. Become responsible citizens and leaders in family, community, and work settings.
  4. Promote optimal nutrition and wellness across the life span.
  5. Manage resources to meet the material needs of individuals and families.
  6. Use critical and creative thinking skills to address problems in diverse family, community, and work environments.
  7. Prepare for successful life management, employment, and career development.
  8. Function as providers and consumers of goods and services.
  9. Appreciate human worth and accept responsibility for one's actions and success in family and work life.
-

**NATIONAL  
VOLUNTARY  
OCCUPATIONAL  
SKILL STANDARDS**

The United States Departments of Education and Labor have initiated public-private partnerships to develop voluntary skill standards for various industries. These standards identify skills and performance levels needed by the American workforce to be competitive.

Family and Consumer Sciences Education links with the skill standards projects described below:

**Apparel and Textiles**

- The Uniform and Textile Service Association (UTSA) sets skill standards for production workers and maintenance technicians in the industrial laundry. These skills apply to the apparel and textiles career area.

**Community and Family Services**

- The Human Services Research Institute (HSRI) sets skill standards for the human services position of community support worker. These skills apply to Family and Consumer Sciences Advanced Studies.

**Culinary Arts and Hospitality**

- The Council of Hotel, Restaurant, and Institutional Education (CHRIE) sets skill standards for the food service positions of host, server, busser, and cashier/counter person in the hospitality and tourism industry. These skill standards apply to Culinary Arts and Hospitality I & II.
- The National Grocers Association (NGA) sets skill standards for customer service/stock associate and front-end associate. These skill standards apply to Culinary Arts and Hospitality I & II.

**Interior Design Services**

- The Foundation for Industrial Modernization (FIM) sets skill standards for computer aided drafting and design. These skill standards apply to Housing and Interiors I and II.

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION**

**North Carolina Early Childhood Credential**

Students who complete both levels of Early Childhood Education may be recognized as “teachers” in accordance with G.S. 110-91(8); 143 B-168.3. The Child Day Care Rules of North Carolina define “teacher” as the care giver who has responsibility for planning and implementing the daily program of activities for each group of children in a day care facility. These completers are entitled to the same benefits and are bound by the same requirements as other teachers in child care centers.

**ServSafe® Food Service Manager Certification**

Food Handling Certification is offered by county health departments, county extension offices and independent consultants. To receive the credential, students must satisfactorily complete the “ServSafe® Food Service Manager Certification” course developed and promoted by the National Restaurant Association.

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION**

Two areas in Family and Consumer Sciences Education have industry regulations. In both courses of study, compliance is recommended to meet public standards, therefore mitigating liability.

**Culinary Arts and Hospitality**

- The NC Department of Labor cites regulations on the use of equipment, and the NC Department of Environment, Health, and Natural Resources cites regulations regarding sanitation. These regulations assure the protection of public health. On an annual basis, food service establishments are inspected by county officials with the resulting sanitation grade posted. The establishments are issued grades of A, B, and C based on their compliance level.

**Early Childhood Education**

- The NC Department of Health and Human Resources, Division of Child Development, Regulatory Services, cites regulations related to child care and safety. Child care licensure is obtained by submitting an application for a license, passing inspections, and providing written operational plans and records. Licenses are renewed annually. A “one-star” rated license is required for operation. A center may also obtain a national accreditation from the National Association for the Education of Young Children.

**PROGRAM  
UNIQUENESS**

Further, in all on-the-job work opportunities, students are bound by the same regulations as other employees, such as those regarding health certificates or immunizations. The Fair Labor Standards Act including Child Labor Law Requirements and the NC Wage and Hour Act also apply.

---

**COURSE  
OFFERINGS\***

Family and Consumer Sciences Education course offerings, grades 7-12, are the following:

Grades 7-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Exploring Life Skills	Teen Living		Life Management	Family and Consumer Sciences Adv. Studies
		Housing and Interiors I	Housing and Interiors II	
	Foods I - Fundamentals	Foods II - Advanced	Foods II - Food Science	
			Culinary Arts and Hospitality I	Culinary Arts and Hospitality II
		Apparel Development I	Apparel Development II	
	Parenting and Child Development		Early Chldhood Education I	Early Childhood Education II

\* Note: Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.

# Family and Consumer Sciences Education

## Course Descriptions

### **Apparel Development I**

Course Number: 7035  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science, and technology are reinforced in this course. Work-based learning strategies appropriate for this course include field trips, job shadowing, and services learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

### **Apparel Development II**

Course Number: 7036  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce a clothing or housing apparel product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course. Work-based learning strategies appropriate for the course include school-based enterprises, field trips, job shadowing, and service learning.

Prerequisite Apparel Development I or Housing and Interiors I

---

### **Culinary Arts and Hospitality I**

Course Number: 7121  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This is a two-block course which introduces students to basic food production, management, and service activities in both the back and the front of the "house." Emphasis is placed on sanitation, safety, and basic food preparation. Skills in mathematics, science, and communication are reinforced in this course. Comprising 50 percent of the course work, work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, and apprenticeship. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. Foods I - Fundamentals is a recommended prerequisite for this course.

Prerequisite None

---

**Culinary Arts and Hospitality II**

Course Number: 7122  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This two-block course provides advanced experiences in food production, management, and service. Topics include menu planning, business management, and guest relations. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. Comprising 50 percent of the course work, work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, and apprenticeship. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite Culinary Arts and Hospitality I

---

**Early Childhood Education I**

Course Number: 7111  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This is a two-block course prepares students to work with children birth to age 8. Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities. This course is a two-credit course with work-based learning comprising over 50 percent of the required coursework. Students who will be participating in work-based learning experiences in child care centers should be 16 years of age prior to the beginning of the work-based placement (North Carolina Child Care General Statute 110.91, Section 8). The work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, service learning, field trips, job shadowing, and apprenticeships. Industry skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences. Parenting and Child Development is a recommended prerequisite for this course.

Prerequisite None

---

**Early Childhood Education II**

Course Number: 7112  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This is a two-block course prepares students to work with children birth to twelve years of age in child care, preschool, and/or after school programs. Students are encouraged to continue their education at a community college or university. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. This course is a two-credit course with work-based learning comprising over 50 percent of the required coursework. Students who successfully complete this course and are 18 years of age will be eligible to apply for the North Carolina Early Childhood Credential (NCECC) through the Division of Child Development. The work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, field trips, job shadowing, and apprenticeships. SCAN (industry) skill development

and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences.

Prerequisite Early Childhood Education I

---

**Exploring Life Skills**

Course Number: 7018  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course explores life skills essential for the adolescent now and in the future. Units include resource management, relationships, nutrition and wellness, child care, and career pathways. Resource management includes decision-making, interior design, and managing a sewing project. Relationships focus on personal and social responsibilities with emphasis on the family across the life span. The focus is on developing a foundation for the application of life management skills. Skills in applying basic academics, problem solving, decision making, and creative and critical thinking are reinforced in this course. This course also contributes to the development of the career development plan. Work-based learning strategies appropriate for this course include field trips, job shadowing, and service learning. Life skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**Family and  
Consumer Sciences  
Advanced Studies**

Course Number: 7199  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This culminating course is for seniors who are career focused in the apparel design, community and family services, culinary arts and hospitality, early childhood education, food science, dietetics, and nutrition; or interior design career areas. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, solve problems, and to use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite Three technical credits in Family and Consumer Sciences Education.

---

**Foods I -  
Fundamentals**

Course Numbers: 7045  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include field trips, job shadowing, and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**Foods II - Advanced**

Course Number: 7046  
Recommended  
Maximum  
Enrollment: 16 or 4 per  
laboratory kitchen  
Recommended Hours of  
Instruction: 135-180

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for the ServSafe® credential from the National Restaurant Association. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance FCCLA activities. Skills in science, math, management, and communication are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, field trips, job shadowing, and service learning.

Prerequisite Foods I - Fundamentals or Culinary Arts and Hospitality I

---

**Foods II -  
Food Science**

Course Numbers: 7075  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course develops laboratory skills in the scientific evaluation of food, product development, and food preservation. Topics include the investigation of matter, electrolyte solutions, energy, properties, mixtures, and systems as they relate to food. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include field trips, job shadowing, and internships. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. A recommended prerequisite for this course is Food II - Advanced.

Prerequisite Foods I - Fundamentals or Culinary Arts and Hospitality I

---

**Housing and Interiors I**

Course Number: 7055  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics, technology, and art are reinforced in this course. Work-based learning strategies appropriate for this course include field trips, job shadowing, service learning, and school-based enterprises. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**Housing and Interiors II**

Course Number: 7056  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 270-360

This two-block course prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Skills in technology, art, mathematics, and communication are reinforced in this course. Comprising 50 percent of the course work, work-based learning strategies appropriate for this course include field trips, job shadowing, school-based enterprises, internships, cooperative education, and apprenticeships. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite Housing and Interiors I or Apparel Development I

---

**Life Management**

Course Number: 7085  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed to empower students to take action for the well-being of themselves and others in the family, workplace, and community. Topics include financial management, personal development, parenting, relationships, career development, and wellness and nutrition. The focus is on what students need to know and be able to do to manage work and family responsibilities within the first five years after high school. Skills in decision making, problem solving, critical thinking, interpersonal relationships, technology, workplace readiness, and communication are reinforced in this course. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**Parenting and Child Development**

Course Number: 7065  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents’ responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**Teen Living**

Course Number: 7015  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course examines life management skills in the areas of personal and family living; wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**LOCAL COURSE OPTIONS**

Schools may offer one or more specialized courses not included in the *Standard Course of Study*. These courses should meet a local economic need. Options may include:

- Family and Interpersonal Relationships
- Consumer Education and Resource Management

Refer to Part I, Local Course Options, and Appendix B for instructions on how to offer these courses.

---

**FOR MORE INFORMATION**

NC Department of Public Instruction  
Instructional Services/ITHS  
Family and Consumer Sciences  
Career-Technical Education  
6360 Mail Service Center  
Raleigh, NC 27699-6360

# HEALTH OCCUPATIONS EDUCATION

## **PROGRAM DESCRIPTION**

The comprehensive Health Occupations Education program seeks to meet present and predicted needs for health care workers within a health care delivery system that is characterized by diversity and changing technologies. It is a program that recruits qualified and motivated students and prepares them for pursuit of appropriate health careers.

---

## **DESIGN**

Based on natural and social sciences, the humanities, and a researched body of knowledge, the curriculum is designed to offer a foundation of knowledge and skills necessary to health career preparation. Curriculum concepts incorporate technological advances related to the health care delivery system, including ethics, professionalism, prevention (wellness), patient/client diagnosis, treatment, care, and rehabilitation as a result of disease/disorders. Teaching/learning strategies integrate appropriate workplace basic skills that assist students to use resources and technologies, function as effective members within a complex system, and to access and use appropriate information/data.

Guiding students to make relevant connections between abstract theories and concrete applications is emphasized throughout the curriculum. This is especially practiced through team teaching with health professionals and on-site practicums (mentorships/internships).

Opportunities for expanded leadership, management, technical, and citizenship development are available through membership in a co-curricular student organization, Health Occupations Students of America (HOSA). The organization includes local, regional, state, and national levels. Activities integrate curriculum competencies and objectives. Healthy competition through organized and judged skill events assists in strengthening those skills that make students more marketable as potential health care workers. Interaction with health professionals also guides members in the selection of health careers. HOSA seeks to instill an attitude of pride, commitment, and professionalism in its members, and strives to build self-esteem and confidence.

---

## **MAJOR PROGRAM OUTCOMES**

Health Occupations Education programs are designed to enable students to:

1. Select health career majors suited to their individual needs, aptitudes, abilities, and career development plan.

**MAJOR  
PROGRAM  
OUTCOMES  
(Cont'd.)**

2. Develop a sound preprofessional and pretechnical multiskilled foundation based on National Health Care Skill Standards.
3. Successfully pursue advanced education and/or entry-level employment in a health career cluster.
4. Develop basic workplace skills as applied to adapting to technological change, transferring of skills to different environments, and functioning as ethical and moral health team members.
5. Acquire and use information relevant to remaining technologically abreast of their chosen health career majors and the health field in general.
6. Develop a professional philosophy as evidenced in personal qualities and practices, that improves the delivery of quality health care and health maintenance to consumers.
7. Become knowledgeable consumers of health care in a consistently changing technological environment.

**NATIONAL SKILL  
STANDARDS**

---

Through a United States Department of Education federal grant managed by Far West Laboratory on Research and Development and in partnership with the National Consortium on Health Science and Technology Education (NCHSTE), voluntary National Health Care Skill Standards have been validated. There are 31 core standards configured into six subsets that address what health care workers need to know and be able to do. Research conducted by North Carolina State University (1995-1996) has provided significant evidence that the secondary Health Occupations Education body of knowledge has integrated each of the standards.

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION**

---

**Cardiopulmonary Resuscitation (CPR) and Basic First Aid Certification**

- Students who successfully complete Allied Health Sciences I and II or Medical Sciences II may acquire American Red Cross or American Heart Association CPR and Basic First Aid Certification.

**Standard Precautions Proficiency Certification**

- The Occupational Safety and Health Act (OSHA) requires all health care workers who may come in contact with body fluids must demonstrate proficiency in tasks/procedures referred to as "Standard Precautions." Students must demonstrate such

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION  
(Cont'd.)**

proficiency prior to their Health Occupations Education clinical internships or mentorships. Evaluation and certification may be given by either local health agency personnel or by a licensed secondary Health Occupations Education teacher.

**Nurse Aide, Level I Certification**

- A student may acquire Nurse Aide Level I certification if the student:
  1. Successfully completes selected core competencies in Allied Health Sciences I or Medical Sciences I, Allied Health Sciences II and supplemental competencies identified in the state approved Nurse Aide, Level I curriculum.
  2. Is taught by a state approved teacher (Registered Nurse) in a state approved program.
  3. Scores at least 85 percent on a written examination and 100 percent on a performance assessment within a health care agency.

Students' names and demographic data are entered into the North Carolina Nurse Aide Central Nurse Registry that is electronically accessible statewide to potential employers.

**DAMON Medical Terminology Certification**

- Students who successfully complete the DAMON Medical Terminology course may receive certification awarded by the local Health Occupations Education program and an approved teacher. The DAMON system is recognized by health agencies and by postsecondary Health Occupations Education programs.

---

**PROGRAM  
UNIQUENESS**

Work-based experiences include an individualized approach with either a minimum of 65 hours in a clinical internship in health agencies, or a minimum of a 45-hour mentorship with a health care professional. Medical liability insurance for negligent acts in health agencies are afforded to students prior to clinical experiences. Health agencies may require testing for tuberculosis and/or other diseases, and a criminal record check for felonies related to drugs.

---

**COURSE  
OFFERINGS\***

Health Occupations Education course offerings, grades 7-12, are the following:

Grades 7-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Exploring Biotechnology	Health Team Relations  Biomedical Technology	Allied Health Sciences I  Medical Sciences I	Allied Health Sciences II  Medical Sciences II	Health Sciences Adv. Studies

NOTE: Due to the nature of the required liability insurance, the sequencing of Health Occupations Education courses should result in having juniors/seniors only in Allied Health Sciences II and Medical Sciences II.

\* NOTE: Work-based learning methods such as internships, cooperative education and apprenticeships may be a part of any course Level 3 or 4 in grades 11-12.

# Health Occupations Education Course Descriptions

## **Allied Health Sciences I**

Course Number: 7211  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

This course investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, communications, social studies and health are reinforced in this course. Projects, teamwork, demonstrations, and HOSA competitive events serve as instructional strategies that reinforce the curriculum content. Biology and Health Education are recommended prerequisites.

Prerequisites None

---

## **Allied Health Sciences II**

Course Number: 7212  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course is designed to prepare potential health care workers, preferably seniors, to become effective and efficient multiskilled health team members. Emphasis is placed on the development of proficiency in employability skills, emergency care skills, safety skills, clerical skills, and health care skills. The work-based learning strategy appropriate for this course is a minimum 65-hour clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinarian offices, nursing/convalescent/retirement facilities, wellness centers, etc. Skills in science, mathematics, communications, health, and social studies are reinforced in this course. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism.

Prerequisites Allied Health Sciences I or Medical Sciences I

---

## **Biomedical Technology**

Course Number: 7200  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This survey course challenges students to investigate current and 21st century medical and health care practices using computerized databases, the Internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, biomedical ethics: crises and alternatives, and health career development. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, communications, health, and social studies are reinforced in this course. HOSA membership provides opportunities for personal and experiential growth.

Prerequisite None

---

**Exploring  
Biotechnology**

Course Number: 6828  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course focuses on the agricultural and medical industry with emphasis on the relationship of science and technology that affects agriculture, medicine and health care. Topics include career concepts in the agriculture and medical fields. Skills in mathematics, science, and language arts are reinforced in the course. This course contributes to the development of a career development plan. Work-based learning activities appropriate for this course are projects, field trips, and job shadowing. Teaching strategies encourage the development of essential skills and knowledge of the world of work, careers and leadership in the agriculture and medical industries. FFA and CECNC leadership activities apply instructional competencies to authentic experiences.

Prerequisite

None

---

**Health Science  
Advanced Studies**

Course Number: 7299  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This culminating course is for seniors who are career-focused in a health or medical career. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to real-world situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. HOSA membership provides avenues for applying leadership skills, reinforcing writing and speaking skills, and participating in volunteer activities.

Prerequisites

Three credits in Health Occupations Education

---

**Health Team  
Relations**

Course Number: 7210  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision-making. Work-based learning strategies include service learning, field trips, and job shadowing. Basic academic skills, employability skills, critical thinking skills, teamwork, and the use of technology are reinforced in this course. HOSA leadership activities provide many opportunities for practical application of instructional competencies.

Prerequisite

None

---

## **Medical Sciences I**

Course Number: 7221  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 135-180

This course uses advanced investigative approaches to the study of human and social sciences as related to medicine and health care. Emphasis includes the language of medicine, body chemistry, anatomy and physiology, and the current and futuristic study of diseases and disorders. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, health, and social studies are reinforced in this course. HOSA competitive events serve as instructional strategies that reinforce the curriculum content. Biology, Algebra I, and Health Education are recommended prerequisites.

Prerequisites      None

---

## **Medical Sciences II**

Course Number: 7222  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This specialized course is designed to prepare potential health care workers, preferably seniors, for performance in an advanced technical or professional health career. Emphasis is placed on professional development, communications, safety, bioethical/legal practices, healthcare delivery systems, assessment and diagnostic practices, health maintenance practices, and problem-solving and decision-making. Skills in mathematics, science, and communications are reinforced in this course. Work-based learning strategies include the development of individualized clinical skills specifically related to a selected mentorship (minimum of 45 hours) with an exemplary health professional. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism.

Prerequisites      Allied Health Sciences I or Medical Sciences I

---

## **FOR MORE INFORMATION**

NC Department of Public Instruction  
Instructional Services/BHC  
Health Occupations Education  
Career-Technical Education  
6359 Mail Service Center  
Raleigh, NC 27699-6359

# MARKETING EDUCATION

## PROGRAM DESCRIPTION

The purpose of the Marketing Education instructional program is to prepare students for advancement in marketing and management careers and future studies in community and technical colleges or four-year colleges or universities. Marketing is a vast and diverse discipline. It encompasses activities within production, as well as aspects of consumption. It is as specific as procedures for inventory control and, at the same time, as general as the creativity needed in effective promotion. The function of marketing occurs in all industries. Application of skills in reading, writing, mathematics, problem-solving, psychology, and critical thinking are found throughout the curriculum.

Based upon the National Marketing Education Standards and the National Curriculum Framework, courses in Marketing Education provide students with essential skills necessary to succeed in the workplace. The basic skills of reading, writing, and mathematics are an integral part of the Marketing Education curriculum. Skills in academic and technical areas are combined with the use of technology to provide students the foundation our business and industry leaders demand. Emphasis is placed on the development of competence in marketing functions and foundations, economic foundations, and human resource foundations to create a well-rounded education, enabling students to pursue further education in their chosen marketing career.

---

## DESIGN

The high school scope and sequence of Marketing Education includes varied program offerings for students in grades 9-12 (levels 1-4). Students may enter the program and progress through the curriculum in one of seven career majors:

- Marketing Technologies
- Sales & Technical Services
- Travel, Tourism, and Recreation Marketing
- Business Management and Small Business Entrepreneurship
- Fashion Merchandising
- Business Administration
- Sports and Entertainment Marketing

Work-based learning strategies should be practiced throughout the Marketing Education curriculum.

Opportunities to develop and apply leadership, social, civic, and career-technical skills in marketing are provided through DECA, an association for Marketing Education students. As an integral part of the instructional program, students engage in performance activities to

demonstrate their mastery of knowledge to business and industry leaders. These organized activities help to interpret the Marketing Education program to the business community, faculty, parents, and other students.

---

## **MAJOR PROGRAM OUTCOMES**

Marketing Education programs in the secondary schools are designed to enable students to:

1. Make realistic career choices regarding marketing careers.
  2. Prepare for further education in the discipline of marketing.
  3. Develop occupational and entrepreneurial skills necessary for initial employment and advancement in a marketing career.
  4. Develop an understanding and appreciation of the social, civic, and economic values of the production, marketing, and consumption of goods and services.
  5. Participate in work-based learning activities that allow skill application in a marketing-related field.
  6. Develop initiative and leadership skills.
  7. Develop and apply communication, computational, ethics, problem-solving, critical thinking, and planning competencies that will enable them to pursue further education and advance more rapidly in a chosen marketing career.
- 

## **NATIONAL VOLUNTARY SKILL STANDARDS**

### **National Skill Standards for the Hospitality and Tourism Industry**

Through the Council of Hotel, Restaurant, and Institutional Education (CHRIE), in conjunction with the National Marketing Education Standards, skill standards for the hospitality and tourism industry have been developed. Food, lodging, travel-related, and recreational services are addressed in these standards. These standards are integrated into the Travel, Tourism, and Recreation Marketing curriculum.

### **National Retail Skill Standards**

The National Retail Federation (NRF) developed skill standards for the retail sales associate to promote a high performance work organization at the point where the greatest number of jobs and the opportunity for driving profit coexist. These standards are addressed in the Marketing, Marketing Management, and Fashion Merchandising curricula through personal selling competencies.

### **National Voluntary Curriculum Standards**

The North Carolina Marketing Education Curriculum is based on the National Marketing Education Curriculum Framework. This framework

**NATIONAL  
VOLUNTARY  
SKILL  
STANDARDS  
Cont'd.**

was developed through a joint effort of the U. S. Department of Education, the Marketing Education Resource Center, business and industry leaders, and marketing educators across the nation.

The Curriculum Framework is divided into four foundational areas and seven marketing functions. The four foundations support the seven marketing functions.

The four broad foundational areas include:

- Business, Management, and Entrepreneurship
- Communication and Interpersonal Skills
- Economics
- Professional Development

The seven specific functional areas include:

- Distribution
- Financing
- Marketing-Information Management
- Pricing
- Product/Service Management
- Promotion
- Selling

**COURSE  
OFFERINGS\***

Marketing Education course offerings, grades 7-12, are the following:

Grades 7-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Exploring Business Technologies	Principles of Business and Personal Finance	Marketing Fashion Merchandising  Sports and Entertainment Marketing I	Travel, Tourism, and Recreation Marketing  Marketing Management Small Business Entrepreneurship  Sports and Entertainment Marketing II	Marketing Advanced Studies  Marketing Technology and Media  Strategic Marketing

\*NOTE: Work-based learning methods such as internships, cooperative education, and apprenticeships may be part of any course in grades 9-12.

# Course Descriptions for Marketing Education

## **Exploring Business Technologies**

Course Number: 6208  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. Communication and mathematics skills are reinforced as students explore business applications and careers. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA or CECNC leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course contributes to the development of a career development plan.

Prerequisite None

---

## **Fashion Merchandising**

Course Number: 6631  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed for students interested in the fashion industry and the merchandising of fashion. Topics include an overview of the fashion industry, evolution and movement of fashion, career development, merchandising, risk management, promotion, and fashion show production. Skills in research, mathematics, textile chemistry, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite None

---

## **Marketing**

Course Number: 6621  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course, which focuses on the National Marketing Education Standards and the National Curriculum Framework, emphasizes the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management. Skills in communications, mathematics, and psychology are reinforced in this course. Work-based learning strategies appropriate for this course include job shadowing, paid/unpaid internships, school-based enterprises, field trips, and/or cooperative education.

Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite None

---

**Marketing  
Advanced  
Studies**

Course Number: 6699  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This is a culminating course for seniors who are career-focused in marketing technologies; sales and technical services; travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administration; or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate the ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate the ability to write, speak, apply knowledge, problem solve, and use life skills such as time management, planning, follow through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel. Simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisites Three technical credits in Business, Marketing, or Information Technology Education

---

**Marketing  
Management**

Course Number: 6622  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed to continue the foundations covered in Marketing or Fashion Merchandising. Topics of study include recruiting, hiring, training and evaluating employees; information management; purchasing; pricing; ethics; sales management; and financing. Skills in math, human relations, communications, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course are school-based enterprises, cooperative education, paid/unpaid internships, and apprenticeships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite Marketing or Fashion Merchandising

---

**Marketing  
Technology and  
Media**

Course Number: 6665  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course is designed to couple the marketing and economic skills students have mastered with the latest technology in marketing sales, mass media, research, and customer service presentation techniques. Emphasis is placed on creating a professional, polished approach to marketing products and services. Skills in technical writing, communications, mathematics, and application of current computer software are reinforced in this course. Work-based learning strategies appropriate for this course include paid/unpaid internships and apprenticeships. Marketing

simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisites Marketing, Fashion Merchandising, or Strategic Marketing, and Computer Applications I.

---

**Principles of Business and Personal Finance**

Course Number: 6600  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction 135-180

This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite None

---

**Small Business Entrepreneurship**

Course Number: 6615  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite The student must have completed two technical credits in the same career pathway.

---

**Sports and  
Entertainment  
Marketing I**

Course Number: 6670  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite None

---

**Sports and  
Entertainment  
Marketing II**

Course Number: 6671  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: Business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skills in communications, human relations, mathematics, psychology, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite Sports and Entertainment Marketing I

---

**Strategic Marketing**

Course Number: 6626  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours  
of Instruction: 135-180

This fast-paced course challenges students by combining into one course the content taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Skills in mathematics, research, and critical thinking are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite None

---

**Travel, Tourism,  
and Recreation  
Marketing**

Course Number: 6645  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite      Marketing

---

**LOCAL  
COURSE  
OPTIONS**

Schools may offer one or more specialized courses not included in the *Standard Course of Study*. These courses should meet a local economic need. Options may include:

Fashion Merchandising and Management  
International Marketing

Refer to Part I, Local Course Options, and Appendix B for instructions on how to offer these courses.

---

**PARTNERING  
OPPORTUNITIES**

The following are external nationally recognized programs. The participants must be member schools of these organizations and follow the curriculum requirements of these partnerships. NCDPI will not provide any curriculum materials for these programs.

- International Baccalaureate (IB) Business Management
  - National Academy Foundation (NAF) Academy of Finance
  - National Academy Foundation (NAF) Academy of Travel and Tourism
- 

**FOR MORE  
INFORMATION**

NC Department of Public Instruction  
Instructional Services  
Marketing Education  
Career-Technical Education  
6358 Mail Service Center  
Raleigh, NC 27699-6358

# MIDDLE GRADES EDUCATION

## PROGRAM DESCRIPTION

Career development is a lifelong process by which individuals develop and refine their self-identity as it relates to life and employment decisions. Middle grades students have reached a critical age when they can explore career decision making and develop future educational plans. Career development experiences for middle grades students are designed to be exploratory in nature and do not develop specific skills, except in Business Computer Technology and Keyboarding. However, in the other five middle grades courses, students will develop a knowledge of self and the world of work and begin a career development planning process for bringing the two together.

---

## DESIGN

Curriculum design, materials, and teaching strategies take into account the characteristics, nature, and learning styles of the middle grades student. Teaching strategies recommended for all course offerings include:

1. Hands-on approaches
2. Cooperative learning
3. Inquiry methods
4. Community involvement
5. Integration of academic skills

Commonalities among all course offerings include:

1. Critical and creative thinking
2. Communication skills
3. Problem solving
4. Leadership/citizenship
5. Career information and planning
6. Impact of technology

It is recommended that Exploring Career Decisions be included in any given sequence. Local school systems should select courses that will provide a continuum of experiences for the middle grades learner. These courses will provide building blocks from which students may choose based on the results of their interest inventories and assessments. Development of an individual career development plan should be the outcome of the middle grades experience.

Opportunities for leadership development and further application of instructional competencies are provided through student participation in Career Exploration Clubs of North Carolina (CECNC) or a program area career-technical student organization. Options include: FBLA, FFA, FCCLA, or TSA.

---

**PROGRAM  
UNIQUENESS**

Keyboarding and Business Computer Technology taught at the middle school level are designed to develop keying and formatting skills, appropriate techniques, and basic technology applications.

Keyboarding and Business Computer Technology should not be the sole provider of computer skill exposure at the middle grades. A combination of Keyboarding and Business Computer Technology is designed to reinforce and compliment the computer skills being integrated throughout the elementary and middle school curriculum.

---

**MAJOR  
PROGRAM  
OUTCOMES**

The career development program at the middle grades level is designed to assist students in:

1. Making wise decisions about choices related to themselves and to the world of work.
  2. Developing an individual career development plan.
- 

**NATIONAL  
CURRICULUM  
STANDARDS**

In 1986, the National Occupational Information Coordinating Committee (NOICC) launched the National Career Development Guidelines initiative. These guidelines have been endorsed by the North Carolina State Board of Education and are being implemented in educational programs throughout the state. The guidelines reflect professional consensus in three main areas:

1. Competencies and indicators for individual growth in self knowledge, educational and occupational exploration, and career planning.
2. Organizational capabilities to support competency-based career development programs.
3. Professional competencies that counselors and other staff must possess to deliver an effective career development program.

Education is a continuum that helps us take advantage of the opportunities in the workplace and to adapt to changing skill needs. Career development plays a key role in this continuum and the National Career Development Guidelines clearly recognize that need.

---

**COURSE  
OFFERINGS**

Middle Grades Course Offerings, Grades 6-8, are the following:

<b>Grades 6-8</b>	<b>Grades 7-8</b>
Exploring Career Decisions  Keyboarding	Business Computer Technology  Exploring Biotechnology  Exploring Business Technologies  Exploring Life Skills  Exploring Technology Systems

Courses are shown at the first grade level at which they may be offered.

# Course Descriptions for Middle Grades

## **Business Computer Technology**

Course Number: 6400  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 67-90

This course is designed to provide hands-on instruction in basic computer hardware components and software applications. Emphasis is placed on extending and reinforcing touch keying skills while providing experience for learning word processing, database, spreadsheet, graphics, multimedia, and telecommunications applications. Communication skills and basic mathematical concepts are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite

Keyboarding

---

## **Exploring Biotechnology**

Course Number: 6828  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course focuses on the agricultural and medical industry with emphasis on the relationship of science and technology that affects agriculture, medicine and health care. Topics include career concepts in the agriculture and medical fields. Skills in mathematics, science, and language arts are reinforced in the course. This course contributes to the development of a career development plan. Work-based learning activities appropriate for this course are projects, field trips, and job shadowing. Teaching strategies encourage the development of essential skills and knowledge of the world of work, careers and leadership in the agriculture and medical industries. FFA and CECNC leadership activities apply instructional competencies to authentic experiences.

Prerequisite

None

---

## **Exploring Business Technologies**

Course Number: 6208  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information systems, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. Communication and mathematics skills are reinforced as students explore business applications and careers. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course contributes to the development of a career development plan.

Prerequisite

None

---

**Exploring Career Decisions**

Course Number: 6158  
Recommended Maximum Enrollment: 18  
Recommended Hours of Instruction: 67-90

This course is designed to provide an orientation to the world of work. Experiences are designed to introduce students to the technical nature of today's world and the role of productive workers. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. Work-based learning strategies appropriate for this course include job shadowing and field trips. Opportunities for leadership development and further application of instructional competencies are provided through Career Exploration Clubs of North Carolina (CECNC). The formal career development planning process often begins within this course.

Prerequisite None

---

**Exploring Life Skills**

Course Number: 7018  
Recommended Maximum Enrollment: 18  
Recommended Hours of Instruction: 67-90

This course explores life skills essential for the adolescent now and in the future. Units include resource management, relationships, nutrition and wellness, childcare, and career pathways. Resource management includes decision-making, interior design, and managing a sewing project. Relationships focus on personal and social responsibilities with emphasis on the family across the life span. The focus is on developing a foundation for the application of life management skills. Skills in applying basic academics, problem-solving, decision-making, and creative and critical thinking are reinforced in this course. This course also contributes to the development of the career development plan. Work-based learning strategies appropriate for this course include field trips, job shadowing, and service learning. Life skills development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisite None

---

**Exploring Technology Systems**

Course Number: 8108  
Recommended Maximum Enrollment: 18  
Recommended Hours of Instruction: 67-90

This course allows students to explore basic technological concepts and principles and related career fields. Topics include design and problem solving, technology assessment, technology systems, technical sketching, CAD, graphic design, modeling skills, computer systems, electronics, and audio/visual production. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts. This course contributes to the creation of a career development plan. Work-based learning strategies appropriate for this course include job shadowing and field trips. This course and TSA technical and leadership activities enhance the students' appreciation of technical and engineering career fields.

Prerequisite None

---

**Keyboarding**

Course Number: 6511  
Recommended  
Maximum  
Enrollment: 26  
Recommended Hours of  
Instruction: 67-90

This course is designed to teach middle grades students basic keying skills, which consist of fluent manipulation of letter, figure/symbol, and basic service keys by touch. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building. Communication skills are reinforced as students format, compose, and proofread. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite      None

---

**FOR MORE  
INFORMATION**

NC Department of Public Instruction  
Instructional Services/BHC  
Middle Grades Education  
Career-Technical Education  
6359 Mail Service Center  
Raleigh, NC 27699-6359

# TECHNOLOGY EDUCATION

## PROGRAM DESCRIPTION

Technology Education helps students develop an appreciation and fundamental understanding of technology through the study and application of materials, tools, processes, inventions, structures and artifacts of the past and present. Technology may be defined as “How people modify their natural world to suit their purposes” (from Technology for All Americans). This series of courses allows students to apply knowledge, tools, skills, and insights to the solving of problems found in communication, manufacturing, structural, and transportation systems. To a lesser degree, the areas of biotechnology, agriculture, and medical technology also are addressed. Students learn about and from technology, by applying technological principles and concepts as well as abstract ideas and concepts of mathematics, science, language arts, the fine arts and social studies. Through this integrated study of technology, students develop an understanding of the importance and role of technology in our society and the economy and its impacts upon the environment.

---

## DESIGN

Technology Education courses are an equal balance between hands-on laboratory experiences and knowledge and understanding. Students are given the opportunity to apply the principles and concepts addressed within the curriculum through experimentation and research, design, problem solving, formal and informal presentations, and virtual and physical modeling. The middle grades *Exploring Technology Systems* course offers students an overview of various technology systems as well as an opportunity to reflect upon technology occupations. At the high school level, communication skills and problem-solving are major focuses of the prerequisite course, *Fundamentals of Technology*. Emphasis is placed on continued skill development and the use of more complex tools central to *Technology Advanced Studies* and the systems courses. Topics include technical communication, problem-solving, modeling, safety, and technology assessment.

The systems courses (Communication, Manufacturing, Structural and Transportation) develop indepth skills and understandings in their respective areas. The two *principles of technology* courses provide students with a fundamental understanding of physics. These courses are laboratory based and are designed to permit students the opportunity to apply physics concepts to practical situations. The course series *scientific and technical visualization* (SciVis) allow students to develop complex graphic skills that have virtually universal application. While the primary focus is on science and technological subjects, students may easily transfer their work to such areas as business, social studies and the arts.

---

The culminating course *Technology Advanced Studies* offers students the opportunity to select and pursue a topic they find interesting and challenging using the skills and insights gained from their technology course work and general education experience. This systematic approach to learning about technology prepares students for the rapidly changing technological world by developing skills necessary for adapting to new technologies as they evolve. It increases the likelihood that they become full participants in the global economy and rewarded and productive citizens.

The Technology Student Association (TSA) is also an essential component of Technology Education. Through TSA, students learn and apply technical, leadership, social and civic skills. Students become effective team members through the use and development of interpersonal and technical skills. TSA activities are an integral part of the Technology Education program and relate directly to the program outcomes.

---

**MAJOR  
PROGRAM  
OUTCOMES**

Programs in Technology Education are designed to help students:

1. Acquire general technological literacy.
2. Access, process, and share information through the use of contemporary tools and processes.
3. Acquire and apply design, problem-solving, and leadership skills.
4. Assess the implications of technology upon society, the economy, and the environment.
5. Appreciate the importance of technology and its effect on all aspects of human behavior and systems.
6. Use simple and complex tools and concepts found in communication, manufacturing, structural, and transportation systems.
7. Apply physical and social sciences, mathematics, and language and fine arts concepts and principles in an authentic manner.
8. Make wise career decisions.
9. Become more knowledgeable citizens and consumers regarding issues of technology.
10. Become responsible, participating, and successful citizens.

---

**NATIONAL  
VOLUNTARY  
CURRICULUM  
STANDARDS**

The *Standards for Technological Literacy* were initiated by the International Technology Education Association (ITEA) and funded by the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA). The project, *Technology for All Americans*, has created a rationale, structure, and framework for Technology Education K-12. These standards identify what all students should know and be able to do with respect to understanding technology. The North Carolina Technology Education Program has been designed to reflect the *Standards for Technological Literacy* standards and benchmarks.

---

## **PROGRAM UNIQUENESS**

1. Technology Education develops an understanding of complex technologies through the systems approach to problem solving. Students participate in designing, developing, monitoring, assessing, correcting, and improving technological systems. Technology Education provides a foundation for students to make career decisions leading to other career-technical education courses of study.
2. Principles of Technology I or Principles of Technology II can count as a physical science credit required for graduation under these conditions:
  - a. PT I can count as a science elective, a physical science credit, or as the course Physical Science (3010). The Physical Science Course (3010) would be subject to the EOC test.
  - b. PT II can count as a science elective, a physical science credit, or as the course Physics (3060). The Physics Course (3060) would be subject to the EOC test.
  - c. The NC University system recognizes PT I and II as a physical science credit for university admissions.
3. North Carolina has recognized a national pre-engineering program as an option in Technology Education. Project Lead The Way Inc. (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system.

PLTW has developed a four-year sequence of courses for high schools which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The courses are Introduction to Engineering Design, Digital Electronics, Computer Integrated Manufacturing, Principles of Engineering, and Engineering Design and Development. Introduction at this level will attract more students to engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. The PLTW graduate will be better prepared for college engineering programs and more likely to be successful. School systems file a modification to use this program. For additional information visit: <http://www.pltw.org>.

PLTW has also developed a middle school program, Gateway to Technology. The purpose of this middle school curriculum is to expose students to a broad overview of the field of technology and its related processes. Because engineers use mathematics, science, and technology to solve problems, the course has been designed to be “activity oriented.” It incorporates four units, each designed to be

taught in a period of ten weeks. Each unit is an independent unit, developed specifically for the student's age and comprehension level. It is recommended that they be taught in the following order: Design and Modeling, The Magic of Electrons, The Science of Technology and Automation and Robotics. School systems file a modification to use this program. For additional information, visit: <http://www.pltw.org>.

**COURSE OFFERINGS\***

Technology Education course offerings, grades 7-12, are the following:

Grades 7-8	Academic Levels*			
	Levels 1	Levels 2	Levels 3	Levels 4
Exploring Technology Systems	Fundamentals of Technology	Communication Systems Manufacturing Systems Structural Systems Transportation Systems Principles of Technology I Scientific and Technical Visualization I	Principles of Technology II Scientific and Technical Visualization II	Technology Advanced Studies

\*NOTE: Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.

# Course Descriptions for Technology Education

## **Communication Systems**

Course Number: 8125  
Recommended  
Maximum  
Enrollment: 21  
Recommended Hours of  
Instruction: 135-180

This course introduces students to classical and contemporary visual, audio and electronic communication using state-of-the-art technology. Emphasis is placed on analyzing, designing, testing and evaluating communication systems such as: computer operating systems, the Internet, electronic, optical and digital communication systems, and concentrated areas of study determined by students and their teacher. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts, and technical studies. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in pursuing technical or engineering careers in communication related fields.

Prerequisite Fundamentals of Technology

---

## **Exploring Technology Systems**

Course Number: 8108  
Recommended  
Maximum  
Enrollment: 18  
Recommended Hours of  
Instruction: 67-90

This course allows students to explore basic technological concepts and principles and related career fields. Topics include design and problem solving, technology assessment, technology systems, technical sketching, CAD, graphic design, modeling skills, computer systems, electronics, and audio/visual production. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts. This course contributes to the creation of a career development plan. Work-based learning strategies appropriate for this course include job shadowing and field trips. This course and TSA technical and leadership activities enhance the students' appreciation of technical and engineering career fields.

Prerequisite None

---

## **Fundamentals of Technology**

Course Number: 8110  
Recommended  
Maximum  
Enrollment: 21  
Recommended Hours of  
Instruction: 135-180

This course provides prerequisite hands-on experiences in principles and processes essential for the study of the technology systems courses and develops a foundation for students interested in any technical field of study. Emphasis is placed on problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts. Work-based learning strategies appropriate for this course include job shadowing and field trips. This course and TSA technical and leadership activities develop skills essential for students interested in technical or engineering career fields.

Prerequisite None

---

**Manufacturing Systems**

Course Number: 8115  
Recommended Maximum Enrollment: 21  
Recommended Hours of Instruction: 135-180

This course introduces students to principles of past and present manufacturing systems. Emphasis is placed on computer modeling, flexible manufacturing systems and computer-aided manufacturing concepts. Students assess their solutions through mass property analysis and modification using contemporary manufacturing methods. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service-learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in pursuing careers in manufacturing as a designer, drafter, industrial manager, technician, or engineer.

Prerequisite Fundamentals of Technology

---

**Principles of Technology I**

Course Number: 8011  
Recommended Maximum Enrollment: 16  
Recommended Hours of Instruction: 135-180

This course provides a hands-on approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Activities are structured to integrate science, mathematics, and language arts. Work-based learning strategies appropriate for this course include job shadowing and field trips. This course and TSA technical and leadership activities enhance the skills of students interested in pursuing technical, engineering, or science related careers. Algebra I and Fundamentals of Technology are recommended prerequisites.

Prerequisite None

---

**Principles of Technology II**

Course Number: 8012  
Recommended Maximum Enrollment: 16  
Recommended Hours of Instruction: 135-180

A continuation of laboratory-based experiences, students focus on mechanical, electrical, fluid, and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation theory, optical systems, and time constants. Activities are structured to integrate science, mathematics, and language arts. Work-based learning strategies appropriate for this course include job shadowing, and field trips. This course and TSA activities further enhance the skills essential for success in technical, engineering, and science related fields.

Prerequisite Principles of Technology I

---

**Scientific and Technical Visualization I**

Course Number: 8006  
Recommended Maximum Enrollment: 20  
Recommended Hours of Instruction: 135-180

This state-of -the-art course introduces students to the use of complex graphic tools. Emphasis is placed on the use of these tools to understand better technical, mathematical and/or scientific concepts. Emphasis is placed on the use of complex graphic tools to better understand a given mathematics, and/or scientific concept. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Computer, communication, mathematics and scientific concepts are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

**Scientific and Technical Visualization II**

Course Number: 8007  
Recommended Maximum Enrollment: 20  
Recommended Hours of Instruction: 135-180

This course provides students with advanced skills in the use of complex visualization tools for the study of mathematical and/or sciences concepts. Students design and develop increasingly complex data and concept driven visualization models. Focusing on scientific and technical concepts, students learn how to communicate and analyze phenomena using statistical, graphic, and conceptual visualization computer applications. Communication, computer, technical, mathematics, and science skills are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Scientific and Technical Visualization I

---

**Structural Systems**

Course Number: 8141  
Recommended Maximum Enrollment: 21  
Recommended Hours of Instruction: 135-180

This course introduces students to architecture and civil, structural and environmental engineering. These concepts are studied through research, design project development, and assessment. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service-learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in pursuing careers in building trades, city planning, architecture, or civil engineering.

Prerequisite Fundamentals of Technology

---

**Technology  
Advanced  
Studies**

Course Number: 8005  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

Students select and pursue a topic of interest using knowledge and skills gained from previous technical and academic courses. Emphasis is placed on having the students select, direct, and evaluate their own study while using complex technological tools. This study allows the integration of science, mathematics, or language arts, the fine arts, and social studies with the application of technology. This course is for students who have completed three technical credits in Technology Education. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, service-learning projects, apprenticeship, cooperative education, and internship. This course and TSA technical and leadership activities allows students to pursue in-depth research and experimentation within virtually all fields of study including science technology, engineering and mathematics.

Prerequisite Fundamentals of Technology

---

**Transportation  
Systems**

Course Number: 8126  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces students to land, water, air, and space transportation through experimentation and model making. Emphasis is placed on interdisciplinary research and transportation analysis focused on the performance of transportation systems, and their impacts on mobility and economic growth. Activities are structured to integrate the physical sciences and mathematics. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service-learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in technical or engineering careers in transportation related fields.

Prerequisite Fundamentals of Technology

---

**For More  
Information**

NC Department of Public Instruction  
Instructional Services/ITHS  
Technology Education  
Career-Technical Education  
6360 Mail Service Center  
Raleigh, NC 27699-6360

# TRADE AND INDUSTRIAL EDUCATION

## **PROGRAM DESCRIPTION**

Trade and Industrial Education is a secondary program to prepare students for careers in six of the ten North Carolina Career Pathways. While completing course sequences in these pathways, students participate in instructional units that educate them in standardized industry processes related to: concepts, layout, design, materials, production, assembly, quality control, maintenance, troubleshooting, construction, repair and service of industrial, commercial and residential goods and products.

---

## **DESIGN**

As a component of career-technical education, Trade and Industrial Education provides students the opportunity to advance in a wide range of trade and industrial occupations. They are prepared for initial employment, further education at the community college or university level, and/or business ownership. The career pathways in which Trade and Industrial Education are commercial and artistic production, construction, engineering, industrial, public service and transport systems technologies. A balanced program of classroom study and practical work experiences produces competent workers who can manage resources, work cooperatively, organize and use information, understand complex systems, and apply appropriate technology. Cooperative education, internship, and apprenticeship experiences are available through the Trade and Industrial Education program.

Opportunities to develop and apply interpersonal leadership, social, civic, and business-related skills are provided through SkillsUSA, the career-technical student organization for Trade and Industrial Education students. As an integral part of the Trade and Industrial Education program, SkillsUSA activities enhance classroom instruction through leadership and teamwork activities. These activities directly relate to the major objectives of Trade and Industrial Education.

---

## **MAJOR PROGRAM OUTCOMES**

The major outcomes for Trade and Industrial Education are to

1. Develop basic manipulative and technological skills relative to industrial occupations through a combination of laboratory experiences and work-based learning experiences.
2. Provide technical information (principles and theory) with emphasis on the application of communications, mathematics, design, economics, science, and computer skills pertinent to employment and success in an industrial occupation.

**MAJOR  
PROGRAM  
OUTCOMES  
(Cont'd.)**

3. Provide instruction in such areas as human relations, safety and health, positive work habits, and employability skills.
  4. Develop the skills needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.
- 

**NATIONAL  
VOLUNTARY  
SKILL  
STANDARDS**

The United States Departments of Education and Labor have initiated public-private partnerships to develop voluntary skill standards for various industries. Skills and performance levels needed by the American workforce to be competitive have been identified.

The National Voluntary Occupational Skill Standards used as guides in Trade & Industrial Education follow:

**Commercial & Artistic Production Technologies**

- **Graphic Arts Education Research Foundation (GAERF)** Secondary and post-secondary printing graphics programs align their curriculum to PrintED, GAERF's National Certification Skill Standards for the Graphic Communication Industry.

**Construction Technologies**

- **National Center for Construction Education and Research (NCCER)** With construction technologies training programs nationwide, NCCER has created performance-based curricula to unite the construction industry with secondary and post-secondary construction technology (carpentry), masonry, electrical trades and welding technology programs.
- **National Electrical Contractors Association (NECA)** NECA's Codes and Standards group works to influence the content of regulatory codes, and develops and publishes National Electrical Installation Standards (NEIS), the first quality standards for Electrical Trades.
- **Woodlinks** is the furniture and cabinetmaking industry's skill standards and education organization. Student's participating in furniture and cabinetmaking work toward this set of international standards.

**Engineering Technologies**

- **CompTIA** is the information technology organization for vendor-neutral industry skill standards. CompTIA works to provide continuing and emerging technician's credentials for courses in computer engineering technology and network engineering technology.
- The **Electronic Industries Foundation (EIF)** sets skills standards for the electronics industries. These national skill standards are used in electronics.
- The **Foundation for Industrial Modernization (FIM)** sets skill standards for computer aided design (CAD) users. These national skill standards are used in Drafting I, Drafting II – Architectural, Drafting II – Engineering, Drafting III – Architecture and Drafting III – Engineering.

**NATIONAL  
VOLUNTARY  
SKILL  
STANDARDS  
(Cont'd.)**

**Industrial Technologies**

- The **American Welding Society (AWS)** sets skill standards for the welding trades. Its national skill standards are used in welding technology.
- The **National Institute for Metalworking Standards (NIMS)** sets skills standards for the machine-tool industry. Its national skill standards are used in metals manufacturing.

**Public Service Technologies**

- The **Board of Cosmetic Arts Examiners** sets both skill standards and work-based learning experience requirements. These standards and requirements affect students in cosmetology courses.

**Transport System Technologies**

- **National Automotive and Technicians Education Foundations, Inc. (NATEF)** NATEF sets skills for the automotive and collision repair courses. In North Carolina, Automotive Service Technology I, II, & III and Collision Repair Technology I & II are aligned to these national skill standards.

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION**

---

Nine industries offer national credentialing, certification, documentation and registry services to accredit high school Trade and Industrial Education programs. Each has rigid inspection, testing, and acceptance criteria and maintains a national registry that provides portable Credentials. These agencies are the American Welding Society (AWS), CompTIA, Board of Cosmetic Arts Examiners, Graphic Arts Education Research Foundation, National Automotive Technicians Education Foundation (Automotive Service Excellence, ASE), the National Center for Construction Education and Research (NCCER), the National Institute for Metalworking Skills (NIMS) and Woodlinks.

Students desiring a universally recognized credential for the workplace that is information technology related should enroll in a career major that leads them to credentials such as Internet and Computing Core Certification (IC<sup>3</sup>), Microsoft Office Specialist (MOS), A+ Certification, Net+, Certified Novell Administrator (CNA), Microsoft Certified Systems Engineer (MCSE), or Certified Cisco Network Administrator (CCNA). These credentials can be enhanced at postsecondary levels or may be used immediately in the workplace.

North Carolina also requires certain trades, crafts, and technicians to be licensed. Licensure usually requires meeting age, education, experience, and examination criteria. Most Trade and Industrial Education programs provide the skills and knowledge appropriate to acquire licensure.

**STUDENT  
CREDENTIALING  
AND  
CERTIFICATION  
(Cont'd.)**

The North Carolina Department of Labor offers registered apprenticeship programs leading to the designation of journeyman in all trades and crafts offered by Trade and Industrial Education. They also maintain a registry and portable credential.

The following chart illustrates credentialing and certification offerings for the six major Trade and Industrial Education clusters. Other certifications are available.

HIGH SCHOOL PROGRAM	AWS	ASE	CA	CT	GAERF	NATEF	NIMS	NCCER	WL	L	A
COMMERCIAL AND ARTISTIC PRODUCTION TECHNOLOGIES											
Printing Graphics					*						*
CONSTRUCTION TECHNOLOGIES											
Construction Technology								*		*	*
Electrical Trades								*		*	*
Furniture and Cabinetmaking									*		*
Masonry								*			*
ENGINEERING TECHNOLOGIES											
Computer Engineering Technology				*							*
Electronics											*
Network Engineering Technology				*							*
INDUSTRIAL TECHNOLOGIES											
Metals Manufacturing Technology							*				*
Welding	*							*			*
PUBLIC SERVICE TECHNOLOGIES											
Cosmetology			*							*	*
TRANSPORT SYSTEMS TECHNOLOGIES											
Automotive Service Technology		*				*					*
Collision Repair Technology		*				*					*

**CERTIFYING AGENCIES**

<b>KEY</b>	<b>CERTIFYING AGENCIES</b>
AWS	American Welding Society
ASE	Automotive Service Excellence, National Automotive Technicians Education Foundation
CA	Board of Cosmetic Arts Examiners
CT	CompTIA
GAERF	Graphic Arts Education Research Foundation
NATEF	National Automotive and Technician's Education Foundation
NIMS	National Institute for Metalworking Skills
NCCER	National Center for Construction Education and Research
WL	Woodlinks
L	Licensure, State
A	Apprenticeship, Department of Labor (DOL)

**PROGRAM  
UNIQUENESS**

- The scope and sequence of Trade and Industrial Education includes program offerings in six career pathways with 17 distinct technologies represented.
- The majority of the apprenticeable occupations listed by the Department of Labor are related to technical skills contained in Trade and Industrial Education courses.

Trade and Industrial Education course offerings, grades 9-12, are:

**COURSE  
OFFERINGS\***

<b>Academic Levels</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Introduction to Trade & Industrial Education		Trade & Industrial Cooperative Training I	Trade and Industrial Education Advanced Studies  Trade & Industrial Cooperative Training II
	<b>Commercial and Artistic Production Technologies</b> Digital Media I Printing Graphics I	Digital Media II Printing Graphics II	
	<b>Construction Technologies</b> Construction Technology I Electrical Trades I Furniture and Cabinetmaking I Masonry I	Construction Technology II Electrical Trades II Furniture and Cabinetmaking II Masonry II	Construction Technology III   Masonry III
	<b>Engineering Technologies</b> Computer Engineering Technology I  Drafting I  Electronics I Networking I  Scientific & Technical Visualization I	Computer Engineering Technology II  Drafting II – Architectural Drafting II – Engineering Electronics II Network Engineering Technology II – Cisco Network Engineering Technology II – Nortel Scientific & Technical Visualization II	Drafting III – Architectural Drafting III – Engineering  Network Engineering Technology III – Cisco Network Engineering Technology III – Nortel
	<b>Industrial Technologies</b> Metals Manufacturing Technology I Welding Technology I	Metals Manufacturing Technology II Welding Technology II	
	<b>Public Service Technologies</b> Cosmetology Introduction	Cosmetology I	Cosmetology II
	<b>Transport Systems Technologies</b> Automotive Service Technology I Collision Repair Technology I	Automotive Service Technology II Collision Repair Technology II	Automotive Service Technology III

\* Work-based learning methods such as internships, cooperative education, and apprenticeships may be a part of any course in grades 9-12.

# Trade and Industrial Education Course Descriptions

## **Automotive Service Technology I**

Course Number: 7511  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. Skills in science, mathematics, thinking, and leadership are reinforced in this course. Work-based learning strategies for this course may include field trips, internships, job shadowing, and cooperative on-the-job training. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Algebra I is a recommended prerequisite.

Prerequisite: None

---

## **Automotive Service Technology II**

Course Number: 7512  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) Certified. Automotive Service Excellence areas of brakes and electrical/electronics are taught in this course. The level II course helps prepare students for the Automotive Service Excellence (ASE) technician certification. Work-based learning experience strategies appropriate for this course are field trips, job shadowing, internships, cooperative on-the-job training, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite: Automotive Service Technology I

---

## **Automotive Service Technology III**

Course Number: 7513  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

Automotive Service Technology III emphasizes advanced brakes and advanced electrical/electronics. Students will have accumulated 105 hours of instructional time in brakes and 230 hours of instructional time in electrical/electronics for the program to be NATEF certified. Students may receive community college credit for brakes and electronics. This course further prepares students for ASE certification. Skills in leadership, safety, problem solving, and planning are reinforced in this course. The work-based learning strategies appropriate for this course are cooperative on-the-job training, internships, and apprenticeships. A select number of Schools that are certified in four areas may apply to become an AYES (Automotive Youth Education System) site. These schools must have sufficient dealership support for apprenticeships. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite: Automotive Service Technology II

---

**Collision Repair  
Technology I**

Course Number: 7521  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides a basic introduction to collision repair work and the technical aspects of the collision repair industry. Topics include safety, hand and power tools and equipment, painting and refinishing, welding, cutting and panel repair. Skills in mathematics, science, reading, leadership, business and problem solving are reinforced. The work-based strategies appropriate for this course are job shadowing, internships, cooperative education, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      None

---

**Collision Repair  
Technology II**

Course Number: 7522  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course covers basic collision repair practices, career information, and employment opportunities. Topics include welding, cutting, proper use of collision repair tools and equipment, and panel repairs using various substances. Skills in mathematics, science, reading, leadership, business and problem solving are reinforced. The work-based strategies appropriate for this course are job shadowing, internships, cooperative education, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Collision Repair Technology I

---

**Computer Engineering  
Technology I**

Course Number: 7991  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces the essential hardware competencies for an entry-level PC service technician. This course focuses on the CompTIA A+ Core Hardware exam objectives. Students demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. The work-based strategy appropriate for this course is job shadowing. Hands-on experiences and SkillUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      None

---

**Computer Engineering  
Technology II**

Course Number: 7992  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides the essential operating systems competencies for an entry-level PC service technician. This course focuses on the CompTIA A+ Operating System Technologies exam objectives. Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing operating systems. Work-based strategies appropriate for this course are job shadowing, internship, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Computer Engineering Technology I

---

**Construction  
Technology I**

Course Number: 7721  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification, selection, and use of tools, equipment, lumber, materials, and fasteners. Basic skills, leadership, career development, thinking and reasoning skills, mathematics, and principles of technology are reinforced. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

**Construction  
Technology II**

Course Number: 7722  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course covers in depth advanced technical aspects of carpentry with emphasis on development of skills introduced in level I. Topics include plans, framing, footings, foundations, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety, mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite Construction Technology I

---

**Construction  
Technology III**

Course Number: 7723  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course covers issues related to planning, management, finance, sales, labor, technology, community, health, environment, and safety. Topics include estimating, leveling instruments, forms, special framing, interior and exterior finishing, cabinets, built-ins, and metal studs. Skills in technical subjects, production, leadership, safety, problem solving, reading, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Construction Technology II

---

**Cosmetology -  
Introduction**

Course Number: 7810  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces the basic principles and foundations of the cosmetology profession. Topics include: leadership, infection control, draping and shampooing, thermal styling, wet styling, long hair design, human physiology, facials, and natural nails. Skills in mathematics, science, biology, leadership, and problem solving are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities that enhance classroom instruction and career development.

Prerequisite None

---

**Cosmetology I**

Course Number: 7811  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 600

This course introduces developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling, and hair coloring and lighting. Skills in mathematics, science, biology, leadership, and problem solving are reinforced in this course. The work-based learning strategy appropriate for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

## **Cosmetology II**

Course Number: 7812  
Recommended  
Maximum Enrollment:  
16  
Recommended Hours of  
Instruction: 600

This course provides advanced development of process, techniques, and skills introduced in Cosmetology I. Topics include hair coloring techniques, chemical servicing; identification and treatment of disorders of the skin, scalp and hair; manicuring; pedicuring; artificial nails; hair removal; and permanent waving techniques. Students receive 1200/1500 hours of training to prepare them for the Cosmetology Board Exam. Skills in chemistry, mathematics, business, thinking, and communication are reinforced in this course. The work-based learning strategy appropriate for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Cosmetology I

---

## **Digital Media I**

Course Number: 7935  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Local projects and SkillsUSA leadership activities, conferences, and competitions provide opportunities for the application of instructional competencies.

Prerequisite      None

---

## **Digital Media II**

Course Number: 7936  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course provides students with more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio and video non-linear editing techniques for the media; and commercial and emerging, web-based interactive media. Project planning, design and development prepare students for entry into various IT and communication industries. Work-based strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Digital Media I

---

**Drafting I**

Course Number: 7921  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as CAD ( computer assisted design), orthographic projection, and 3-D modeling. Skills in communication, mathematics, science, leadership, and problem-solving are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

**Drafting II -  
Architectural**

Course Number: 7962  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Work-based learning strategies appropriate for this course are apprenticeship and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Drafting I

---

**Drafting III-  
Architectural**

Course Number: 7963  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. Teaming and problem-solving skills are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internship, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite Drafting II - Architectural

---

**Drafting II - Engineering**

Course Number: 7972  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using CAD. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Drafting I

---

**Drafting III - Engineering**

Course Number: 7973  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course introduces the student to advanced engineering concepts using CAD tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. Science and mathematic concepts are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite      Drafting II - Engineering

---

**Electrical Trades I**

Course Number: 7741  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. Skills in safety, mathematics, leadership, and problem solving are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      None

---

## **Electrical Trades II**

Course Number: 7742  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course provides advanced instruction in residential wiring and introduction to electrical theory including AC and DC circuits. Emphasis is placed on test equipment, electrical color coding, conduit bending and installation, electrical measurements, use of polyphase current, specialty tools, transformers, and generators. Skills in safety, leadership, reading, mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite      Electrical Trades I

---

## **Electronics I**

Course Number: 7631  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course covers electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, direct current, schematics, soldering, measuring electricity, Ohm's/Watt's/Kirchoff's Laws, power, and circuits. Leadership skills, science, thinking skills, and principles of technology are reinforced. Job shadowing and internships are appropriate work-based learning strategies for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Algebra I is a recommended prerequisite.

Prerequisite      None

---

## **Electronics II**

Course Number: 7632  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course covers advanced practices, principles, special equipment and materials. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, and bipolar transistors. Skills in leadership, safety, mathematics, reading, problem solving, tools, and test equipment are reinforced. Work-based learning strategies appropriate for this course are job shadowing, cooperative education, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Electronics I

---

**Furniture and Cabinetmaking I**

Course Number: 7621  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds and fasteners. Skills in mathematics, reading, leadership, safety, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite None

---

**Furniture and Cabinetmaking II**

Course Number: 7622  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course covers development of more advanced knowledge and skills in the furniture and cabinetmaking industry. Emphasis is placed on construction principles as applied to mass production, and the construction and installation of cabinet drawers and doors. Skills in leadership, safety, mathematics, planning, and problem solving are reinforced in this course. Work-based strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Furniture and Cabinetmaking I

---

**Introduction to Trade and Industrial Education (ITIE)**

Course Number: 7400  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces students to as many as six career majors available in T & I Education. Students may rotate to different laboratories for instruction. Topics include level I objectives from each of the T & I courses being introduced. Skills in communication, science, mathematics, and leadership are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Hands-on work experiences and SkillsUSA leadership activities provide opportunities to enhance classroom instruction and career development.

Prerequisite None

---

### **Masonry I**

Course Number: 7711  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Reading, mathematics, problem solving, and principles of technology are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

### **Masonry II**

Course Number: 7712  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course provides a continuation of masonry skills, estimating, blueprint reading, and building codes. Topics include constructing walls, corners, sills, and similar structures using a variety of bonds and materials. Skills in safety, leadership, reading, mathematics, problem solving, and career development are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite Masonry I

---

### **Masonry III**

Course Number: 7713  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course provides advanced masonry skills, leadership development, and the preparation of technical presentations. Topics include constructing composite walls, steps, arches, lattice walls, sidewalks, brick and concrete pavers, window sills, chimneys, and fireplaces. Skills in safety, mathematics, reading, problem solving, and employability skills are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Masonry II

---

**Metals Manufacturing Technology I**

Course Number: 7641  
Recommended Maximum Enrollment: 20  
Recommended Hours of Instruction: 135-180

This course introduces various manufacturing processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. Science, thinking skills, and principles of science are reinforced. Job shadowing and internships are appropriate work-based learning strategies for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite: None

---

**Metals Manufacturing Technology II**

Course Number: 7642  
Recommended Maximum Enrollment: 16  
Recommended Hours of Instruction: 270-360

This course provides advanced instruction in manufacturing and introduces computer assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. Skills in leadership, safety, mathematics, reading, problem solving, blueprint reading, and precision measuring are reinforced. Work-based learning strategies appropriate for this course are job shadowing, cooperative education, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite: Metals Manufacturing Technology I

---

**Networking I**

Course Number: 7980  
Recommended Maximum Enrollment: 20  
Recommended Hours of Instruction: 135-180

This course provides a broad-based foundation in the engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. In addition to simulations, projects, teamwork, SkillsUSA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Prerequisite: None

---

**Network Engineering  
Technology II**

Course Numbers:  
Cisco 7981  
Nortel 7983  
Recommended Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This course introduces the fundamental principles of networks and their operation from an industry vendor’s perspective. Emphasis is placed on the hands-on skills needed to design, set-up, maintain networks, install cabling, and configure vendor-specific routers and switches. Technical writing and binary mathematical skills are also emphasized. The expectation of this course sequence is for students to be better prepared for the appropriate industry credentialing exam. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Networking I

---

**Network Engineering  
Technology III**

Course Numbers:  
Cisco 7982  
Nortel 7984  
Recommended Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

Through hands-on experiences, this course introduces the concepts of wide area networks, advanced router configurations, switched networks, VLANs, and simple vendor-specific network management protocols. Presentation and communication skills needed by a network engineer also will be emphasized. The expectation of this course sequence is for students to be better prepared for the appropriate industry credentialing exam. Work-based strategies appropriate for this course are internships, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Network Engineering Technology II

---

**Printing Graphics I**

Course Number: 7911  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course introduces graphic communications and imaging technology with emphasis on printing production, publishing, and packaging industries. Topics include safety, layout, design, electronic imaging, reproduction photography, image assembly, platemaking, duplicator operations, finishing, and binding. Thinking skills, science, leadership, and visual art concepts are reinforced in this course. Job shadowing and internships are appropriate work-based learning strategies for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      None

---

## **Printing Graphics II**

Course Number: 7912  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course covers the entire printing graphic process, from design stage, to printing, bindery, and distribution stages. Topics include advanced safety, production planning layout, design, electronic imaging, reproduction photography, image assembly, platemaking, duplicator operations, finishing, binding, screen printing, and flexography. Skills in leadership, reading, math, safety, science, and visual art concepts are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, and internship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry and Art I are recommended prerequisites.

Prerequisite      Printing Graphics I

---

## **Scientific and Technical Visualization I**

Course Number: 7901  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This state-of -the-art course introduces students to the use of complex graphic tools. Emphasis is placed on the use of these tools to understand better technical, mathematical and/or scientific concepts. Emphasis is placed on the use of complex graphic tools to better understand a given mathematical, and/or scientific concept. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Computer, communication, mathematical and scientific concepts are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      None

---

## **Scientific and Technical Visualization II**

Course Number: 7902  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course provides students with advanced skills in the use of complex visualization tools for the study of mathematical and/or sciences concepts. Students design and develop increasingly complex data and concept driven visualization models. Focusing on scientific and technical concepts, students learn how to communicate and analyze phenomena using statistical, graphic, and conceptual visualization computer applications. Communication, computer, technical, mathematics, and science skills are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite      Scientific and Technical Visualization I

---

**Trade and Industrial  
Advanced Studies**

Course Number: 7999  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 135-180

This culminating, career-focused course for seniors in T & I programs includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Three technical credits within Trade and Industrial Education.

---

**Trade and Industrial  
Cooperative Training I**

Course Number: 7821  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180  
Plus paid work experience

This course combines classroom instruction with skilled on-the-job training in the areas of commercial and artistic production, construction, engineering, industrial, or transport systems technology. In the school-based learning part of the course, emphasis is placed on team development, quality service and products, customer satisfaction, employment acquisition, career analysis, safety standards, and leadership. Skills reinforced in this course are technical mathematics, measuring, reading, writing, and communication skills. Work-based learning strategies appropriate for this course include cooperative education and apprenticeships. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

**Trade and Industrial  
Cooperative Training II**

Course Number: 7822  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135- 180  
Plus paid work  
experience

This course provides skills necessary to become successful in a trade and industrial occupation. In the school-based learning part of the course, emphasis is placed on total quality teamwork, decision-making, running and controlling projects, communication skills, business ownership, and financial planning. Skills reinforced in this course are technical mathematics, reading, communication, and leadership. Work-based learning strategies appropriate for this course include cooperative education, apprenticeships, and internships. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite Trade and Industrial Cooperative Training I

---

**Welding Technology I**

Course Number: 7661  
Recommended  
Maximum  
Enrollment: 20  
Recommended Hours of  
Instruction: 135-180

This course covers basic industrial and construction welding practices, occupation characteristics, and employment opportunities. Topics include safety, tools, print reading, measurement, thermal cutting processes, basemetal preparation and shielded metal arc welding (SMAW). Science, thinking skills, mathematics, leadership skills, and principles of technology are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Prerequisite None

---

**Welding Technology II**

Course Number: 7662  
Recommended  
Maximum  
Enrollment: 16  
Recommended Hours of  
Instruction: 270-360

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include weld fit-up and testing, metal properties, gas metal (GMAW), flux cored (FCAW), and shielded metal (SMAW) arc welding. Skills in leadership, safety, SMAW, mathematics, reading, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are job shadowing, cooperative education, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

Prerequisite Welding Technology I

---

**LOCAL COURSE  
OPTIONS**

Schools may offer one or more specialized courses not included in the *Standard Course of Study*. These courses should meet a local economic need. Options may include:

Aerospace  
Air Conditioning/Refrigeration  
Commercial Art  
Diesel Mechanics  
Electro-Mechanical Technology  
Law Enforcement  
Marine Occupations  
Photography  
Plumbing  
Textiles

Refer to Part I, Local Course Options, and Appendix B for instructions on how to offer these courses.

---

**FOR MORE  
INFORMATION**

NC Department of Public Education  
Instructional Services/ITHS  
Trade and Industrial Education  
Career-Technical Education  
6360 Mail Service Center  
Raleigh, NC 27699-6360

# PART III

## Support Services

### CAREER DEVELOPMENT COORDINATION

**DESCRIPTION** Career Development Coordinators provide a variety of services to Career-Technical Education students in North Carolina public schools to help them make good career and educational decisions. Preparing Career-Technical Education students for careers is a developmental process that includes students, parents, teachers, counselors, and the community. Coordinating this process is the responsibility of the Career Development Coordinator.

---

**MAJOR FUNCTIONS** The major functions of the Career Development Coordinator include:

- Preparatory services
- Case management services
- Transition services
- Business, industry, and education partnership services
- Promotional services

---

**MAJOR PROGRAM OUTCOMES** Major responsibilities of career development coordinators include these core activities:

1. Coordinating the career development process.
2. Providing leadership for promoting career awareness, exploration and planning.
3. Introducing students to and assisting them with a career focus within a career pathway.
4. Coordinating the alignment of middle school courses and high school courses of study for Career-Technical Education students.
5. Providing educators with access to career development information, occupational information, and labor market information needed to assist students with educational and career plans.
6. Involving students in experiences designed to enable them to make a smooth transition from one level of education to another and from school to work or further education and training.
7. Promoting the advantages of Career-Technical Education among students, parents, and all segments of the community to facilitate the appropriate placement of Career-Technical Education concentrators.
8. Promoting the use of current technology for career research.
9. Serving as a liaison with the business, industry, education, and military community.
10. Maintaining and publicizing career development resources.
11. Assisting students with developing skills needed in the workplace;
12. Providing information to students, parents, educators, and community members about career development.

---

**PROGRAM  
UNIQUENESS**

Career Development Coordinators in North Carolina work in a variety of settings, including central offices, middle schools, and high schools. The individual work setting will affect the specific services that are provided.

---

**FOR MORE  
INFORMATION**

NC Department of Public Instruction  
Instructional Services/BHC  
Career Development  
Career-Technical Education  
6359 Mail Service Center  
Raleigh, NC 27699-6359

# SPECIAL POPULATIONS SERVICES

## DESCRIPTION

The primary function of special populations coordination is to ensure that members of special populations receive services and job training.

Special services are provided for special populations to ensure equal access to recruitment, enrollment and placement activities. These supplementary services are essential to the successful participation of some disabled and disadvantaged students in career-technical education programs. Students with the greatest needs have top priority for services. Coordination with other service providers reduces the number of direct service contacts and the duplication of efforts. Being non-instructional personnel, Special Populations Coordinators have the major responsibilities for ensuring such coordination.

Coordination services begin with the identification of each member of special populations enrolled in the local education agency's career-technical education program. This approach allows the local education agency to meet the broad assurances of the law.

One such assurance, helping a student to enter a career-technical education program, enhances their chances of selecting an appropriate career pathway. Preparatory services are provided in the middle school or prior to a student's enrollment in a career-technical education program at high school. These services include, recruitment of potential career-technical education students, career guidance, vocational assessment, and monitoring.

After participation in the outreach and recruitment activities, each student's special needs are identified and coordinated to ensure success in completing their chosen course of study. Following the assessment process and career guidance, appropriate plans are developed.

The quality of a local career-technical education program is dependent upon its ability to meet the statewide core indicators of performance and/or local modifications.

## MAJOR FUNCTIONS

---

The major functions of the position include:

1. Outreach and Recruitment
2. Assessment and Prescription
3. Coordination with Other Service Providers
4. Monitoring Access, Progress, and Success
5. Annual Accountability and Planning

Examples of appropriate activities for each of the major function includes the following:

---

## **OUTREACH AND RECRUITMENT**

The outreach and recruitment function includes enrollment and placement activities, providing information about career-technical education opportunities and the development of a career development plan. In providing outreach and recruitment services, the Special Populations Coordinator should:

- Promote recruitment, enrollment and placement activities for special populations students.
  - Provide information about career-technical education opportunities to special populations students and their parents.
  - Coordinate/develop a career development plan for identified special populations students enrolled in career-technical education programs.
- 

## **ASSESSMENT AND PRESCRIPTION**

The assessment and prescription function includes the assessment of special needs of special populations students and the development of the Career Development Plan-Plus. In providing assessment and prescription services, the Special Populations Coordinator should:

- Identify members of special populations enrolled in career-technical education programs.
  - Assess the special needs of special populations students enrolled in career-technical education programs.
  - Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
  - Participate in the Individualized Education Program Team for the development and implementation of the career-technical education and transition components of the Individual Education Plan (IEP).
  - Coordinate special services for special populations students.
  - Maintain a career-technical education resource laboratory for members of special populations and career-technical education teachers.
  - Assist with transitional services for special populations students.
  - Provide guidance and career development activities for special populations students.
- 

## **COORDINATION WITH OTHER SERVICE PROVIDERS**

The coordination with other service providers function includes working with other service providers to assure services to members of special populations. In providing coordination, the Special Populations Coordinator should:

- Collaborate with career-technical education teachers and other relevant service providers in providing services to special populations students.

**COORDINATION  
WITH OTHER  
SERVICE PROVIDERS  
(Cont'd.)**

- Coordinate with the provisions of the Workforce Investment Act (WIA), special education, vocational rehabilitation, community agencies, businesses/industry and significant others to provide appropriate supplementary services to members of special populations.
  - Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
  - Monitor the career-technical education component of the IEP and Career Development Plan-Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
  - Coordinate work experiences and field trips for special populations students.
- 

**MONITORING  
ACCESS,  
PROGRESS AND  
SUCCESS**

The monitoring access, progress and success function includes the maintenance of records documenting access to, progress through and successful completion of career-technical education for members of special populations. In monitoring access, progress and success services, the Special Populations Coordinator should:

- Maintain records documenting access to, progress through, and successful completion of career-technical education programs for special populations students.
  - Analyze Vocational Education Information System (VEIS) data to determine maintenance and improvement of access, progress and success of members of special populations in career-technical education programs.
  - Document the attainment of performance indicators for members of special populations.
- 

**ANNUAL  
ACCOUNTABILITY  
AND PLANNING**

The annual accountability and planning function includes the maintenance of records documenting program needs and improvement of supplementary services. In providing annual accountability and planning services, the Special Populations Coordinator should:

- Identify programs that need improvement to assist special populations students in meeting the performance indicators.
- Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.

**ANNUAL  
ACCOUNTABILITY  
AND PLANNING  
(Cont'd.)**

- Coordinate with appropriate administrative personnel and service providers to develop a plan of work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning.
- 

**MAJOR SERVICE  
AREA OUTCOMES**

As a result of providing special services and activities, members of special populations should improve in the areas of access to, progress through, and success in comprehensive career-technical education. Comprehensive career-technical education is comprised of preparatory programs and services; instructional programs and services; and transitional services.

**PREPARATORY  
PROGRAMS AND  
SERVICES**

Preparatory programs and services are provided in the middle school or prior to a student's enrollment in a career-technical education program at the secondary level. These services include, but are not limited to, outreach and recruitment of potential career-technical education students; career guidance; assessment of special needs; and, other appropriate services, programs or activities. Following the assessment process and guidance, appropriate plans are developed.

**INSTRUCTIONAL  
PROGRAMS  
AND SERVICES**

Instructional programs and services should ensure that members of special populations have equal access to the full range of career-technical education programs, make progress in basic and vocational skills through the use of supplementary services, and progress through their educational programs. Supplementary services must be documented on the Individual Education Plan for students enrolled in special education or on the Career Development Plan-Plus for special populations students not enrolled in special education.

**TRANSITION  
SERVICES**

Transition services are provided for students enrolled in special education who are 16 years old or older to assist them in the transition from secondary to postsecondary education or employment. Transition activities should be based upon the individual student's needs, taking into account community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

---

**MEMBERS OF  
SPECIAL  
POPULATIONS**

Members of special populations are

- (A) Individuals with disabilities;
- (B) Individuals from economically disadvantaged families, including foster children;
- (C) Individuals preparing for nontraditional training and employment;
- (D) Single parents, including single pregnant women;

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

- (E) Displaced homemakers; and
- (F) Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

\*\*\*\*\*

- (A) **Individuals with disabilities** – individuals who have been certified under **Individual with Disabilities Education Act Amendments of 1997** as being:

- Autistic
- Behaviorally-Emotionally Disabled
- Deaf-Blind
- Hearing Impaired
- Mentally Disabled
- Multi-handicapped
- Orthopedically Impaired
- Other Health Impaired
- Pregnant Students
- Developmentally Delayed
- Specific Learning Disabled
- Speech-Language Impaired
- Traumatic Brain Injury
- Visually Impaired

- (B) **Individuals from economically disadvantaged families** – individuals who are economically disadvantaged or from an economically disadvantaged family and qualify for any of the following:
  - Aid to Families with Dependent Children,
  - Food Stamps,
  - Free or reduced-price meals; and/or
  - Determined to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.

**Foster Children** – are students served by the North Carolina Department of Social Services. They have lost their families due to problems such as neglect, abuse, desertion, poverty, divorce, physical and emotional illness, and are placed in foster care.

- (C) **Individuals preparing for nontraditional training and employment** – individuals who are enrolled in Career-Technical Education program areas which are linked to nontraditional/underrepresented occupations.
- (D) **Single parents, including single pregnant women** – unmarried single individuals with children and those expecting a child.

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

- (E) **Displaced homemakers** – individual experiencing a change in lifestyle due to unpredictable circumstances.

Definition of “displaced homemaker” removes requirement that individual be an adult.

- (F) **Individuals with other barriers to educational achievement, including individuals with limited English proficiency** –

**Barriers to educational achievement –**

- a) Academically Disadvantaged – individuals who score at or below the 25<sup>th</sup> percentile on a standardized achievement or aptitude test; or, has secondary school grades below 2.0 on a 4.0 (on which the grade “A” equals 4.0 scale); or below 2.5 (on which the grade “A” is weighted); or, fails to attain minimum academic competencies.
- b) Potential Dropouts – individuals who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school. Students in this category usually exhibit one or more of the following characteristics:
- consistent low achievement,
  - high rate of absenteeism,
  - no motivation,
  - constant discipline problems, or,
  - delinquent behavior in school and in the community.

**Individuals with limited English proficiency –**

- were not born in the United States or whose native language is a language other than English;
- come from environments where a language other than English is dominant;
- are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
- who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language which denies those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

**Disabled/Handicapped Students**

The terms “*disabled*” and “*handicapped*” are used interchangeably in career-technical education.

“*Individuals with disabilities*” refers to students served under the **Individuals with Disabilities Education Act Amendments of 1997**.

“*Handicapped*” refers to individuals served under **Section 504 of the Rehabilitation Act of 1973** and other Civil Rights legislation.

A student served under **IDEA** is also eligible to be served under Section 504 and other legislation for disabled individuals.

**Children with Disabilities:**

The term “children with disabilities” includes, without limitation, all children who, because of permanent or temporary mental, physical or emotional disabilities, need special education, are unable to have all their educational needs met in a regular class without special education and related services, or are unable to be adequately educated in the public schools. It includes those who are autistic, behaviorally-emotionally disabled, deaf-blind, hearing impaired, mentally disabled, multihandicapped, orthopedically impaired, other health impaired, pregnant, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired.

**Definitions of Disabling Conditions:**

1. **Autistic.** Autism is a developmental disorder, which involves several areas of development: reciprocal social interaction skills, communication skills, and the presence of restricted and/or repetitive behavior, interests and activities. This impairment, sometimes called Autism Spectrum Disorder, may include: Autistic Disorder, Atypical Autism (Pervasive Developmental Disorder – Not otherwise Specified), Asperger’s Disorder, Rett’s Disorder, Childhood Disintegrative Disorder or all Pervasive Developmental Disorders. These disorders can co-exist with other disorders such as mental retardation, learning disabilities, attention deficit disorder, Down Syndrome, or Tourette’s Disorder.
2. **Behaviorally/Emotionally Disabled.** Behaviorally-emotionally disabled students are students who, after receiving specially designed educational support services and intervention strategies in the regular educational setting, still exhibit patterns of situationally inappropriate interpersonal or intrapersonal behavior. The inappropriate behaviors must be long-standing patterns of behavior

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

which occur regularly and often enough as to interfere consistently with the student's own learning process. A behavioral-emotional disability is evidenced by one or more of the following characteristics, which cannot be attributed primarily to physical, sensory, or intellectual deficits:

- (a) inability to achieve adequate academic progress not due to a learning disability;
- (b) inability to maintain satisfactory interpersonal and/or intrapersonal relationships;
- (c) inappropriate or immature types of behavior or feelings under normal conditions;
- (d) general pervasive mood of unhappiness or depression;
- (e) a tendency to develop physical symptoms, pains or fears associated with personal or school problems.

The term does not include socially maladjusted students unless it is determined that he/she is also behaviorally-emotionally disabled.

- 3. **Deaf-blind.** Deaf-blind students have concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
- 4. **Hearing Impaired.** Hearing impaired children are those with hearing losses which are disabling educationally and developmentally and who, with or without amplification, may require various instructional modifications and related services in order to make full use of their learning opportunities. Hearing impaired is a generic term, which includes deafness and all hearing losses ranging from mild to profound.
- 5. **Mentally Disabled.** Mentally disabled individuals refer to significantly subaverage general cognitive functioning and a reduced rate of learning. This condition exists concurrently with deficits in adaptive behavior, is manifested during the developmental period, and adversely affects the student's educational performance.
- 6. **Multi-handicapped.** Multi-handicapped students have a pervasive primary disability that is cognitive and/or behavioral in combination with one or more other disabilities, the combination of which causes such development and educational problems that the children cannot be accommodated in special programs that primarily serve one area of disability.

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

7. **Orthopedically Impaired.** An orthopedically impaired child possesses a severe orthopedic impairment, which adversely affects their educational performance. The term includes impairments caused by congenital abnormalities and impairments from other causes. Preschool children who are orthopedically impaired have an orthopedic impairment, which adversely affects physical and motor development and which interferes with the acquisition of skills. The term includes impairments caused by congenital abnormalities and impairments from other causes.
8. **Other Health Impaired.** Other health impaired students have chronic or acute health problems, which causes limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, to such an extent that special educational services are necessary. The health problems may include heart conditions, chronic lung disease, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder, genetic impairments, or some other illness which may cause a student to have limited strength, vitality or alertness, adversely affecting educational performance of developmental progress.
9. **Pregnant Students.** Pregnant students with special educational needs are those who, because of their pregnancy, require special education and/or related services other than that which can be provided through regular education services.
10. **Developmentally Delayed.** Children identified in this area are those ages three through seven whose development and/or behavior is so significantly delayed or atypical that special education and related services are required.
11. **Specific Learning Disabilities.** Specific learning disabilities is an inclusive term used to denote various processing disorders presumed to be intrinsic to an individual (e.g., acquisition, organization, retrieval, or expression of information). For the purpose of special educational services, students classified as learning disabled are those who, after receiving instructional intervention in the regular education setting, have a substantial discrepancy between ability and achievement. The disability is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, basic reading, reading comprehension, mathematics calculation, and mathematics reasoning. A learning disability may occur concomitantly with, but is not the primary result of, other disabilities and/or environmental, cultural, and/or economic influences.

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

**12. Speech and Language Impaired.** A pupil who has a speech-language impairment has a disorder in articulation, language, voice, and/or fluency. A speech-language impairment may range in severity from mild to severe. It may be developmental or acquired, and pupils may demonstrate one or any combination of the four parameters listed above. A speech-language impairment may result in a primary disability or it may be secondary to other disabilities.

- (a) *articulation.* An articulation disorder is an abnormal, nondevelopmental production of phonemes (speech sounds). Types of misarticulations include omissions, substitutions, and distortions;
- (b) *language.* A language disorder is the impairment of comprehension and/or production of an oral communication system. The disorder may involve the form of language (phonologic, morphologic, and syntactic systems), the content of language (semantic systemic), the function of language (pragmatic system), and/or any combination of the above.
  - (i) form of language  
Phonology is the sound system of a language and the linguistic rules that govern it; Morphology is the rule system that governs the structure of words and the elements of meaning used in their construction; Syntax is the linguistic rule governing the order and combination of words to form sentences, and the relationships among the elements within a sentence;
  - (ii) content of language  
Semantics refers to the content or meaning of words and utterances;
  - (iii) function of language  
Pragmatics refers to the social use of language and its appropriateness in a given situation;
- (c) *voice.* A voice disorder is an abnormal production of pitch (e.g., range inflection, appropriateness), intensity (loudness), resonance (e.g., excessive nasality), and quality (e.g., breathiness, hoarseness, and harshness);
- (d) *fluency.* A fluency disorder is a disruption in the normal, rhythmic flow of speech that interferes with communication. The disorder may include, but not be limited to, frequency of dysfluencies, duration of dysfluencies, struggle and avoidance characteristics, and types of dysfluencies (repetition – phrases, whole words, syllables, and phonemes; prolongations; and blocks).

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

**13. Traumatic Brain Injury.** Traumatic brain injury is an acquired open or closed head injury caused by an external physical force that impairs a student's cognitive, communicative, perceptual, behavioral, social-emotional, and/or physical abilities to the extent that the student requires special education. Congenital, degenerative, or brain injuries induced by birth trauma are not included in this definition.

**14. Visually Impaired.**

- (a) functionally blind children have so little remaining vision that they must use Braille as their reading medium. Preschool children who are functionally blind use predominantly tactile or auditory mediums in order to learn. In children for whom formal vision measures are not appropriate, sufficient documentation for low vision will include diagnosed pathology and functional assessment that describes visual deficits significant enough to interfere with learning;
- (b) partially seeing children have a loss of vision, but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction. Preschool children with low vision have a loss of vision but are able to use the visual medium as their predominant means of learning. These generally will be children who have an actual or estimated visual acuity between 20/70 and 20/200 in the better eye after correction or whose visual impairment impedes the acquisition of developmental milestones;
- (c) children who are legally blind have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the wider diameter subtends an arc no greater than 20 degrees.

**Educational Setting**

Laws require that disabled students be educated along with nondisabled students to the maximum extent appropriate to the needs of the disabled students. This means that disabled students must be assigned to regular courses or classes if the student's needs can be met there. Decisions on academic placement must be based on an individual student's needs.

Disabled students may be placed in a separate class or facility only if they cannot be educated satisfactorily in the regular educational setting with the use of supplementary aids or services.

**MEMBERS OF  
SPECIAL  
POPULATIONS  
(Cont'd.)**

**Disabilities Covered under Section 504**

Section 504 regulation defines an “individual with handicaps” as any person who:

- (i) has a physical or mental impairment, which substantially limits one or more major life activities,
- (ii) has a record of such an impairment, or
- (iii) is regarded as having such an impairment.

The regulation further defines a physical or mental impairment as:

- (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genitourinary; hemic and lymphatic; skin; and endocrine; or,
- (B) any mental or psychological disorder, such as, mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The key factor in determining whether a person is considered an “individual with handicaps” covered by **Section 504** is whether the physical or mental impairment results in a substantial limitation of one or more major life activities. Major life activities, as defined in the regulation, include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

**Hidden Disabilities**

Hidden disabilities are physical or mental impairments that are not readily apparent to others. They include such conditions and diseases as specific learning disabilities, diabetes, epilepsy, and allergy. A disability such as a limp, paralysis, total blindness or deafness is usually obvious to others. But hidden disabilities: such as, low vision, poor hearing, heart disease, or chronic illness may not be obvious. A chronic illness involves a recurring and long-term disability such as diabetes, heart disease, kidney and liver disease, high blood pressure, or ulcers.

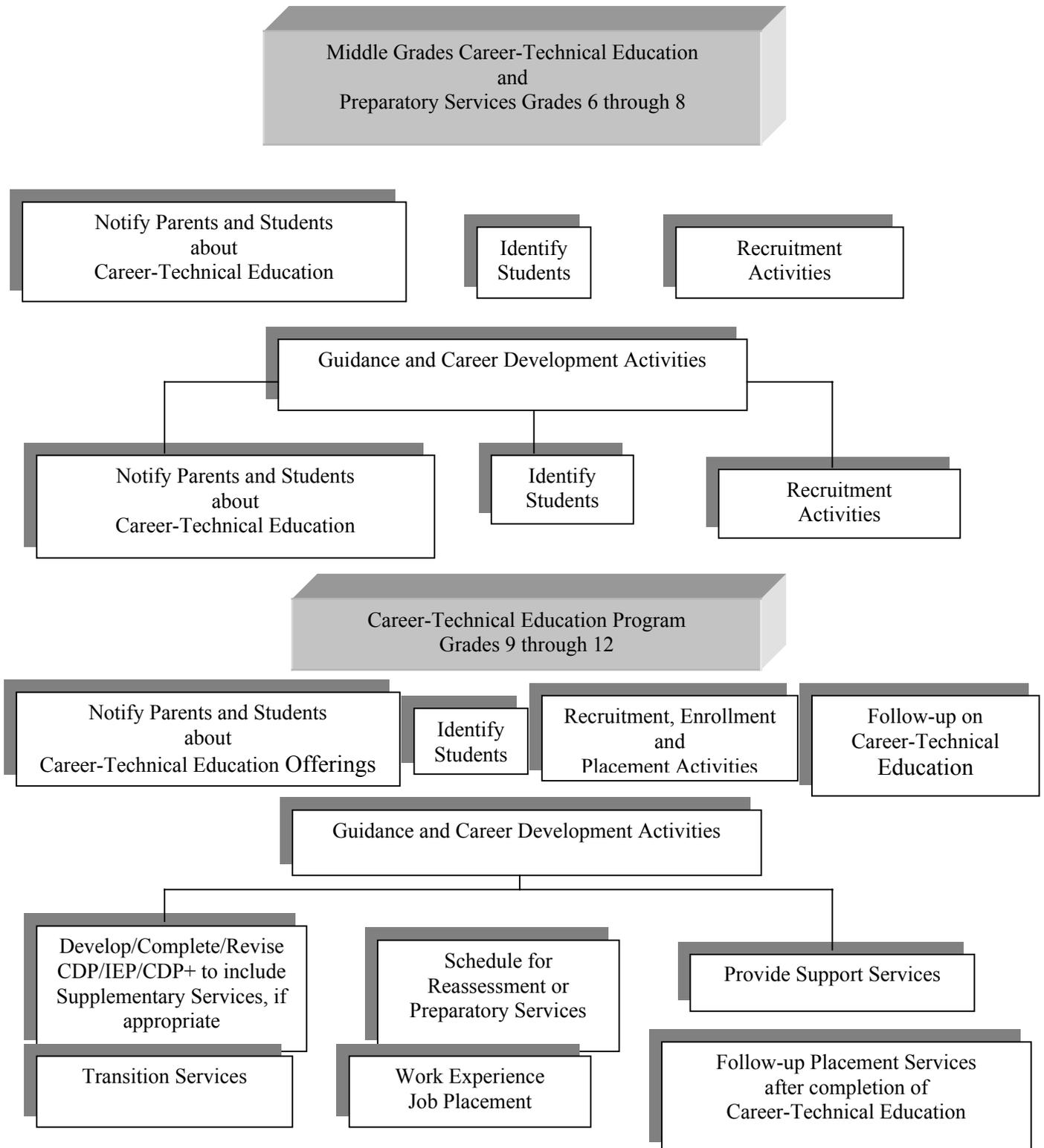
The services needed to accommodate the student’s special needs in the Career-Technical Education classroom must be made by a group of persons who know the student. The services must be documented on the student’s accommodation plan and monitored periodically.

**SUGGESTED  
CAREER-  
TECHNICAL  
EDUCATION  
SERVICE DELIVERY  
MODEL  
GRADES 6-12**

Local school administrative units shall make provisions to provide a wide range of support services as needed by members of special populations who are enrolled in a career-technical education program. The chart on the following page provides an example of a comprehensive service delivery system. All services and activities must be provided as specified in the following publications:

1. *Special Populations Challenge Handbook*
  2. *Procedures Governing Programs and Services for Children with Disabilities*
-

## Special Populations Suggested Career-Technical Education Service Delivery Model Grades 6-12



## **ENROLLMENT**

Enrollment in each career-technical education program should be of a size that would ensure effective instruction as prescribed in the individual course description in the *Standard Course of Study*.

The recommended maximum class size is established to maintain proper instruction management and to assure a safe and healthful teaching and learning environment. The maximum figures for each course of instruction are based on the degree to which student safety is involved in the learning process; the desired number of learning outcomes; the types, quantity and size of instructional equipment, material and supplies; and, the amount of space needed by students and teachers in the instructional process.

To ensure that members of special populations receive adequate services and job training, local education agencies are encouraged to lower the maximum class size. One of the best practices of exemplary programs is to limit the number of disabled students to five per regular career-technical education course.

Special programs for disadvantaged and disabled students should adhere to the following student-teacher ratio:

1. Disadvantaged – up to 16 students per class period.
2. Mentally Disabled – up to 12 students per class period with one assistant.
3. Specific Learning Disabled – up to 10 students per class period no assistant and 16 with one assistant.
4. Orthopedically Impaired – up to 12 students per class period with one assistant.
5. Behaviorally-Emotionally Disabled – up to 8 per class period with one assistant.
6. Multi-Categorical – up to 8 per class period with no assistant and 12 with one assistant (maximum of 4 Behaviorally-Emotionally Disabled in this setting).

---

## **FOR MORE INFORMATION**

NC Department of Public Instruction  
Instructional Services/BHC  
Special Populations  
Career-Technical Education  
6359 Mail Service Center  
Raleigh, NC 27699-6359

# Career-Technical Student Organizations

APPENDIX A

## Career Exploration Clubs of North Carolina (CECNC)

---

### Introduction

Career Exploration Clubs of North Carolina (CECNC) is a local and state career-technical student organization for middle grades students enrolled in exploratory career-technical education courses. The purposes of CECNC are to encourage, enhance and reinforce instruction, develop competent leadership, create more interest for exploring tentative occupation choices, develop character and citizenship, and to encourage participation in the CTSOs at the high school level.

The program and activities of Career Exploration Clubs of North Carolina are designed to be appropriate for middle grades students enrolled in any exploratory Career and Technical Education course in Grades 6-8. These exploratory courses include:

- Exploring Biotechnology
- Exploring Business Technologies
- Exploring Career Decisions
- Exploring Life Skills
- Exploring Technology Systems

CECNC activities and events are also appropriate for students enrolled in the following middle grade skill courses:

- Business Computer Technology
- Keyboarding

---

### Levels of Organization and Dues

Local — Dues determined by local chapter

Regional — No dues required

State — No dues required

---

### Opportunities for Involvement

CECNC members have an opportunity to participate in the following individual, team, and chapter-wide competitive events:

- Career Brochure
- Career Development Plan
- Career Display
- Career Math
- Career Multimedia Presentation
- Career Poster
- Career Research
- Career Skit
- Career Video
- Chapter of Excellence
- Computer Skills
- Creed
- Decision Making
- Excellence in Biotechnology
- Excellence in Business Technologies
- Excellence in Career Decisions
- Excellence in Life Skills
- Excellence in Technology Systems
- Helping Hands
- Illustrated Presentation
- Officer Elections
- Parliamentary Procedure
- Performing Arts
- Problem Solving/Creative Thinking
- Public Speaking
- Recruitment Brochure
- Report Writing

# DECA: An Association of Marketing Students

**Introduction** DECA is a state and national organization available to all students who are currently enrolled in Marketing Education courses.

**Levels of Organization and Dues**  
 Local – Determined by local chapter  
 State – Annual dues required  
 National – Annual dues required

**Opportunities for Involvement** Competitive events are available for student participation at the district, state, and national levels.

## Competency Based Individual/Team Written Events

- Business and Financial Services Marketing Research
- E-commerce Business Plan
- Entrepreneurship Participating (Independent, Franchising, E-commerce)
- Entrepreneurship Written
- Fashion Merchandising Promotion Plan
- Food Marketing Research
- General Marketing Research
- Hospitality and Recreation Marketing Research
- International Business Plan
- Retail Marketing Research

## Chapter Projects

- Civic Consciousness
- Creative Marketing
- Free Enterprise
- Learn and Earn
- Public Relations

## Competency-Based Participating Competitive Events

- Apparel & Accessories, Associate Level
- Apparel & Accessories, Management Level
- Business Services Marketing Series (not offered at the state level)
- Employability Skills, Associate Level (not offered at the national level)
- Food Marketing, Associate Level
- Food Marketing, Management Level
- Full Service Restaurant Management
- Marketing Management (not offered at the state level)
- Quick Serve Restaurant Management
- Retail Merchandising, Associate Level
- Retail Merchandising, Management Level
- Vehicles and Petroleum Marketing
- Advertising Campaign
- Technical Sales
- Management Team Decision Making Events (2 member team)
  - E-commerce
  - Financial Services
  - Hospitality Services
  - Sports and Entertainment Marketing
  - Travel and Tourism Marketing

## Scholarship Awards Program

- T. Carl Brown Scholarships
- Art Institute of Charlotte
- Kings College
- UNC-G Bryan School of Business
- Johnson & Wales University
- Pitt Community College
- North Carolina Retail Merchants Association
- Greater Greensboro Merchants Association
- Sonya Williams Dismuke Memorial Scholarship

## Special Activities

- Quiz Bowl
- Merit Awards

## National programs, projects and benefits to members

- Activities to Promote Mathematic Skills
- Activities to Promote Free Enterprise & Economic Awareness
- Activities to Build Self-Esteem
- Chapter Achievement Programs
- Chapter Activities
- Community Projects
- Marketing Education Program Enrichment
- Leadership Conferences: District, State, Regional, and National
- Leadership Positions
- Learn and Earn Activities
- Magazines: State and National Levels
- Merit Awards Activities
- National, Regional, State Business Associations Support
- Officers and Committee Members: Local, District, State, and National
- Professional Conferences: Local, District, State, Regional and National
- Scholarship Programs
- School Improvement Projects
- Business Sponsored Activities

## FFA: The Organization for Agricultural Education Students

---

<b>Introduction</b>	<p>FFA is a national organization that serves students enrolled in agricultural education courses grades 7-12. FFA in North Carolina is administered by the North Carolina FFA Association in cooperation with local chapters.</p> <p>FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.</p>
<b>Levels of Organization and Dues</b>	<hr/> <p>Local - Determined by local chapter          Federation - Determined by Federation          Region - Determined by Region          State - Annual dues required          National - Annual dues required</p> <hr/>
<b>Opportunities for Involvement</b>	<p>An extensive awards/recognition program is provided for individual members, teams and chapters. These include over 40 proficiency awards, the agriscience student program and a five-level degree program for individual members; a chapter-wide award programs recognizing community chapter and member development, and more than 23 career development events. Awards totaling more than \$100,000 are awarded each year to individual members and chapters for outstanding achievements in North Carolina. These awards are provided through the North Carolina FFA Association, the National FFA Foundation, and the North Carolina FFA Foundation.</p> <hr/>
<b>Benefits to Members</b>	<p>FFA members each year receive a membership card, six issues of the <i>FFA New Horizons</i> magazine, the opportunity to participate in the FFA camping program at a minimal cost; the opportunity to participate in numerous leadership development activities/conferences, and the opportunity to participate in the state and national conventions. Over \$1,000,000 in college scholarships is awarded annually to deserving FFA members. FFA also offers members the opportunity to participate in international travel experiences, mentoring programs and many other personal development and recreational activities at the local level.</p>

# Family, Career, and Community Leaders of America (FCCLA)

---

<b>Introduction</b>	FCCLA is a national organization for middle and high school Family and Consumer Sciences students. It is a co-curricular organization that is a vehicle for mastering Family and Consumer Sciences Education competencies through leadership, citizenship, and skill development activities. Members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.		
<b>Membership and Types of Chapters</b>	<ul style="list-style-type: none"> <li>• Consumer Chapters – Any student who is taking or has taken a course in Family and Consumer Sciences Education is eligible for membership in an affiliated chapter. The emphasis in Consumer chapters is on exploration and examination of Family and Consumer Sciences careers.</li> <li>• Occupational Chapters – Any student who is taking or has taken a career focused course is eligible for membership in an affiliated chapter. The emphasis in Occupational chapters is on development of technical and employability skills for Family and Consumer Sciences careers.</li> <li>• Comprehensive Chapters – This is a combination of Consumer and Occupational chapters.</li> </ul>		
<b>Levels of Organization and Dues</b>	<p>Local – Determined by local chapter          Regional – No Dues          State – Annual dues required          National – Annual dues required</p>		
<b>Opportunities for Involvement</b>	FCCLA offers many quality programs and activities that encourage students to set career goals, develop self-confidence, and learn about the problems and opportunities inherent in balancing the family and a career. Through involvement in school and community activities members develop a sense of belonging, build self-esteem, gain recognition, and become more autonomous. Chapter projects focus on a variety of youth concerns, including nutrition and fitness, environment, intergenerational communication, parenting, family relationships, and career development. Examples of competitive events, programs, projects and recognition activities related to the Family and Consumer Sciences Education curriculum with emphasis on specific competencies are listed below.		
<b>Benefits to Members</b>	<table border="0"> <tr> <td data-bbox="422 1270 876 1885"> <ul style="list-style-type: none"> <li>• COMPETITIVE EVENTS</li> <li>Applied Technology</li> <li>Career Investigation</li> <li>Chapter Service Project</li> <li>Chapter Showcase</li> <li>Creative Fashion*</li> <li>Creative Home Interiors*</li> <li>Culinary Arts</li> <li>Early Childhood</li> <li>Entrepreneurship</li> <li>Focus on Children</li> <li>Food Science*</li> <li>Hospitality</li> <li>Illustrated Talk</li> <li>Interpersonal Communications</li> <li>Job Interview</li> <li>National Programs in Action</li> <li>Nutri-Snacks*</li> <li>Parliamentary Procedure</li> <li>PR Poster Power*</li> </ul> </td> <td data-bbox="893 1270 1455 1885"> <ul style="list-style-type: none"> <li>• PROGRAMS AND PROJECTS:</li> <li>Career Connections</li> <li>Community Service Award</li> <li>Dynamic Leadership</li> <li>Families Acting for Community Traffic Safety</li> <li>Families First</li> <li>Financial Fitness</li> <li>Japanese Exchange Program</li> <li>Leaders at Work</li> <li>Membership Quest</li> <li>Power of One</li> <li>Star Events</li> <li>Step One</li> <li>Student Body</li> <li>• RECOGNITION AND SERVICE:</li> <li>Adviser Mentor</li> <li>Honorary Member</li> <li>Master Adviser</li> <li>Skills for Life Member of Year</li> <li>Teacher Scholarship</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• COMPETITIVE EVENTS</li> <li>Applied Technology</li> <li>Career Investigation</li> <li>Chapter Service Project</li> <li>Chapter Showcase</li> <li>Creative Fashion*</li> <li>Creative Home Interiors*</li> <li>Culinary Arts</li> <li>Early Childhood</li> <li>Entrepreneurship</li> <li>Focus on Children</li> <li>Food Science*</li> <li>Hospitality</li> <li>Illustrated Talk</li> <li>Interpersonal Communications</li> <li>Job Interview</li> <li>National Programs in Action</li> <li>Nutri-Snacks*</li> <li>Parliamentary Procedure</li> <li>PR Poster Power*</li> </ul>	<ul style="list-style-type: none"> <li>• PROGRAMS AND PROJECTS:</li> <li>Career Connections</li> <li>Community Service Award</li> <li>Dynamic Leadership</li> <li>Families Acting for Community Traffic Safety</li> <li>Families First</li> <li>Financial Fitness</li> <li>Japanese Exchange Program</li> <li>Leaders at Work</li> <li>Membership Quest</li> <li>Power of One</li> <li>Star Events</li> <li>Step One</li> <li>Student Body</li> <li>• RECOGNITION AND SERVICE:</li> <li>Adviser Mentor</li> <li>Honorary Member</li> <li>Master Adviser</li> <li>Skills for Life Member of Year</li> <li>Teacher Scholarship</li> </ul>
<ul style="list-style-type: none"> <li>• COMPETITIVE EVENTS</li> <li>Applied Technology</li> <li>Career Investigation</li> <li>Chapter Service Project</li> <li>Chapter Showcase</li> <li>Creative Fashion*</li> <li>Creative Home Interiors*</li> <li>Culinary Arts</li> <li>Early Childhood</li> <li>Entrepreneurship</li> <li>Focus on Children</li> <li>Food Science*</li> <li>Hospitality</li> <li>Illustrated Talk</li> <li>Interpersonal Communications</li> <li>Job Interview</li> <li>National Programs in Action</li> <li>Nutri-Snacks*</li> <li>Parliamentary Procedure</li> <li>PR Poster Power*</li> </ul>	<ul style="list-style-type: none"> <li>• PROGRAMS AND PROJECTS:</li> <li>Career Connections</li> <li>Community Service Award</li> <li>Dynamic Leadership</li> <li>Families Acting for Community Traffic Safety</li> <li>Families First</li> <li>Financial Fitness</li> <li>Japanese Exchange Program</li> <li>Leaders at Work</li> <li>Membership Quest</li> <li>Power of One</li> <li>Star Events</li> <li>Step One</li> <li>Student Body</li> <li>• RECOGNITION AND SERVICE:</li> <li>Adviser Mentor</li> <li>Honorary Member</li> <li>Master Adviser</li> <li>Skills for Life Member of Year</li> <li>Teacher Scholarship</li> </ul>		

\* State Events Only. All others have national competition.

# Future Business Leaders of America (FBLA)

## Introduction

FBLA is an organization (with state and national affiliations) for middle and high school students enrolled in business education courses. FBLA's mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. Co-curricular activities include career exploration, civic service, economic education, and fostering entrepreneurship.

FBLA is dedicated to bridging the gap between school and the workplace. Consequently, every program, service and activity is designed to build character, encourage scholarship, and promote competent, aggressive business leadership. Among other benefits, FBLA members receive two publications - *Tomorrow's Business Leader*, a magazine, and an electronic version of *The NC Business Leader*, a newsletter written for business education students. Additionally, members have the opportunity to attend regional, state, and national conferences which provide leadership development, problem solving and knowledge integration workshops and activities.

## Levels of Organization and Dues

Local – Dues determined by chapter  
 Regional – No dues required  
 State – Annual dues required  
 National – Annual dues required

## Opportunities for Involvement

Active FBLA members are provided opportunities to participate in competitive events designed to recognize students who excel in applying school-based learnings to simulated work-based activities.

### Competitive Events for Middle Grades Students (Grades 6-8)

Business Communications – Middle Grades	Impromptu Speaking – Middle Grades
Business Computer Technology – Middle Grades	Keyboarding – Middle Grades
Business Concepts – Middle Grades	Parliamentary Procedure – Middle Grades
Business Math – Middle Grades *	Public Speaking – Middle Grades *
FBLA Creed – Middle Grades *	

### Competitive Events for High School Students (Grades 9-12)

#### Individual

Accounting I\*  
 Accounting II  
 Banking and Financial Systems  
 Business Calculations \*  
 Business Communications – HS \*  
 Business Law  
 Business Math – HS  
 Business Procedures \*  
 Computer Applications \*  
 Computer Concepts  
 Economics  
 FBLA Principles and Procedures  
 Future Business Leader \*  
 Impromptu Speaking - HS  
 International Business  
 Introduction to Business  
 Introduction to Business Communication  
 Introduction to Parliamentary Procedure  
 Job Interview \*  
 Networking Concepts  
 Programming: C++, Java, Visual Basic  
 Public Speaking I – HS \*  
 Public Speaking II – HS \*  
 Technology Concepts  
 Word Processing I \*  
 Word Processing II \*

#### Team

Business Plan Project  
 Desktop Publishing  
 Emerging Business Issues  
 Entrepreneurship  
 Multimedia Presentation  
 Network Design  
 Parliamentary Procedure – HS  
 Website Development

#### Chapter

American Enterprise Project  
 Community Service Project (Roy Allen Award)  
 Crime Prevention Project  
 Gold Seal Chapter Award of Merit  
 Helen Ragan Chapter of the Year  
 Local Chapter Annual Business Report  
 Local Recruitment of Chapters  
 Partnership with Business Project

#### Scholarships

Alsup Business Scholarship  
 James L. White Scholarship Award  
 King's College/Sonja Litton Scholarship  
 NC ACTE Broyhill Leadership Scholarship  
 UNC-G Bryan School of Business Scholarship

#### Recognition

Adviser of the Year  
 Businessperson of the Year \*  
 Largest Local Chapter Membership  
 NC FBLA Honorary Life Member  
 NCBEA Outstanding Student Service Award \*  
 Who's Who in FBLA

\*Events marked with an asterisk (\*) require competitors to be 1st, 2nd, or 3rd place winners on the regional level. All middle grade competitive events are individual. Middle grade chapters may participate in *all* chapter events.

# Health Occupations Students of America (HOSA)

---

<b>Introduction</b>	HOSA is a state and national organization whose mission is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all Health Occupations Education students, therefore, helping the students to meet the needs of the health care industry.	
<b>Membership</b>	High school males and females in grades 9 through 12 who are, or have been, enrolled in a Health Occupations Education program.	
<b>Levels of Organization and Dues</b>	<hr/> Local – Dues determined by chapter Regional – Dues determined by region State – Annual dues required National – Annual dues required <hr/>	
<b>Opportunities for Involvement</b>	<b>Competitive Events</b> <b>Category I</b> <b>– Health Occupations Related Events</b> Dental Spelling Dental Terminology Medical Spelling Medical Terminology Medical Math Knowledge Tests	<b>Category III</b> <b>– Individual Leadership Events</b> Extemporaneous Speaking Job Seeking Skills Prepared Speaking Extemporaneous Writing Researched Persuasive Speaking Extemporaneous Health Poster
	<b>Category II</b> <b>– Health Occupations Skill Events</b> Dental Assisting Administrative Medical Assisting Medical Assisting - clinical Nursing Assisting Dental Laboratory Technology Sports Medicine Veterinary Assisting Medical Lab Assisting Opticianry CPR/First Aid Physical Therapy Emergency Medical Technician	<b>Category IV</b> <b>– Team Leadership Events</b> Community Awareness Project HOSA Bowl Parliamentary Procedure Outstanding HOSA Chapter Creative Problem Solving Biomedical Debate Outstanding HOSA Member Medical Reading Health Education Career Health Display
	<ul style="list-style-type: none"> <li>• Scholarships - \$6000 annually</li> <li>• National Leadership Academy.</li> <li>• National Recognition Program</li> <li>• National Service Project</li> <li>• Barbara James Service Award</li> <li>• Gold Star Chapter Program</li> </ul>	<b>Category V</b> <b>– Recognition Events</b> Outstanding HOSA Chapter Outstanding HOSA Member Kaiser Permanente Healthcare Issues Exam Chapter Newsletter HOSA week National Service Project

# SkillsUSA

<b>Introduction</b>	SkillsUSA is a state and national organization that serves trade, industrial, and technical students in secondary and post secondary public schools. Members are part of a national group of skilled youth on the move - working toward future career goals. SkillsUSA members make things happen in their schools, communities and the nation with their leadership and work skills. Members complete at various levels to demonstrate their competencies in skill, leadership, and general contests. Members meet industry, business, and civic leaders and learn to develop leadership and citizenship skills through public speaking events at the community, state, and national levels.
<b>Levels of Organization and Dues</b>	<p>Local - Determined by local chapter</p> <p>Regional - No annual dues</p> <p>State - Annual dues required for student and professional members</p> <p>National - Annual dues required</p>
<b>Opportunities for Involvement</b>	Competitive events are available for student participation at the state level of the organization. Winners advance from local competition to regional, state, and national competition by competing in the following contest categories:
<b>Leadership Development Contests</b>	
<p>Chapter Business Procedure (Team Event)</p> <p>Creed "A"</p> <p>Creed "B"</p> <p>Current Events</p> <p>Domestic Affairs</p> <p>Debate (Team Event)</p> <p>Extemporaneous Writing</p> <p>Extemporaneous Poster</p> <p>ICT Employee Competency</p> <p>International Affairs</p>	<p>Job Interview</p> <p>Opening &amp; Closing Ceremonies (Team Event)</p> <p>Prepared Speech</p> <p>Poster Board</p> <p>Spelling</p> <p>Technical Math</p> <p>SkillsUSA Pledge "A"</p> <p>SkillsUSA Pledge "B"</p> <p>SkillsUSA Video</p> <p>Quiz Bowl (Team Event)</p>
<b>Skill Development Contests</b>	
<p>3-D Visualization &amp; Animation</p> <p>Action Skills</p> <p>Advertising &amp; Design</p> <p>Architectural Drafting</p> <p>Automated Manufacturing</p> <p>Automotive Service Technology</p> <p>Cabinetmaking</p> <p>Carpentry</p> <p>Collision Repair Technology</p> <p>Computer Maintenance Technology</p> <p>Cosmetology</p> <p>Criminal Justice</p> <p>Diesel Equipment Technology</p> <p>Electronic Applications</p> <p>Electronic Technology</p> <p>Graphic Communications</p> <p>Heating, Ventilation, Air Conditioning &amp; Refrigeration</p> <p>Industrial Maintenance</p>	<p>Internetworking</p> <p>Job Skill Demonstration "A"</p> <p>Job Skill Demonstration "B"</p> <p>Major Appliance Technology</p> <p>Machine Drafting</p> <p>Marine Mechanics</p> <p>Masonry</p> <p>Motorcycle Service Technology</p> <p>Nail Care</p> <p>Photography</p> <p>Power Equipment Technology</p> <p>Precision Machining Technology</p> <p>Residential Plumbing</p> <p>Residential Wiring</p> <p>Robotics and Automation Technology</p> <p>Teamworks</p> <p>Television Production</p> <p>Technical Drafting</p> <p>Welding</p>
<b>Occupational Related Contests</b>	
<p>Customer Service</p> <p>First Aid/CPR</p> <p>Principles of Technology</p> <p>Related Technical Math</p> <p>Total Quality Management</p>	

# Technology Student Association (TSA)

---

## For More Information

TSA is an organization for middle and high school students enrolled in or who have completed technology education courses. The mission of the Technology Student Association is to prepare its membership for the challenges of a dynamic world by promoting technological literacy, leadership, and problem solving, resulting in personal growth and opportunity. In addition to these goals, NC-TSA's mission statement reads "To empower students to become leaders and citizens of the highest quality by creating and sustaining technology programs of excellence in order to serve our changing communities and nation".

---

## Levels of Organization and Dues

Local -- Dues determined by chapter  
 State -- Annual dues required  
 Regional -- None  
 National -- Annual dues required

---

## Opportunities for Involvement

Competitive events are available for student participation at the regional, state, and national level. Winners may advance from local, to regional, state and national competition by competing in the following contest categories. These events may change from year to year.

### MIDDLE SCHOOL

Agriculture and Biotechnology Challenge  
 Challenging Technology Issues Chapter Team  
 Communication Challenge  
 Computer Application  
 Construction Challenge  
 Cyberspace Pursuit  
 Digital Photography Challenge  
 Dragster Design Challenge  
 Electrical Application  
 Environmental Challenge  
 Flight Challenge  
 Leadership Challenge  
 Graphic Design Challenge  
 Inventions & Innovations  
 Manufacturing Challenge

Marine Design Challenge  
 Mechanical Challenge  
 Medical Technology Challenge  
 Membership Recruitment Challenge  
 Prepared Speech  
 Problem Solving  
 Structural Challenge  
 System Control Technology  
 Technical Design Challenge  
 Technical Writing Challenge  
 Technology Bowl Challenge  
 Transportation Challenge  
 TSA Talk/Multimedia  
 RC Marine Transportation  
 Video Challenge

### HIGH SCHOOL

Agriculture and Biotechnology Design  
 Architectural Model  
 Chapter Team  
 Computer – Aided Design, Animation  
 Computer – Aided Design, 2D/3D  
 Computer System/Trouble Shooting  
 Construction Systems  
 Cyberspace Pursuit  
 Desktop Publishing  
 Dragster Design  
 Electronic Research and Experimentation  
 Engineering Design  
 Extemporaneous Presentation  
 Film Technology  
 Flight Endurance  
 Imaging Technology

Manufacturing Prototype  
 Medical Technology  
 Membership Recruitment Challenge  
 NC TSA Talk Multimedia  
 Prepared Presentation  
 Promotional Graphic  
 Radio Controlled Transportation  
 SciVis (Scientific and Technical Visualization)  
 Structural Engineering  
 System Control Technology  
 Technical Research and Report Writing  
 Technical Sketching and Application  
 Technological Systems  
 Technology Bowl  
 Technology Challenge  
 Technology Problem Solving  
 Transportation Modeling

---

**Awards and  
Recognition  
Programs**

Achievement Program  
TSA Technology Honor Society  
TSA Chapter Excellence  
Advisor of the Year  
TSA Recognition Awards  
William P. Elrod Memorial Scholarships  
Clark Scholarship

TSA is dedicated to helping students develop broad technological literacy to become responsible, participating, healthy and successful citizens. As part of the state's technology education program, TSA helps students acquire and apply design, problem-solving, teaming and leadership skills. Students also learn to use simple and complex tools found in communication, manufacturing, structural and transportation systems. Students also are given the opportunity to develop authentic skills, which are reflective of today's workplace, and to demonstrate and be recognized for excellence by others. In addition to competitive conferences, students have the opportunity to attend regional and state workshops, that provide leadership, teaming, and problem-solving development.

---

**Request to Offer Career-Technical Education Courses  
Not in the Standard Course of Study**

**(Complete Items A-G, Documentation/Verification Checklist, and Sign)**

- A. Date form submitted to Regional Coordinator \_\_\_\_\_
- B. Implementation Date \_\_\_\_\_
- C. LEA \_\_\_\_\_
- D. Program Area \_\_\_\_\_
- E. Projected Career Pathway(s) \_\_\_\_\_
- F. Course Name \_\_\_\_\_ Level(s) \_\_\_\_\_
- G. School(s) where course(s) will be offered \_\_\_\_\_

<b>Documentation/Verification Checklist (Completed by CTE Administrator)</b>
--

<u><b>On file in LEA:</b></u>	<u><b>CTE Administrator</b></u>	<u><b>Regional Coordinator</b></u>	<u><b>Section Chief</b></u>
Employment Demand/Trends/Forecasts	_____	_____	
Scope & Sequence/Career Pathway	_____	_____	
Business and Industry Advisory Committee	_____	_____	
Student Interest/Anticipated Enrollment	_____	_____	
Postsecondary Linkages	_____	_____	
Licensed Instructor	_____	_____	
Adequate Facility	_____	_____	
Equipment List	_____	_____	
Supply/Material List	_____	_____	
Budget Plan	_____	_____	
<u><b>Submitted to State Office:*</b></u>			
Blueprint	_____	_____	_____
Content Outline	_____	_____	_____
Post-Assessment	_____	_____	_____
<u><b>Signatures:</b></u> CTE Administrator _____			Date _____
Regional Coordinator _____			Date _____

\*Local CTE Administrators are to submit the Blueprint, Content Outline, and Post-assessment documents to the Regional Coordinator who will submit these items to the Section Chief. Approval will follow the reverse route.

<b>STATE OFFICE APPROVAL</b>
------------------------------

Approval is recommended: Yes \_\_\_ No \_\_\_ If no, Why?

Course # assignment \_\_\_\_\_ Completer Course: Yes \_\_\_ No \_\_\_  
 Career Pathway(s) \_\_\_\_\_  
 Section Chief's Signature \_\_\_\_\_ Date \_\_\_\_\_

Note: When the annual application is submitted to career-technical education, an approved signed copy of this form must be sent to the regional coordinator.

## **Approval Process for Offering Career-Technical Education Courses Not in the North Carolina Standard Course of Study**

### Rationale for Approval Process

In order to promote innovation and to ensure the purposes of career-technical education are being supported, the following approval process has been developed. This process should be used when local school systems want to offer a course not included in the *Standard Course of Study*. Planning should take place prior to the year a school system wants to offer the course.

### Approval Process

Prior to offering a course not in the North Carolina Standard Course of Study Guide, a local school system must follow these steps and send documentation to the career-technical education regional coordinator. Local school systems are strongly encouraged to consult with program area staff at the blueprint development/content outline stage before completing the approval process. The regional coordinator will review and verify that the appropriate documentation (Items 1-10 below) exists in the LEA. The course blueprint, content outline, and post-assessment are to be submitted with the modification form to the regional coordinator no later than 120 days before students are enrolled. These items will be submitted by the regional coordinator to the appropriate section chief who will recommend approval or disapproval. If approved, the annual application will reflect the course offered. The modification form must be submitted with the local plan.

<b>Documentation/Verification Checklist (Completed by CTE Administrator)</b>
--

### **On file in the LEA and Verified by Regional Coordinator:**

#### Instructions

1. Justify offering the course either by State Plan employment demand or local survey. The local survey must be submitted with the names of companies contacted and their employment projection for workers in that field for the next three years. Information should include employment trends and forecasts.
2. By comparing competencies, determine if a similar course is being offered in another curriculum area or with another course title. Assure that the course relates to the purposes of career-technical education as specified in GS 115-C-15. Determine the appropriate sequence of the course within the total CTE offerings in the LEA. Identify the appropriate career pathway.
3. Obtain advisory committee input/support for the courses.
4. Verify that there is student interest to support the course. Provide anticipated enrollment.
5. Verify linkages and potential articulation agreements within postsecondary education programs.
6. Verify that there is a licensed instructor.
7. Verify that an adequate facility will be available when the course is to be offered.

8. Develop an equipment list.
9. Develop a supply/material list.
10. Verify that funds will be available to purchase the needed supplies, equipment, and other resources needed to provide the course.

<b>State Office Curriculum Materials (completed by CTE Administrator)</b>
---

**On file in the State Office and Approved by the Section Chief:**

Instructions

1. Develop competency and objective listings in blueprint format.
2. Develop a detailed content outline which provides details of the blueprint.
3. Develop a post-assessment which measures the competencies included in the blueprint.
4. Submit the blueprint, content outline and post-assessment to the Regional Coordinator. The Regional Coordinator submits the material to the Section Chief for approval and filing for audit. A copy of the approved modification form will be returned to the Regional Coordinator who will return it to the CTE Administrator.



# SECOND LANGUAGE STUDIES



Standard Course of Study and  
Grade Level Competencies

**K-12**



# TABLE OF CONTENTS

Acknowledgments.....	1
Preface .....	3
<b>Modern Foreign Languages</b>	
Philosophy.....	6
Purpose.....	12
Program Description.....	23
Organization of the Curriculum.....	35
Goals .....	37
Elementary Grades K-2.....	38
Kindergarten .....	40
Grade 1 .....	43
Grade 2 .....	46
Elementary Grades 3-5 .....	49
Grade 3 .....	51
Grade 4 .....	54
Grade 5 .....	57
Middle Grades 6-8 .....	60
Grade 6 (Beginning).....	64
Grade 7 (Beginning).....	68
Grade 8 (Beginning).....	72
Grade 6 (Continuing).....	76
Grade 7 (Continuing).....	80
Grade 8 (Continuing).....	84
Grade 6-8 (Exploratory) .....	88
High School Levels I-IV/Advanced Placement Courses .....	91
Level I.....	93
Level II .....	97
Level III.....	101
Level IV .....	105
Advanced Placement Courses .....	109
AP Modern Foreign Language.....	110
AP Modern Foreign Language Literature .....	114
<b>Spanish for Native Speakers</b>	
Preface.....	119
Purpose.....	120
Program Description.....	128
Goals .....	134
SNS Level I.....	135
SNS Level II.....	143
<b>Latin</b>	
Preface.....	154
Purpose.....	155
Program Description.....	158

Goals .....	165
Middle Grades .....	166
Grade 6 – 8 (Exploratory).....	168
Grade 7 (Beginning Sequence).....	170
Grade 8 (Beginning Sequence).....	172
Grade 8 (Continuing Sequence).....	174
High School Levels I-IV/ Advanced Placement Course.....	177
Latin I .....	179
Latin II .....	182
Latin III.....	185
Latin IV .....	188
Advanced Placement Latin.....	191
Glossary .....	195
American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.....	203
Bibliography .....	212

# ACKNOWLEDGMENTS

The Second Language Section from the Instructional Services Division of the Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process.

We wish to express special thanks to:

- The Office of Instructional and Accountability Services for providing the leadership that guided the development of this document.
- The many educators who participated in the current revision process by serving on curriculum committees, focus groups, and/or by reacting to draft documents.
- The faculty members from the institutions of higher education who served on committees, provided input through focus groups, and reviewed draft documents.
- The parents, business, and community members who contributed to this document in a variety of ways.

In addition, we would like to express special gratitude and appreciation to the members of the Second Language Advisory Board who devoted their time, energy, and expertise to the development of the 1999 *North Carolina Second Language Standard Course of Study*:

Janis Antonek - Teacher Trainer - UNC-Greensboro.  
Lori Brown - German Teacher - Buncombe County.  
Marta Casali-McLeod - Spanish Teacher - Union County.  
Bonita Cavender - Spanish Teacher - Pender County.  
Constance Colby - Spanish Teacher - Carteret County.  
Kathy Dean - Parent - Wake County.  
Helga Fasciano - German Teacher - Hickory City.  
Laura Feregrino - French and Spanish Teacher - Wake County.  
Jo Garrison - German Teacher - Wake County.  
Martha Giraldo - Spanish Exchange Teacher - Perquimans County.  
Betty Griffiths - French Teacher - Winston-Salem/Forsyth.  
Nathan Hester - French Teacher - Chapel Hill/Carrboro.  
Tammy Kasserman - Spanish Teacher - Winston-Salem/Forsyth.  
Ryuko Kubota - Teacher Trainer - UNC-Chapel Hill.  
Natalie Kulibaba - French Exchange Teacher - Surry County.  
Danny McDowell - French and Spanish Teacher - Sampson County.  
Kelly Price - Central Office Supervisor - Charlotte/Mecklenburg Schools.  
Anne Thibodeau - French and Spanish Teacher - Haywood County.  
Kathy Vaughan - Spanish Teacher - Wilson County.  
Carol Zimmerman - French and Spanish Teacher - Wake County.  
Fran Hoch - Section Chief - NC Department of Public Instruction.  
Bernadette Morris - Second Language Consultant - NC Department of Public Instruction.

as well as the members of the 2004 Second Language Advisory Board who devoted their time, energy and expertise to the 2004 revision of the *North Carolina Second Language Standard Course of Study*:

### ***Modern Foreign Languages***

Neil Bolick – Spanish Teacher – Catawba County  
Regina Brandon – French Teacher – Charlotte/Mecklenburg  
Pat Cotton – Spanish Teacher – Wake County  
Cinnamon Hunter – Spanish Teacher – Guilford County  
Tammy Kasserman – Spanish Teacher – Winston-Salem/Forsyth County  
Jo Garrison – German Teacher – Wake County  
Lee Howard – Latin Teacher – Clinton City  
Ryuko Kubota – Teacher Trainer – UNC Chapel Hill  
Erin Mcguire – Spanish Teacher – Ashe County  
Bernadette Morris – French consultant  
Kelly Price – Central Office Supervisor – Charlotte/Mecklenburg  
Jacqui Reher – German/Spanish Teacher – Wake County  
Tom Skinner – German Teacher – Charlotte/Mecklenburg  
Mimi Stapleton – Parent – Wake County  
Ken Stewart – Spanish Teacher – Chapel Hill/Carrboro City  
Beth Thompson – Latin Teacher – Charlotte/Mecklenburg  
Fran Hoch - Section Chief - Department of Public Instruction  
Helga Fasciano – Second Language Consultant – Department of Public Instruction

### ***Spanish for Native Speakers***

Diana Beddow - Teacher - North Johnston High School, Johnston County  
Ann Borisoff-Rodgers - Supervisor - Pitt County  
Rose D. Cline - Teacher - Lexington Senior High School, Lexington City  
Ximena del Corral - Supervisor - Buncombe County Schools  
Nhora Gomez-Saxon - Teacher - South Mecklenburg High School, Charlotte  
Mecklenburg  
Tom Haitema - Teacher - Fike High School, Wilson County Schools  
Liliana Mahecha - Teacher - Independence High School, Charlotte Mecklenburg  
Jennifer Pearsall - Supervisor - Charlotte Mecklenburg  
Cecilia Rodriguez Pino - Teacher Trainer - New Mexico State University  
Kelly Price - Supervisor - Charlotte Mecklenburg  
Cynthia Rush - Teacher - East Henderson High School, Henderson County  
Pam Schlueter - Teacher - North Henderson High School, Henderson County  
Lillian Tudela - Teacher - Clyde Erwin High School, Buncombe County  
Kim Bowen - English Language Arts Consultant - Department of Public Instruction  
Fran Hoch - Section Chief - Department of Public Instruction  
Helga Fasciano – Second Language Consultant – Department of Public Instruction  
Bernadette Morris - Second Language Consultant - Department of Public  
Instruction

### ***Latin***

Betsy Dawson – East Chapel Hill High School  
Temple Eller – Grimsley High School  
Lee Howard – Clinton High School  
Jennifer Parry-Hill – Kiser Middle School  
Beth Thompson – Alexander Graham Middle School  
Mary Pendergraft – Wake Forest University  
Fran Hoch - Section Chief - Department of Public Instruction  
Helga Fasciano – Second Language Consultant – Department of Public Instruction

# PREFACE

## **Intent**

The No Child Left Behind (NCLB) Elementary and Secondary Education Act of 2001, which was signed into federal law in January 2002, defines Foreign Languages as one of the core subject areas, along with English, Reading/Language Arts, Mathematics, Science, Civics and Government, Economics, Arts, History, and Geography.

*The North Carolina Second Language Standard Course of Study* establishes competency goals and objectives directing the teaching and learning of foreign language, heritage language, and classical language in North Carolina. This document sets high expectations for all students, it supports extended sequence of language learning and it takes into account the national standards for foreign language learning. In addition, the *Second Language Standard Course of Study* gives administrators a rationale and guidelines for the study and the planning of an articulated language program.

Because it describes the overarching concepts governing language education in the state, it should be used as a guide by school districts as they make decisions concerning their second language programs. The overview presented in the document will need to be expanded in local curriculum documents to reflect the beliefs, policies, and philosophy of the local school districts in ways that best meet the needs of their specific student population.

*The Revised Second Language Standard Course of Study* replaces the document published in 1999. It is comprised of three *Second Language* curriculum sections: Modern Foreign Languages, Spanish for Native Speakers and Latin. It is accompanied by a Teacher Document, which provides support, application, explanation, and expansion of the goals and objectives presented in the Standard Course of Study. The companion document can be obtained by contacting the Publications Sales Division of the NC Department of Public Instruction. Both documents can also be accessed via the NCDPI web site located at: [www.ncpublicschools.org](http://www.ncpublicschools.org) or via the Second Language website located at: [www.learnnc.org/dpi/instserv.nsf/Category9](http://www.learnnc.org/dpi/instserv.nsf/Category9).

---

## **Second Languages and English as a Second Language**

This document is specifically designed to guide instruction for the teaching of foreign languages, such as French, German, Spanish, as well as the less commonly taught languages, along with heritage languages (Spanish for Native Speakers) and Latin. A separate Standard Course of Study for English Language Development mandates English proficiency standards which are different from the standards for languages other than English.

---

## **National Standards**

In 1989, state and national leaders met to reach agreement on setting national educational goals for the American public schools. Shortly thereafter Congress voted on “Goals 2000: Educate America Act” which endorsed the original goals and expanded goal 3 to incorporate foreign languages in the core curriculum. Subsequently,

the National Council on Education Standards recommended the development of national standards for the disciplines included in the goals.

---

### **Foreign Language Standards**

In 1993, foreign language education became the seventh and final subject area to receive federal funding to develop national standards for students, kindergarten through twelfth grade. The American Council on the Teaching of Foreign Languages (ACTFL) organized a task force to meet this challenge. Finally, in 1996, after seeking and receiving extensive input from the foreign language community the *Standards for Foreign Language Learning: Preparing for the 21st Century* were published.

*Standards for Classical Language Learning* was published in 1997 by the American Classical League in collaboration with the American Philological Association and is aligned with and is a companion document to the *Standards for Foreign Language Learning*.

---

### **Revision Process**

In response to a mandate from the North Carolina General Assembly instructing the Department of Public Instruction to revise the individual Standard Courses of Study on a five-year basis, a committee was selected to review the 1999 document and decide whether to revise or clarify the document. The committee, comprised of K-12 teachers, university professors, central office representatives, parents, community leaders, and DPI staff revisited the national standards and state initiatives and decided to make no major changes, other than the inclusion of AP foreign language course descriptions. In addition, it was decided to include the Latin curriculum rewritten to reflect the *Standard Course of Study* format and the newly developed Spanish for Native Speakers curriculum in the *Second Language Standard Course of Study*.

---

### **Input**

The committee solicited input through a variety of focus groups, regional meetings, questionnaires, and individual conversations. In addition, a draft of this document was posted on the Second Languages web page and foreign language teachers, university language faculty, teacher-trainers, as well as other interested parties in the state were invited to review the document and participate in an online survey. The final draft of the document was revised to incorporate suggested changes.

---

# **MODERN FOREIGN LANGUAGES**

# PHILOSOPHY MODERN FOREIGN LANGUAGES

## General

## Principles

*The Second Language Standard Course of Study* for modern foreign languages is based upon a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:

- All students can learn and experience success in a second language.
- Students learn in different ways.
- Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long sequence of study.
- Students acquire proficiency at different rates.
- Students develop the needed skills to be citizens of a global society by learning a second language.
- Students develop some insights into other cultures as well as their own when learning a second language.
- Students are involved in interdisciplinary connections when learning a second language.
- Learning is assessed and reflects the students' ability to interpret and/or communicate in the target language.

---

## Languages for All

Since 1985 and the inception of the Basic Education Program (BEP) and now reinforced by the 2002 federal No Child Left Behind legislation, second language educators in the state have held the belief that a second language is part of a basic education for each child in the state. Given the opportunity, all children can benefit from learning another language and all children are capable of doing so. This belief is reflected in the national standards document which states that “all children can be successful language and culture learners” (*Standards for Foreign Language Learning*, p. 7).

Additionally, reports from Louisiana, Milwaukee, and Cincinnati have pointed to the benefits of language instruction for all children but especially for disadvantaged children and children with average or below average intelligence. In one study, Foreign Language in the Elementary School (FLES) students of average and below average intelligence performed as well as their peers with above average intelligence on oral production and interpersonal communication skills (Rosenbusch, 1995).

---

## **Brain Research And Learning**

During the last decade, many theories and models on learning styles, often incorporating brain research, have emerged. Some of the theories follow.

Howard Gardner points to seven multiple intelligences (an eighth intelligence has been added to the original seven) which are present in some capacity in all of us and which have the potential to be further developed given the appropriate experiences.

Genesee (2000) states that “Instructional approaches that advocate teaching parts and not wholes or wholes and not parts are misguided, because the brain naturally links local neural activity to circuits that are related to different experiential domains.” He continues; “Student’s vocabulary acquisition can be enhanced when it is embedded in real-world complex contexts that are familiar to them.”

Zull (2003) proposes that there are *four pillars* of human learning based on four distinct functions that are housed in different areas of the brain: *gathering* (sensory cortex), *analyzing* (back integrative cortex), *creating* (front integrative cortex) and *acting* (motor cortex). Utilizing the *four pillar* theory also addresses individual learning styles. The study of foreign languages naturally provides opportunities for students to use these four functions and in essence have the chance to use their whole brain.

These theories and others have great implications for foreign language learning. They attest to the importance of teaching to the students’ different learning styles, of reaching all students, and of providing the opportunity for deeper and more thorough learning.

---

## **Language Acquisition**

According to the research on second language acquisition, students develop communicative competence in a second language in much the same way as in their first language, although the rate of acquisition will vary.

For most learners, language development occurs in a predictable pattern according to a series of stages. For example, students acquire language when the language is meaningful and interesting and when they are in a non-threatening environment.

They first acquire the language through “comprehensible input” (Krashen) which is focused on developing listening comprehension by building on receptive vocabulary. For this reason, learners usually can understand more than they are able to say. Thus, language acquisition begins long before speech production occurs.

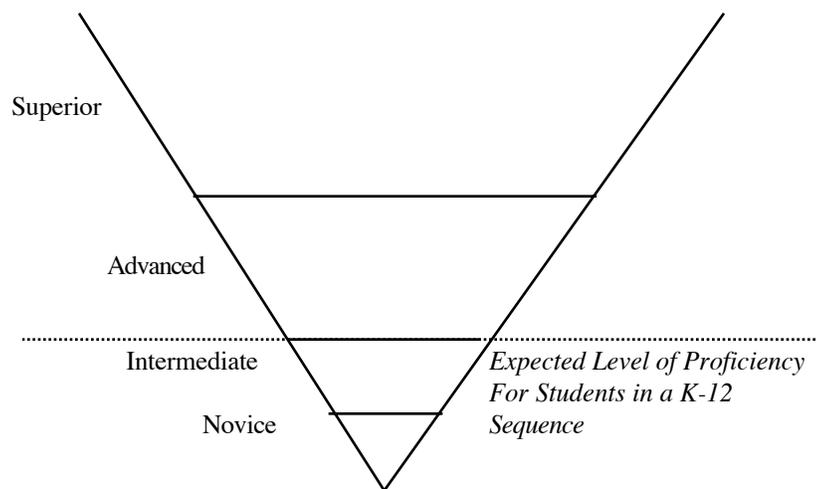
As the students’ interaction with the language intensifies, they are able to speak using one or two words or short phrases. They are encouraged to produce the vocabulary they already understand. Speaking results from acquisition and speech emerges naturally, gradually, on its own and in stages. Reading and writing are introduced as extensions and support what students can already understand and say.

At the next stage of language development, students move ahead by using longer phrases and strings of sentences. They recombine the language in different ways and they begin to create with the language. As language development proceeds, students become increasingly able to use the language in a variety of contexts, for a variety of audiences, and for a variety of purposes.

## Proficiency

The main goal for modern foreign language education is to help students develop the ability to communicate with speakers of another language. To achieve this goal, students need to use the language in a variety of real-life, meaningful, and culturally accurate situations designed to promote relevant communication.

As stated above, language acquisition and development occur in a series of stages. The American Council on the Teaching of Foreign Language (ACTFL) has organized these stages (novice, intermediate, advanced, and superior) in the *ACTFL Proficiency Guidelines* and more recently in the *ACTFL Performance Guidelines* which are used to describe the expectations for students at each level of language development. A full description of the *ACTFL Proficiency Guidelines* is located in the Appendix.



**Figure 1.** Levels of Proficiency

### *Explanation of Figure 1*

*The level of language proficiency, which can be attained, is directly related to the amount of time spent in the target language. It is easier to move up at the beginning levels of proficiency than at the more advanced levels. The beginning levels are dealing with vocabulary expansion, limited language structures, and limited ability to communicate. The leap from novice to intermediate involves vocabulary expansion and use of some basic grammatical structures and can be achieved in shorter amount of time. At the upper levels, the language is more sophisticated and the vocabulary becomes broader and more complex. Speakers at this level have the ability to function as a native or near native speaker. The Superior level can be attained only through extensive living in the target culture.*

The level of proficiency students can attain is closely related to the program goals, to the quality of instruction, and to the amount of time and practice they have with the language. A long sequence of language instruction is likely to produce students who develop higher levels of proficiency than those in a program which starts late and/or which is not sequenced.

Another factor that affects language acquisition is the age of the learner. Children, according to Krashen, “acquire” language in that they are given time to sort out the language they hear and understand before using it. Adult learners on the other hand “learn” a language through vocabulary and grammar structures that they then apply when communicating.

Also, in a proficiency-based program, students have different rates of individual learning. One learner may take two years to move from one proficiency level to another, while another may take three or four years.

Furthermore, according to the Research Committee of the Interagency Language Roundtable (ILR), it is also important to note that students may attain different levels of proficiency according to the language they learn.

The School of Language Studies of the Foreign Service Institute has determined that the closer the modern language is to English, the more quickly an adult learner can achieve proficiency; therefore, the languages have been grouped in different categories. More contact hours will be needed for the languages in Category II and III to achieve the same level of proficiency than for languages in Category I.

<p><b>Category I: Languages closely cognate with English</b> French, Italian, Spanish (German falls between I and II)</p> <p><b>Category II: Languages with significant linguistic and/or cultural differences from English</b> Greek, Polish, Russian</p> <p><b>Category III: Languages which are exceptionally difficult for native English Speakers</b> Chinese, Japanese, Korean, Arabic</p>
--

**Figure 2.** Language Categories According to Proficiency Attainment

## **Cultural Appreciation**

By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture and they are able to generalize about the components of culture.

*When we learn one language we open doors to new ways of thinking and doing, believing and communicating, and through the process we learn more about ourselves (The Massachusetts World Languages Curriculum Framework, January 1996).*

Students' openness for other cultures seems to be at an optimum prior to the age of ten. Lambert and Klineberg (1967) note that younger students seem to be more receptive to people who are different from themselves than their older peers.

---

## **Citizens in a Global World**

With the ever-increasing interdependence of nations, the study of a foreign language has become essential to the effectiveness of the United States in a global world. Students can be prepared to function in that global world by acquiring needed communication skills and by developing cultural understanding.

*To study another language and culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty-first century, which will not be enhanced by the ability to communicate efficiently and sensitively with others. While it is impossible to foresee which foreign language will be useful at a later point in life, those who have experienced the process of acquiring a second language have gained language learning skills that make learning another language easier. Possession of the linguistic and cultural insights, which come with foreign language study, will be a requisite for life as a citizen in the worldwide neighborhood (SFFLL, p. 12).*

---

## **Connections**

Connecting the foreign language curriculum to other disciplines gives added relevancy to the study of languages and brings new insights into the rest of the curriculum. Connections can emanate in the foreign language classroom but can also originate in other disciplines.

*To study another language and culture increases enormously one's ability to see connections. Since the content of a foreign language course deals with history, geography, social studies, science, math, and the fine arts, it is easy for students to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings (SFFLL, p. 12).*

---

## Assessment

As new standards for student achievement in foreign languages are developed, it is essential to devise assessments which can diagnose, monitor learning, and provide useful feedback about the attainment of the identified goals and learning objectives. All aspects of the curriculum ranging from the ability to function in the three communication modes to the ability to make connections and comparisons, need to be assessed.

Once teachers have identified whether the focus of an objective is on content, skill development, performance, or application, they can decide whether the objective lends itself to one or more assessment measures. There are many kinds of assessments available to teachers. These range from the more traditional pen and pencil tests to authentic and alternative assessments including portfolios, journals, logs, performance assessments, self assessments, and peer assessments.

However, no one single assessment can give us all the answers we need about student learning, program effectiveness, and accountability. For this reason, teachers need to give careful attention to the purpose of the assessment as well as to the selection of the tool, which is best suited for that purpose.

Assessments can help teachers make decisions about individual students, groups of students, instruction, and program. At any rate, assessment should be an integral and on-going part of the learning process. (For additional information on assessment, refer to the Teacher Companion Document and to *the Assessment, Articulation, and Accountability* Document available from the NC Department of Public Instruction.)

---

# PURPOSE

## Rationale for Language Learning

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and thus have influenced others by their actions and their words. In recent years existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

In addition to the need for communication within a global world, the study of a foreign language is needed to ensure economic competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States.

Finally, learning another language is a passport to greater understanding of one's own language and culture.

---

## Studies and Reports

Beginning in the late 1970's there has been renewed interest in the study of languages. Many studies and reports have highlighted the need for foreign language competence.

- The National Commission on Excellence in Education published a report *A Nation at Risk* (1983) which ranked foreign language education at the same level as the "basic academic fields - English, mathematics, computer science, social studies, and the natural sciences" (pp. 25-26).
- The College Board (1983) recommended expanding basic skills to include foreign language education for all students.
- The American Council on Education Commission on International Education in the document *What we can't say can hurt us: A call for foreign language competence by the year 2000* (1989) urged leaders of higher education to require competence in a foreign language as an admissions requirement.
- The Goals 2000: Educate America Act states: "By the year 2000 all American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign language, civics and government, arts, history, and geography..."

- The National Association of State Boards of Education (NASBE, 2003) stated that “...it is far more effective to initiate foreign language study in the elementary school than in secondary school both from the perspective of more advanced language study and enhancing general academic skills” (p. 1).
- The Council for Basic Education (2004) states that research suggests that “foreign language instruction can help close gaps between white and minority students’ performance on mathematics and reading assessments.”

There are many other reasons for studying another language. These reasons can be divided in four categories:

- economic reasons
- national security
- social reasons, and
- academic reasons.

---

## **Economic**

To be competitive on a global scale, the business world needs individuals with strong skills in a second language, who can work within a culturally diverse environment. The following data attest to the needs for such individuals.

- Research shows that multilingual societies have a competitive edge over monolingual societies in international trade. (Halliwell, 1999)
  - Research shows that in the service industries, more than half of U.S. professionals working in a multicultural environment whether in the U.S. or abroad are linguistically unprepared to do so. (Lena & Reason Moll, 2000)
  - Global languages are important in over 100 occupations and are considered vital for the U.S. to remain competitive in technology, science and trade. (Nat’l Academy of Sciences)
  - In NC alone there are over 1000 international firms representing many countries.
  - “The business climate too is changing. We often face our foreign clients through electronic desktops, where the information from e-mail, videoconferencing, corporate chatrooms and web sites is ever current; the delivery often instantaneous. In these circumstances, expectations for a quick turn-around are as high as the stakes, less and less time to find a way around using our correspondent’s language. Of the estimated 310 million regular internet users in the world, nearly 60% are from outside North America, and only about 50% are English-speaking.” (Tennessee Commerce Department , 2003)
-

## **National**

The events of 9/11 have highlighted the shortage in the manpower needed to translate the messages gathered through intelligence.

- The *2001 Hart Rudman Report on National Security in the 21<sup>st</sup> Century* names foreign language study and requisite knowledge in languages as vital for the Federal Government to meet 21<sup>st</sup> Century security challenges properly and effectively.
  - The American Council on Education in its 2002 policy paper, *Beyond September 11: A Comprehensive National Policy on International Education* states “Developing global competence is a long-term undertaking and must begin at an early age, especially for foreign language acquisition.”(p.10)
  - In the Public Statement Release of the 9/11 Commission Report, July 22, 2004: “What the FBI needs is a specialized and integrated national security workforce, consisting of agents, analysts, linguists and surveillance specialists.
- 

## **Social Reasons**

A less obvious but nonetheless compelling reason to study another language rests in the power that languages have to promote cultural understanding between people of different backgrounds.

- The study of language helps students develop a sense of cultural pluralism. Through the study of another language students interact and communicate with others and thus discover genuine similarities and differences among various cultures. At the same time, they develop respect and appreciation for the cultural perspectives, practices, and products of the different cultures.
  - North Carolina has a growing non-English speaking population. There are more than 150 languages currently spoken by students in our schools. North Carolina realized a 73% increase in immigrant population from 1995-1999. (Johnson, *The Melting Pot*) From April 1, 1990 to April 1, 2000, the Hispanic population increased 401.2 % and the Asian population increased 99.6%. The ability to speak a second language helps us to communicate directly with those who speak that language. In addition, it enables us to understand firsthand the process for second language acquisition and to be prepared to handle the challenges of living and working with non-English speakers.
- 

## **Academic Reasons**

The study of another language impacts other academic areas.

- Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a foreign language. Verbal scores of students increased with each additional year of language study. The

most interesting piece of information is that the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.

- It helps students develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.
- The study of a foreign language has been shown to enhance listening skills and memory and can contribute a significant additional dimension to the concept of communication.
- Cloud and Genesee(1998) argue that basic education in the new millennium must include second and third languages if the United States is to cope with the diversity within its borders and compete successfully in the global marketplace. They cite both cognitive and sociocultural benefits of language study. They conclude, “Linguistic and cultural competence will be the mark of the well-educated citizen of the 21<sup>st</sup> century.” (65).
- Curtain(2003) states “Every area of the curriculum can be reinforced or enriched in the foreign language classroom, and subject content can be taught through the second language.” (p. 399)
- The UNC system requires two credits in the same language to meet entrance requirements.
- The North Carolina *University/ College Course of Study* graduation pathway requires two credits in the same language for a high school diploma.

---

## **Conclusion**

The study of another language prepares students for the complicated world they inhabit. The value of such an education not only lies in job-related advantages but also in the added dimension of an understanding of other people and cultures.

---

## **Benefits**

Over the past twenty years much research has been conducted documenting the immediate and long-range benefits of foreign language learning.

## ***Modern Foreign Languages in the Elementary Schools***

### **Acquisition**

Children have the ability to learn and excel in the pronunciation of a foreign language (Dulay and Krashen; Krashen and Long, et al.; Krashen and Terrell).

The Neuroscience Program at Stanford University has gathered much information on where in the brain the learning of a second language takes place in children vs. adults. According to Talukdar

(2001) “A combination of listening and vocalization seems to be the most advantageous method of acquiring a second language for both adults and children.”

As reported in *News and Science*, in 2002, researcher Laura-Ann Petitto reported that children exposed to two languages from a very early age “grow as if there were two mono-linguals housed in one brain.” She added that there is no contamination of either language by the other. The researchers concluded, that “the earlier and more intensively the languages are introduced, the better.”

---

### **Higher Scores**

In the area of language arts, students of second languages are thought to improve their reading comprehension in the native language and also score higher in reading achievement, including vocabulary, cognitive learning, and total reading ability. (Masciantonio, 1977; Rafferty, 1986).

### **Basic Skills**

*The Louisiana Report: Second Language Study Improves Basic Skills* (Rafferty, 1986). The results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests. Foreign language study appears to increase the scores of boys as much as girls, and African Americans as much as other races. This finding supports the notion that, beginning as early as third grade, second language study facilitates the acquisition of English language skills.

Armstrong and Rogers (1997) showed that third graders who were taught Spanish for thirty minutes three times per week showed statistically significant gains on their Metropolitan Achievement Test scores in the areas of math and language after only one semester of study. It is particularly interesting that one class of students in the experimental group had actually received one and a half fewer hours of math instruction per week, and still outperformed the students in control classes in math.

Saunders (1998) examined the performance of third grade students enrolled in the Georgia Elementary School Foreign Language (ESFL) model program. She compared students who had not received any foreign language instruction with students one year younger who had received four years of foreign language instruction, five days each week, for thirty minutes per day. She found those students in the ESFL program scored significantly higher on the math portion of the Iowa Test of Basic Skills. They also performed better on the reading portion, but the difference was not statistically significant.

A report in the May, 1997 issue of *Developmental Psychology* suggests based on the latest research on reading, that knowing a second language can help a child comprehend written language faster and perhaps learn to read more easily.

**Listening Skills** Foreign language study has been shown to enhance listening skills and memory (Rattle, 1968), and the development of second language skills can contribute a significant additional dimension to the concept of communication.

---

**Cognitive Development** Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills (Foster and Reeves, 1989; Landry, 1973; Rafferty, 1986; Ginsburg and McCoy, 1981; Bamford and Mizokawa, 1991).

With respect to cognitive abilities, Ginsburg and McCoy (1981) cited research findings to support that when students learn another language at the elementary level and there is good program articulation, second language students advance more rapidly than monolingual students in cognitive abilities, independent of IQ.

Regarding creativity, in the Landry (1973) and Kessler and Quinn (1980) studies, students who studied a second language in elementary school scored significantly higher on tests of divergent thinking as measured in terms of figural fluency and figural flexibility independent of age and IQ.

Recent research indicates that “the length of time students study a foreign language relates directly and positively to higher levels of cognitive and metacognitive processing” (Rosenbusch, 1995).

---

**Cultural Pluralism** Children who have studied a foreign language develop a sense of cultural pluralism, openness to and appreciation of other cultures (Carpenter and Torney; Hancock and Lipton et al.; Lambert and Tucker).

---

**Self-Concept** Children studying a foreign language have an improved self-concept and sense of achievement in school (Genesee; Holobow et al.; Masciantonio).

---

**Previous Knowledge**

Second language learning in the elementary school, especially at its beginning stages is less dependent on previous verbal learning than are most other elements of the curriculum. This factor allows some students to succeed who have otherwise experienced repeated failure in school. In a study (Holobow et al. 1987) working class students did just as well in French as middle class students, even though their English skills were not as good.

---

***Foreign Languages in the Secondary Schools***

**SAT Scores**

During the past several years, data from the Admissions Testing Program of the College Board definitely show a positive correlation between SAT scores and the study of foreign languages. According to *Profiles, College-Bound Seniors*, 1981, a publication of the Admissions Testing Program, of 922,919 seniors tested, 13.6 percent had taken no foreign language courses. For this group the mean SAT score on the verbal portion of the test was 366; on the math portion it was 409.

---

**Length of Study**

Some studies have found that students who learn a foreign language have higher verbal and math SAT scores than students who have not had foreign language (College Entrance Examination Board 1992; Cooper, 1987).

Data from *Profiles, College-Bound Seniors*, 1984 and 1990, tell essentially the same story. Again, sheer time spent taking a subject appears to relate to a better test score, and concentration on foreign languages for periods of four or more years results in the highest SAT-verbal average of any of the subject group.

(Thomas C. Cooper. "Foreign Language Study and SAT-Verbal Scores." *The Modern Language Journal*, Volume 71, Number 4, Winter 1987.)

---

**ACT and Foreign Languages**

A study by Olsen and Brown (1989) supports that English and mathematics performance levels of students who have studied a foreign language in high school are higher than those of students who have not. In prior research that controlled for variations in students' ability, the English and math performance levels of students who had studied a foreign language tended to be higher than those of students who had not. (Wiley; Eddy; Bastian; Timpe; Skelton; Olsen and Brown).

Further and more detailed study of interrelations among parts might reveal, as suggested by Jarvis, that the mental processing skills required to do mathematics problems are also developed by language processing and vice versa.

---

**Career**

Global language competency, cultural sensitivity, political and economic awareness, flexibility, and computer skills are the five skills needed to compete in the global marketplace of today and into the 21<sup>st</sup> century. (Careers, 2000)

Second language learning provides a competitive edge for *all* students regardless of their chosen career path, and addresses a shortage of workers in virtually every field that uses languages to communicate successfully. (NASBE – The Complete Curriculum, 2003)

---

**Status of Modern Foreign Languages in North Carolina****Enrollment**

The Public Schools of North Carolina *Statistical Profile* reports that the modern foreign language enrollment for K-12 students during the 2002 - 2003 school year was just under 350,000 students. Spanish is the language of choice followed by French, Latin, German, Japanese, and other languages.

Currently, students begin their study of a second language at different entry points (reflected by the beginning and continuing headings for some objectives in this Standard Course of Study). Fifty-two percent of high school students are studying another language compared with twenty percent at the middle school level and twenty-seven percent at the elementary level.

---

**Programs**

Contributing to the diverse second language learning opportunities is the variety of programs available in North Carolina. FLES, Immersion, Content-Enriched, Exploratory, Beginning Sequential programs, International Baccalaureate, and Spanish for Native Speakers are a few of the programs found at the elementary, middle and high school level. These programs differ not only in their overall goals but also in the amount of time students are engaged in the language, in the level of proficiency they reach, and in the types of resources and activities used in the classroom.

<b>ELEMENTARY PROGRAMS</b>		
<i>Foreign Language in the Elementary School (FLES)</i>	FLES classes usually meet from two to five times a week for 20 to 40 minutes.	FLES programs form the majority of elementary programs in North Carolina. These programs emphasize the development of the four language skills of listening, speaking, reading, and writing. The primary focus is on understanding and speaking with the teaching of culture integrated throughout the program.
<i>Immersion Programs</i>  <i>Dual Language Programs</i>	* In <i>total immersion</i> programs, the entire school day is spent in the foreign language during the first two to five years of instruction. * In <i>partial immersion</i> programs, the foreign language is used during half of the school day.	The focus of immersion programs is to help students become proficient in the target language while mastering subject content from other disciplines. In immersion programs, the “regular” curriculum is taught in the foreign language.  A variation of immersion programs includes <i>dual language (two-way bilingual) programs</i> . These programs group native speakers of English with native speakers of the target language. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to a daily schedule (morning in one language and afternoon in the other).
<i>Content-Enriched Programs</i>	Content-enriched classes usually meet from two to five times a week 20 to 40 minutes.	In content-enriched programs, students develop foreign language skills while reinforcing their study of math, science, social studies, or another subject area.

**Figure 3.** Elementary School Foreign Language Programs in North Carolina

<b>MIDDLE SCHOOL PROGRAMS</b>		
<i>Exploratory Programs</i>	Exploratory programs can vary in length from a few weeks to one semester. These programs are usually short term.	These programs are mostly found at the middle school level. Exploratory programs are non-sequential. They introduce students to one language and culture and do not lead to the development of communicative proficiency.
<i>Beginning Sequential Programs</i>	Beginning sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	<p>Many students begin the study of another language at the middle school level. These programs focus on the development of communicative proficiency with culture being integrated throughout the program. Listening and speaking skills are developed first followed by reading and writing skills.</p> <p>Depending on the extent of the program, beginning sequential programs may allow students to place out of some foreign language classes at the high school level.</p>
<i>Continuing Sequential Programs</i>	Continuing sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	<p>Students who have participated in an elementary program pursue the development of their language skills in continuing programs.</p> <p>Continuing programs allow students to take the language without any major break in the sequence.</p> <p>With adequate instructional time, continuing programs allow students to place out of some foreign language classes at the high school level.</p>

**Figure 4.** Middle School Foreign Language Programs in North Carolina

A few middle schools and elementary schools in North Carolina are implementing pre-IB programs to prepare their students to be successful in the high school IB program. Only schools approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for the examination. At the high school level programs such as Advanced Placement, International Baccalaureate, and Spanish for Native Speakers complement the “traditional” programs.

<b>HIGH SCHOOL PROGRAMS</b>	
<i>Traditional Programs</i>	<p>These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward the development of communicative proficiency in the four language skills and the understanding and appreciation of other cultures.</p> <p>Because the course length has been shortened by 30 hours in a block schedule, careful examination of what students can realistically learn at each level of instruction must take place. Locally-developed pacing guides are helpful to address this concern.</p>
<i>Advanced Placement Program (AP)</i>	<p>The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers a variety of courses for students who have gone beyond a high school level III or IV. They are: AP French Language, AP French Literature, AP German Language, AP Spanish Language, and AP Spanish Literature.</p> <p>The AP language courses emphasize the use of active communication. The AP literature courses are an introduction to representative works of prose, poetry, and drama from different periods. Literature courses may or may not have a required reading list; however, the content of the courses is geared toward helping students do well on the AP examination.</p>
<i>International Baccalaureate</i>	<p>The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.</p>
<i>Spanish for Native Speakers</i>	<p>A complete description for this course can be found in the section preceding the Spanish for Native Speakers curriculum.</p>

**Figure 5.** High School Foreign Language Programs in North Carolina

# PROGRAM DESCRIPTION

## Introduction

The North Carolina K-12 program in modern foreign language studies is designed to afford students the opportunity to develop communicative competence in another language and cultural appreciation of cultures speaking that language. *The Second Language Standard Course of Study* establishes the competency goals and objectives needed to achieve these aims. It is designed to address the study of languages such as French, German, Spanish along with other less commonly taught languages, and Japanese with some adaptation.

The Latin and Spanish for Native Speakers *Standard Course of Study* are addressed separately in this document.

---

## Program Goals

The Standard Course of Study is organized in seven overarching goals adapted from the *Standards for Foreign Language Learning: Preparing for the 21st Century*. The goals are not listed in order of importance; however, the goal of communication plays a central role since it is through communication that the other goals can be met. Language is used to talk about content, it is used in the community, it is used to compare with one's own language and is used to "gain knowledge and understanding of the cultures that use that language" (SFFLL, p. 27). Therefore, it is impossible to address one goal without connecting to another one.

At each grade level or course throughout the entire sequence, students should exhibit increased proficiency in the following areas.

**Goal 1: Interpersonal Communication** - The learner will engage in conversations and exchange information and opinions orally and in writing in the target language.

**Goal 2: Interpretive Communication** - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

**Goal 3: Presentational Communication** - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

**Goal 4: Cultures** - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**Goal 5: Comparisons** - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

**Goal 6: Connections** - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

**Goal 7: Communities** - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

---

**Communication**

Communication is at the heart of foreign language study. The ability to communicate is increasingly important in a global world.

*For American students, the ability to function directly in at least one language other than English will become increasingly important in the rapidly shrinking, interdependent world of the twenty-first century... They must be able to participate appropriately in face-to-face interaction with members of other societies, and they must also be able to interpret the concepts, ideas, and opinions expressed by members of these societies through their media and their literatures. (SFFLL, p. 35).*

To be communicatively competent in a foreign language, a student must convey and receive messages successfully by combining the knowledge of the language system with the knowledge of the cultural conventions. For this reason, culture and language are closely intertwined.

The *Standards for Foreign Language Learning* characterize communication in three communicative modes that place primary emphasis on the context and purpose of the communication (Brecht & Walton, 1994). The three modes are:

1. The Interpersonal Mode
  2. The Interpretive Mode
  3. The Presentational Mode
-

**Framework of Communicative Modes (SFFLL, p. 33)**

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
D E F I N I T I O N S	Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact	Receptive communication of oral or written messages	Productive communication using oral or written language
	Direct written communication between individuals who come into personal contact	Mediated communication via print and non-print materials	Spoken or written communication for people (an audience) with whom there is not immediate personal contact or which take place in a one-to-many mode
		Listener, viewer, reader works with visual or recorded materials whose creator is absent	Author or creator of visual or recorded material not known personally to listener
P A T H S	Productive abilities: speaking, writing  Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
C U L T U R A L K N O W L E D G E	Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds  Ability to recognize that languages use different practices to communicate  Ability to recognize that cultures use different patterns of interaction	Knowledge of how cultural perspectives are embedded in products (literary and artistic)  Knowledge of how meaning is encoded in products  Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences  Ability to analyze and compare content in one culture to interpret U.S. culture	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader  Ability to present cross-cultural information based on background of the audience  Ability to recognize that cultures use different patterns of interaction
<p><b>KNOWLEDGE OF THE LINGUISTIC SYSTEM</b>                      The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes</p>			

**Figure 6.** Modes of Communication

**Interpersonal Mode**

**The learner will engage in conversation, express and exchange information and opinions orally and in writing in the target language.**

*The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher responsibility of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (E-mail) messages (SFLL, p. 32).*

---

**Interpretive Mode**

**The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

In the interpretive mode the listener, viewer, or reader works with visual or aural materials whose creator is absent. In this mode, there is no opportunity to negotiate meaning and to interact with the author of the text.

*The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches (SFLL, p. 32).*

*Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text (SFLL, p. 33).*

---

**Presentational Mode**

**The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

*The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. These examples of “one-way” writing and speaking require a substantial knowledge of the language and culture from the outset, since the goal is*

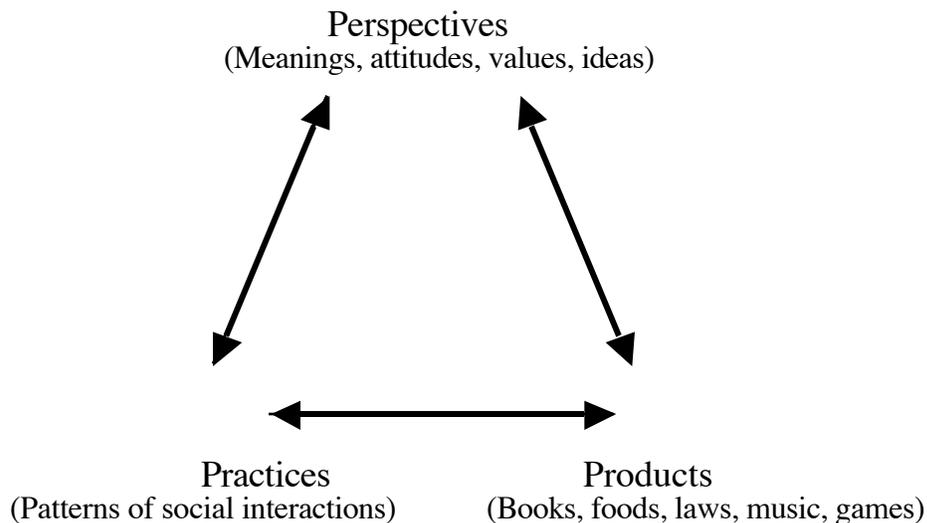
to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines” (SFLL, p. 34).

## Cultures

**The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

*The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people’s views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solution they offer to the common problems of humankind (SFLL, p. 43).*

In this document, culture is perceived as being composed of the perspectives (the way people perceive things: their beliefs, attitudes, values, ideas), the practices (what people do: their patterns of social interactions), and the products (what people create: their books, tools, laws, foods, etc.), both tangible and intangible, of a society. These three components are closely interrelated. Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products are interrelated and influence one another.



**Figure 7.** Relationship among perspectives, practices, and products

This goal concerns itself with what has been commonly referred as Culture with a “Big C” e.g., the arts, music, architecture, literature, and culture with a “little c” e.g., daily customs, way of life, realia, gestures. Students should be able to know what to say, when to say it, and to whom in any given situation. For this reason, knowledge and understanding of the formal high culture (Big C) and the popular deep culture (little c) are essential if students are to interact effectively with native speakers of another culture.

Because language and culture are so closely interconnected and because language influences and is influenced by the products, practices, and perspectives of a society, it is hoped that the target language will be used to illustrate and discuss the perspectives, practices and products of that society. However, there may be times when the complexity of the concepts to be discussed may warrant the use of English especially in the earlier stages of language learning.

---

## Comparisons

**The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

*Students benefit from language by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between the language and culture (SFFLL, p. 53).*

There is a commonly held notion that learning another language is beneficial to the understanding of one’s own language and culture. It is when students are faced with learning different concepts, different word order, different ways of communicating the same idea that they begin to understand that all languages and cultures are not like their own. By comparing their own language and culture to the one they are learning, they gain some insights into languages and cultures in general. They “cease to make naive assumptions about other languages and cultures solely based upon knowledge of their own” (SFFLL, p. 53).

---

## Connections

**The learner will acquire, reinforce and further his/her knowledge of other disciplines through the foreign language.**

*Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally...The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum (SFFLL, p. 49).*

In real life, learning is interdisciplinary and does not occur in isolation. Similarly, students involved in the study of another language need to talk and/or write about some content. The foreign language class, at all levels of the curriculum, is the appropriate forum for the reinforcement of concepts and information introduced in other disciplines. Interdisciplinary reinforcement serves several purposes:

- It allows students to expand and deepen their understanding of other areas of the curriculum.
- It makes the foreign language relevant.
- It engages and motivates students.
- It validates what the students already know.
- It contributes to the entire educational experience of students.

In immersion and/or content-based programs, students develop language skills by using the language as a medium to learn other subjects. In these programs, the curriculum of that discipline determines the kind of language to be introduced.

---

## Communities

**The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

This goal focuses on the application of the language within and outside the school setting throughout a person's life. The foreign language becomes more motivating and meaningful when students have the opportunity to experience it in the real world.

*They find that their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world (SFLL, p. 59).*

North Carolina is a very diverse state actively recruiting business from international firms. Also, the number of limited English-proficient students in our schools is growing at a fast rate. Therefore, there are many opportunities to draw on the resources within the state. In addition, modern technology can aid students in this endeavor. The Internet, e-mail, and satellite broadcasts are just a few of the options available to students for practicing their language outside of the school setting.

---

## **Strands**

Traditionally, foreign language study was broken down into the teaching of listening, speaking, reading, writing, and culture. Students progressed from one skill to the other in sometimes contrived activities structured to address one skill at a time. While these skills remain important, they rarely take place in isolation in real life but instead are interrelated as communication takes place - people communicate with an audience for a purpose, they listen to speeches or presentations, they participate in conversations, they react to what they read or hear and they write what they hear. Also, as they engage in these activities they are aware of the conventions of language and culture.

The listening, speaking, reading, and writing skills run through each one of the seven goals and are needed to accomplish the individual objectives listed under those goals. The skills evolve progressively according to language acquisition theory since, in order to become effective communicators, students need to “develop increasing control of the language and its convention” (*NC English Language Arts Standard Course of Study*, 1999) when they listen, speak, read, and write. For this reason, it is important to ensure that classroom activities correspond to the level of language of the students, as well as to their cognitive development, and that they take place within a communicative context with an audience and a purpose.

The way the four skills are addressed in this document differs from previous documents because of:

- the interconnectedness of all four skills (listening, speaking, reading, and writing)
- the application of the listening, speaking, reading, and writing skills within an interpersonal, interpretive, and presentational context.

## Listening

The listening skill is a receptive skill present in the interpersonal and interpretive modes. It is mostly subsumed in the interpersonal mode where students must understand what they hear in order to make sense of it and respond as needed. However, it plays an important part in the interpretive mode where students are involved in “one-way” listening and where they interpret or “listen between the lines” of the text they hear.

According to the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines, *novice* learners of the language are able to understand short and some sentence-length utterances from familiar materials. They can comprehend words and phrases from simple questions, statements, high frequency commands and courtesy formulae, and pick out main ideas and key words from familiar materials such as conversations, dialogs, short narratives, songs, rhymes, games, advertisements, simple stories and literary texts.

As their listening skills expand, *intermediate* students are able to understand simple questions and answers, simple statements and simple face-to-face interaction, and understand main ideas and some supporting details from a variety of texts including simple face-to-face conversations, radio/television broadcasts, announcements, simple instructions, and simple lectures.

*Advanced* learners are able to get main ideas and most supporting details of connected discourse on a variety of topics beyond the immediacy of the situation. They can understand abstract topics in a familiar context and face-to-face speech in standard dialects with some repetition. They listen to texts which include interviews, one-way communications such as radio/television broadcasts, announcements, instructions and directions, reports primarily dealing with factual information, narratives, and short lectures on familiar topics.

---

## Speaking

The speaking skill is a productive skill present in both the interpersonal and the presentational modes. The interpersonal mode, where active negotiation of meaning among individuals prevails, differs from the presentational mode which is characterized by “one-way” speaking where the ultimate goal is to ensure that the audience can interpret the messages they hear.

At the beginning level, the *novice* learners can communicate minimally to satisfy basic requirements. They produce isolated words and learned phrases and ask questions or make statements involving learned material. They do so in basic conversations, interviews, and short presentations.

At the continuing level, the *intermediate* learners create with the language by combining and recombining learned elements. They initiate and minimally sustain communicative tasks, and ask and answer questions. They are engaged in conversations, story telling, plays, skits, short reports, and poetry.

At the *advanced* level, the learners converse in clearly participatory fashion, initiate, sustain and bring to closure a variety of communicative tasks, and satisfy the requirements of school and work situations. They can narrate and describe in the present, past, and future time. They take part in conversations both face-to-face and on the telephone. They might be involved in debates, surveys, polls, and interviews. They present speeches, reports, and presentations.

---

## Reading

The reading skill is a receptive skill found in the interpersonal and in the interpretive modes. In the interpersonal mode, the learners make sense of written communication exchanged between individuals who come into personal contact and ask for clarification of meaning when the message they read is not clear. The interpretive mode involves the receptive communication of written messages communicated via print and non-print materials.

The *novice* learners identify isolated words and/or major phrases when strongly supported by context. They can pick out main ideas from familiar materials. They are able to read for instructional and directional purposes standardized messages, phrases and expressions, menus, schedules, time tables, maps, signs, forms, ads, and correspondence.

The *intermediate* learners at the continuing level understand main ideas and/or some supporting details from texts dealing with a variety of personal and social needs. Some possible texts may include newspapers, maps, simple instructions, memos and messages with social purposes, simple labels and postcards, ads and labels, public announcements, instructions, descriptions of persons, places, and things.

The *advanced* readers are able to read longer prose of several paragraphs in length. They understand the main idea and supporting facts and details and can understand abstract topics in a familiar context. Some texts may include short narratives, simple short stories, news items, bibliographical information, personal correspondence, routine reports, literary works, and academic texts.

---

## Writing

The writing skill is a productive skill found both in the interpersonal and the presentational modes. In the interpersonal mode, writing involves direct communication between individuals who come into personal contact whereas in the presentational mode, it addresses productive communication with an audience with whom there is no immediate personal contact.

The *novice* learners are able to copy and transcribe simple materials. They can list, identify and label. They can supply basic biographical information on simple forms and documents. They can write simple phrases and sentences using familiar materials. Students can write cards, simple letters, and e-mail messages. They can fill in forms and write simple captions.

The *intermediate* learners can meet practical needs and limited social demands. They can take notes, write simple letters or e-mail messages, brief summaries, and paragraphs.

The *advanced* learners can write routine and more formal social correspondence. They can write discourse of several paragraphs, summaries, narratives and descriptions of a factual nature. They are involved in the writing of correspondence, notes, résumés, reports, dialogue journals, and poems.

---

### **Communications and Language Learning Strategies**

Learning another language is a process requiring active mental engagement. “Research shows that effective language learners use specific strategies to enhance their learning, retention, and application of the language” (SFLL, p. 30). However, students do not necessarily have access to a large repertoire of communications and language learning strategies. For this reason, foreign language teachers may consider the teaching and modeling of strategies such as previewing, skimming, scanning, asking for clarification, deriving meaning from context, making inferences, and predicting within their classroom.

*Learning strategies benefit all students since even those who use some strategies effectively can be taught additional ones. Students are also able to apply effectively these strategies to learning tasks in other disciplines. Broadening the scope of language learning strategies is an integral part of the language programs. Students are able to apply the strategies that work best long after they leave the classroom for a lifetime of learning (SFLL, p. 31).*

---

### **The Role of Grammar**

In the study of a foreign language, mastery of grammar used to equate to success in language ability. It was thought that if students knew the grammar, they would automatically be able to transfer this knowledge to the speaking and writing skills and to apply it to a communicative setting. Too often, grammar practiced in drills and unrelated exercises became the focus of instruction. However, in the 1980’s the proficiency movement challenged the notion of grammar for its own sake and reinforced the idea that breaking down and analyzing language components at any stage does not lead to effective language production.

The main goal of foreign language instruction is to develop communicative proficiency. Grammar provides the essential framework for supporting meaning and communication. Without grammar it would be difficult to make sense of the words. Grammar dictates the word order and therefore influences the meaning. The challenge is to keep grammar contextualized. In the foreign language classroom, the context determines the grammatical elements which need attention.

While students develop as speakers and writers, their competence to manipulate the language and to create more complex and sophisticated sentences increases. This ability is inherently tied to the

interaction students have with those around them and to their attempt to understand the world. Their language is tailored to the specific audiences. In this manner, grammar and communication become mutually inclusive.

---

## **The Role of Technology**

Technology has revolutionized the way we live. Traditionally, foreign language teachers use a variety of technology resources (e.g., audio/video tapes, language labs, radio/TV, transparencies) to facilitate teaching and learning. Today, foreign language teachers have an array of technology tools (e.g., tool software, Internet, PDA's, wireless computers, cable/satellite broadcasts, digital cameras, video/web conferencing, mobile phones) to facilitate teaching and learning by providing real-time access to native speakers and foreign language media resources.

Teachers and students can use tool software (e.g., word processing, database, spreadsheet, multimedia, telecommunications) to collect, organize, analyze, present and share ideas/information with audiences near and far. As stated in the national standards for effective use of technology:

- allows teachers and students to communicate orally and in writing with other speakers of the language outside of the confines of the classroom
- opens the classroom to other cultures
- provides unlimited access to a vast array of primary and secondary source materials

The challenge for foreign language teachers is to create an environment which engages the student in authentic, culturally-appropriate, and meaningful experiences designed to stimulate the development of proficiency. In doing so, technology serves the instructional program, motivates students and allows them to apply many of the skills they have developed.

The role of technology is addressed at greater length in the document *Technology – The Common Language* which is a guide for the integration of technology within the foreign language class. This document is available from the NC Department of Public Instruction.

---

# ORGANIZATION OF THE MODERN FOREIGN LANGUAGE CURRICULUM

## Overview

Students across North Carolina begin the study of another language at different grade levels anywhere along the K-12 continuum. Therefore, the *Second Language Standard Course of Study* is designed to address multiple entry points. It recognizes that all students start acquiring a second language in the same way, although they may participate in different learning activities, which are appropriate to their ages, interests, and experiences.

---

## Goals

The curriculum is organized around 7 goals, which are the same for all students K-12. They define the major purposes and program outcomes for a foreign language education. They are:

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION**

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION**

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION**

**COMPETENCY GOAL 4: CULTURES**

**COMPETENCY GOAL 5: COMPARISONS**

**COMPETENCY GOAL 6: CONNECTIONS**

**COMPETENCY GOAL 7: COMMUNITIES**

The goals are not listed in order of importance; all are interconnected and dependent on one another.

---

## Objectives

For each goal, there are objectives which are specific to each grade and/or course. The purpose of these objectives is to define what students are expected to know and be able to do to achieve the stated goal. The objectives must coincide with the stages of language development and with the cognitive level of the student. As the objectives show progression from one level to the next, the numbering may vary from level to level to accommodate that progression.

---

**Elementary**

Objectives at K-5 are stated grade by grade but repeated within grade ranges K-2 and 3-5. Students may begin second language study at anytime K-5. Moreover, there is great variation in the amount of instructional time, in both numbers of days per week and number of minutes per session. Teachers need to modify the stated objectives to match the amount of time a student receives second language instruction.

---

**Middle Grades Beginning and Continuing**

For grades 6-8, there are two sets of objectives, which are stated grade by grade but often repeated at grades 6,7, and 8. One set of objectives is for the beginning sequence and is designed for students starting second language instruction at the middle grades. The second set is for the continuing sequence and addresses the needs of students who began second language study in the elementary grades. However, middle grades teachers will have to examine carefully the prior instructional experiences of their students in order to choose the appropriate instructional objectives for their program. Students who studied a second language for only a year or two prior to middle school, who had minimal instruction (once a week or less), and who stopped language study for a year or more generally would be unable to meet the continuing objectives.

---

**Middle Grades Exploratory**

A separate set of objectives are included for middle grades exploratory programs which are typically 6-9 weeks in duration and which focus on an introduction to the study of one language, usually Spanish or French. Because instructional time is minimal, students are not expected to move toward the development of communicative proficiency and will be able to address some of the objectives only in English.

---

**High School**

The High School objectives have been developed generically for four courses-- Level I, Level II, Level III, and Level IV. These objectives reflect the sequential nature of language development, the progressive acquisition of cultural knowledge, and the increasing ability to apply language and culture in an authentic setting.

Students who come to high school with previous language experience should be assessed to determine the level or course at which to begin their high school instruction.

---

**Grade Focus and Course Description**

For each grade and/or level a focus section outlining the main emphases for that specific grade level is included.

For high school courses (levels I-IV) the information in the focus section is a brief description of the course.

---

## **MODERN FOREIGN LANGUAGES**

### **GOALS**

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION** - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION** - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION** - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

**COMPETENCY GOAL 4: CULTURES** - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

**COMPETENCY GOAL 5: COMPARISONS** - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

**COMPETENCY GOAL 6: CONNECTIONS** - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

**COMPETENCY GOAL 7: COMMUNITIES** - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

## **ELEMENTARY GRADES K-2 (Beginning Sequence)**

**Goal** In the K-2 Foreign Language at the Elementary School (FLES) program, the primary goal is the development of listening and speaking and cultural awareness through concrete experiences. However, one must not forget that language acquisition begins with listening. For this reason, “Successful language learning activities emphasize comprehension rather than speaking at the beginning stages” (Curtain and Pesola, 1988).

---

**Content** Learners in Grades K-2 begin with content topics close to the self, the home, and the school. Topics can include family, friends, home, house, etc. The topics are selected from the K-2 school curriculum and are introduced in a meaningful communicative context involving concrete activities aimed at developing language and reinforcing content from other disciplines.

Age appropriate literature, arts, music, and games are also an integral part of the K-2 second language program.

---

**Communication** Most of the practice in the early grades is in a social setting. Children are involved in interpersonal communication by participating in simple face-to-face interactions with classmates, teachers, family, and visitors.

They engage in interpretive communication by following directions and commands, and by demonstrating their understanding of simple questions, everyday words, and statements relating to their immediate environment.

They learn songs, recite poems, and give oral commands as they participate in presentational communication targeted to other students, parents, community members, other classes, and other teachers.

---

**Reading and Writing** At this level, reading and writing are not introduced. Instead, emphasis is placed on the oral language development necessary for students to become good readers and writers later on. Students are introduced to story telling and story reading using big books and other predictable stories. In addition, they are surrounded by environmental print.

---

**Grammar**

Grammar is not ignored but is learned indirectly. Because grammar represents concepts which are too abstract for young children, it is acquired more effectively when it is from context and when attention is given to function rather than terminology.

---

**Instructional Techniques**

Successful language learning activities are geared to the children's interest level and motor skills. Because primary age children have a short attention span and tire quickly, instructional techniques are varied and are age appropriate. They involve large muscle physical activities such as Total Physical Response (TPR), concrete experiences and language experience approach (LEA), dramatic and role play, along with the use of visuals, manipulatives, realia, songs, games, and rhymes.

When available, realia, songs, games, and rhymes of the target culture(s) are incorporated as a way to gain some insight into other cultures.

---

**Immersion Programs**

In Immersion programs, the regular school curriculum is taught through the second language. In a full immersion program the curriculum is taught in the target language for the entire day, whereas in a partial immersion program only a part of the curriculum is delivered in the target language.

The goals and objectives which follow will have to be adapted for immersion programs. Because students use the language for longer and more frequent periods of time, they will develop higher levels of proficiency than their counterparts in a FLES program. In addition, the objectives of immersion also include those of the *Standard Course of Study* in all content areas at the appropriate grade level.

**Dual Language Programs**

In Dual Language Programs students from two different language backgrounds receive academic instruction in two "target" languages. This program also includes the grade level objectives of the *Standard Course of Study* in all content areas. The following Modern Foreign Language objectives will have to be adapted for dual language programs. In addition any ESL instructional objectives will be provided through the *English Language Development Standard Course of Study*.

---

## MODERN FOREIGN LANGUAGES - Kindergarten

The Kindergarten program described in this document begins a sequence of instruction leading to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the kindergarten curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher. Students communicate through basic words and short memorized phrases within a given context.

Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

**Strands:** Listening, Speaking

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### Objectives

- 1.01 Interact using greetings, farewells, and expressions of courtesy.
- 1.02 Use basic words and short memorized phrases during oral interactions.
- 1.03 Ask and answer simple questions orally.
- 1.04 Share likes and dislikes, feelings and emotions orally.
- 1.05 Exchange personal information orally with the teacher.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
- 2.02 Demonstrate understanding of statements about the immediate environment and needs.
- 2.03 Follow oral directions and commands.
- 2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
- 2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

## MODERN FOREIGN LANGUAGES - Kindergarten

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Name people, places, and things using simple words and phrases.
- 3.02 Recite simple poetry and sing songs.
- 3.03 Give oral commands.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
- 4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
- 4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
- 4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
- 5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.
- 6.02 Recognize and apply learning strategies and processes from other disciplines.
- 6.03 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Kindergarten**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 1

The Grade 1 program described in this document is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it extends and strengthens skills and concepts introduced during the previous year of study.

The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the first grade curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher and with one another. Students communicate through basic words and short memorized phrases within a context.

**Strands:** Listening, Speaking

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### Objectives

- 1.01 Interact using greetings, farewells, and expressions of courtesy.
- 1.02 Use basic words and short memorized phrases during oral interactions.
- 1.03 Ask and answer simple questions orally.
- 1.04 Share likes and dislikes, feelings and emotions orally.
- 1.05 Exchange personal information with the teacher.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
- 2.02 Demonstrate understanding of statements about the immediate environment and needs.
- 2.03 Follow oral directions and commands.
- 2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
- 2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

## MODERN FOREIGN LANGUAGES - Grade 1

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Name and describe orally people, places, and things using simple words and phrases.
- 3.02 Recite simple poetry and sing songs.
- 3.03 Give oral commands.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

### **Objectives**

- 4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
- 4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
- 4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
- 4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
- 5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the first grade class.
- 6.02 Recognize and apply learning strategies and processes from other disciplines.
- 6.03 Develop learning strategies in the target language which can be used in other disciplines.

## MODERN FOREIGN LANGUAGES - Grade 1

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 2

The Grade 2 program described in this document is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it strengthens and extends concepts and skills introduced during the previous year(s) of study.

The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the second grade curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face-to-face interaction with the teacher and their peers. Students communicate through basic words and short memorized phrases within a given context.

**Strands:** Listening, Speaking

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### Objectives

- 1.01 Interact using greetings, farewells, and expressions of courtesy.
- 1.02 Use basic words and short memorized phrases during oral interactions.
- 1.03 Ask and answer simple questions orally.
- 1.04 Share likes and dislikes, feelings and emotions orally with each other.
- 1.05 Exchange personal information with the teacher.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of every day spoken and written words and phrases when accompanied by visual clues and/or props.
- 2.02 Demonstrate understanding of statements about immediate environment and needs.
- 2.03 Follow oral directions and commands.
- 2.04 Demonstrate understanding of spoken key words and phrases in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons) and make inferences based on the information presented.
- 2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

## MODERN FOREIGN LANGUAGES - Grade 2

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Recite simple poetry and sing songs.
- 3.03 Retell a simple story orally with visual cues and prompting.
- 3.04 Give clues and commands orally.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

### **Objectives**

- 4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
- 4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
- 4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
- 4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
- 5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the second grade class.
- 6.02 Share information when prompted about topics from other disciplines, in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## MODERN FOREIGN LANGUAGES - Grade 2

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## **ELEMENTARY GRADES 3-5 (Beginning and Continuing Sequences)**

### **Goal**

The primary goal of the 3-5 program is the progressive development of proficiency -- the ability to communicate purposefully. A child says, "I am cold" "I want some water," or "where is my coat?" with a purpose in mind. He/she writes a birthday card or a brief letter for a reason. Each of these tasks requires a certain amount of communicative ability involving the skills of listening, speaking, reading, and writing.

However, one must not forget that language acquisition begins with listening. For this reason, listening comprehension will take precedence over speaking at the beginning stages.

---

### **Content**

Learners at grades 3-5 begin with content topics which represent the self and family and become acquainted with community and other parts of the world. At their age, they are "at a maximum of openness to people and situations different from their own experience. For these students a global emphasis is extremely important..."(Curtain and Pesola, p. 67). Content is drawn from the 3-5 curriculum and is delivered through first-hand, concrete experiences which are deeply embedded in context.

---

### **Reading and Writing**

Reading and writing are introduced as natural extensions of oral language. Much time is devoted to pre-writing and pre-reading activities in order to elicit prior knowledge. These activities help students generate ideas, vocabulary, and structures needed to accomplish a task. In addition, they show students that listening, speaking, reading, and writing are interrelated and are mutually supportive.

Materials selected are age-appropriate and have a high interest level. They may include big books, class books, individual books, use of the Internet, CD-ROMs, folktales, legends, songs, rhymes, and games of the target culture(s).

The amount of time devoted to reading and writing will vary depending on the students' level of language and on the amount of time available for the language class.

---

**Grammar**

Grammar provides the essential framework for supporting meaning. The language functions which are selected dictate the kind of grammatical structures to be introduced. At this level, grammar is learned indirectly and it is a part of a bigger context.

---

**Instructional Strategies**

Most of the communication is in face-to-face interactions with teachers. However, in the upper elementary grades, students can begin to work in pairs or groups as long as they are working on concrete tasks. Some students in the upper elementary grades may resist pair work with a member of the opposite sex.

Through the elementary years, children learn best when they are involved in concrete situations accompanied by manipulatives and realia and when they have the opportunity to move.

Technology is integrated with the program and is focused on developing communicative skills and cultural awareness.

---

**Immersion Programs**

In these programs, the regular school curriculum is taught through the second language. In a full immersion program the curriculum is taught in the target language for the entire day, whereas in a partial immersion program only a part of the curriculum is delivered in the target language.

The goals and objectives which follow will have to be adapted for immersion programs. Because students use the language for longer and more frequent periods of time, they will develop higher levels of proficiency than their counterparts in a FLES program. In addition, the objectives of immersion also include those of the Standard Course of Study in all content areas at the appropriate grade level.

---

## MODERN FOREIGN LANGUAGES - Grade 3

The Grade 3 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strengthens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Pre-reading/writing activities through oral language.
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the third grade curriculum
- Awareness of the importance of learning another language and culture

Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### Objectives

- 1.01 Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and/or in writing.
- 1.03 Ask and answer questions using learned material orally and/or in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
- 1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

## MODERN FOREIGN LANGUAGES - Grade 3

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- 2.02 Demonstrate understanding of oral and written questions about familiar topics.
- 2.03 Follow oral commands and written directions.
- 2.04 Identify main idea(s) from simple oral and written selections.
- 2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children's stories) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Recite poetry and sing songs.
- 3.03 Retell a simple story orally and/or in writing with visual cues and prompting.
- 3.04 Give directions and commands orally and/or in writing.
- 3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
- 4.02 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
- 4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
- 4.05 Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
- 4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.07 Identify people and products and their importance to the target cultures.
- 4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

## MODERN FOREIGN LANGUAGES - Grade 3

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04 Develop an awareness of the use of idiomatic expressions in the target language.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
- 5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
- 5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the third grade class.
- 6.02 Share information with others about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### Objectives

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 4

The Grade 4 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strengthens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Communication including the skills of listening, speaking, reading, and writing
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the fourth grade curriculum
- Awareness of the importance of learning another language and culture

Reading and writing are introduced; however, much time is spent on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### Objectives

- 1.01 Interact orally and/or in writing with the teacher and others using greetings, farewells, and expressions of courtesy.
- 1.02 Use basic words and short memorized phrases during interactions orally and/or in writing.
- 1.03 Ask and answer questions using learned material orally and/or in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
- 1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

## MODERN FOREIGN LANGUAGES - Grade 4

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- 2.02 Demonstrate understanding of oral and written questions about familiar topics.
- 2.03 Follow oral commands and written directions.
- 2.04 Identify main idea(s) from simple oral and written selections.
- 2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Recite poetry and sing songs.
- 3.03 Tell or retell a simple story orally and or/in writing with visual cues and prompting.
- 3.04 Give directions and commands orally and/or in writing.
- 3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use learned non-verbal gestures, manners and behaviors of the target cultures.
- 4.02 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
- 4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
- 4.05 Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
- 4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.07 Identify people and products and their importance to the target cultures.
- 4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

## MODERN FOREIGN LANGUAGES - Grade 4

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04 Develop an awareness of the use of idiomatic expressions in the target language.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
- 5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
- 5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.
- 6.02 Share information with others about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### Objectives

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 5

The Grade 5 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strengthens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Communication including the skills of listening, speaking, reading, and writing
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the fifth grade curriculum
- Awareness of the importance of learning another language and culture

Reading and writing are incorporated as extensions of oral language with a focus on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### Objectives

- 1.01 Interact orally and in writing with the teacher and others using greetings, farewells, and expressions of courtesy.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
- 1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

## MODERN FOREIGN LANGUAGES - Grade 5

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- 2.02 Demonstrate understanding of oral and written questions about familiar topics.
- 2.03 Follow oral directions and written commands.
- 2.04 Identify main idea(s) from simple oral and written selections.
- 2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Recite poetry and sing songs.
- 3.03 Tell and retell a simple story orally or in writing with visual cues and prompting.
- 3.04 Give directions, commands, and instructions orally and in writing.
- 3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
- 4.02 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
- 4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
- 4.05 Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
- 4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.07 Identify people and products and their importance to the target cultures.
- 4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

## MODERN FOREIGN LANGUAGES - Grade 5

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04 Develop an awareness of the use of idiomatic expressions in the target language.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
- 5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
- 5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.
- 6.02 Share information with others about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### Objectives

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## MIDDLE SCHOOL GRADES 6-8

### **Adolescents' Characteristics**

Young adolescents undergo tremendous physical, social, emotional, and intellectual changes which impact heavily on their learning. They want to know that they have a say in the organization of their life at home and at school. In their struggle for autonomy, they want independence from adults while looking for approval from their peers. They see themselves as active contributors and want privileges, but are unsure about responsibilities. Their self-concept is shaky, are vulnerable to criticism, and have a definite sense of fairness. Their formal thinking fluctuates from concrete to abstract. At the same time, they are interested in the new and bored with the old.

---

### **Instructional Strategies**

Young adolescents must be exposed to relevant experiences which allow them to adapt to all these changes. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept.

Group and pair work are especially successful with middle school adolescents, as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts, since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence.

At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities rather than differences especially when dealing with culture.

---

### **Textbook**

There are many instructional resources available at the middle school level. The textbook is one of the possible resources; however, the use of a textbook should not restrict access to other materials such as magazines (paper and on-line), videos, CD-ROMs, cassettes (audio and video), realia, and the Internet.

---

### **Grammar**

Because of its abstract nature, grammar is selected according to the communicative functions to be mastered and is taught contextually.

---

## **Middle School Program**

The middle school program conforms to concepts students have mastered and to experiences they have both in and out of school. There are three sets of objectives corresponding to the three program options available at the middle school level:

- 6-8 program for the students in a beginning sequence,
  - 6-8 program for students in a continuing sequence, and
  - 6-8 program for students in an exploratory program.
- 

## **Beginning Sequence**

At the beginning level, students start their study of the second language. The focus of the program is on the development of proficiency. To be effective the program provides sequential instruction to ensure the development of the necessary language skills.

In a beginning sequence, focus is placed on the development of the listening and speaking skills first. Reading and writing are integrated later on.

Students use basic language to interact with their peers about familiar topics. They are able to understand contextualized directions, commands, key words and phrases, and they can make inferences from the materials they hear or read. They rely heavily on visual cues and/or props. They are involved in short presentations including poems, songs, and other internalized materials.

They gain some insights into other cultures as well as their own. They are able to apply learning strategies and processes from other disciplines and they can develop their own strategies to help them learn better. Their experience with the language is not limited to the classroom. They are encouraged to take their language outside of the classroom by accessing the Internet, participating in e-mail or regular correspondence, and interacting with their community.

---

## **Continuing Sequence**

At the continuing level, students expand on the language skills previously acquired through study at the elementary and or middle school level. Reading and writing continue to be natural extensions of the listening and speaking skills.

Their study includes broader areas of knowledge and interest to reflect their age group and language level.

Students communicate orally and in writing with their peers and others using more complex language. They are able to understand main ideas and some supporting details without relying as heavily on visual cues or props. They can tell or retell a story. They can present skits, songs, poetry, and personalized statements to a variety of audiences.

They continue to familiarize themselves with other cultures by participating in activities characteristic of young adolescents in the target cultures. They explore viewpoints and attitudes behind

traditions, celebrations, people's attitudes and by doing so they reflect on their own culture and language. They continue to look for connections between the target language and other disciplines and they apply strategies learned in various contents. To make language relevant, they access technology and other media and they apply their language outside of the classroom.

---

### **Articulation**

There needs to be on-going contacts with high school teachers to establish a common core of knowledge and skills expected of all students who place into high school level II. Smooth articulation from the middle school to the high school level ensures that students have the opportunity to continue building on what they have learned.

---

### **Exploratory Program**

The Exploratory Program described in this document is for one language. This program can be repeated by individual students in different languages at the same or at different grade levels.

This is a non-sequential program which does not lead to the development of communicative proficiency. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

*Classroom instruction may be conducted in the target language or in English.*

Exploratory programs traditionally begin in the sixth grade with students enrolled in foreign language study for a 9 week span usually scheduled on the exploratory wheel. In the schools these programs are usually followed by:

- a) a beginning sequential program in the seventh grade. Goals for the beginning sequential program are found under *Grade 7 - Beginning Sequence*.

- b) another level of exploration. Goals for the exploratory program at the sixth, seventh, and the eighth grade are the same and can be found in the Exploratory section.
- 

### **IB Program**

In addition to the above programs, some school systems are implementing an International Baccalaureate (IB) program at the middle school level. Middle school IB programs are designed to feed into the high school IB program with its own curriculum. Some modifications to the Standard Course of Study may be needed to meet the requirements of the IB program.

---

## MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential and expanded upon at grades 7 and grade 8. However, in many cases it may begin at grade 7 or grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout instruction.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
- 1.05 Engage in conversation to exchange information about everyday topics.
- 1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

## MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Follow oral and written directions, commands, and requests.
- 2.02 Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.
- 2.03 Identify key words and main idea(s) from simple oral and written passages.
- 2.04 Demonstrate understanding of oral and written questions about familiar topics.
- 2.05 Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Write familiar words, phrases, and sentences in context.
- 3.03 Give simple directions and commands orally and in writing.
- 3.04 Present memorized materials such as poetry, songs, rhymes, and skits.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
- 4.02 Recognize and use common verbal everyday greetings and idiomatic expressions of the target cultures.
- 4.03 Participate in activities and celebrations , which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.05 Identify important people and products of the target cultures.
- 4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

## MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
- 5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target culture and his/her own culture(s).
- 5.08 Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.
- 5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.
- 5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential and expanded upon at grade 8. However, in many cases it begins at grade 7 and is developed at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
- 1.05 Engage in conversation to exchange information about everyday topics.
- 1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation.

## **MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)**

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Follow oral and written directions, commands, and requests.
- 2.02 Identify key words and main idea(s) from simple oral and written passages
- 2.03 Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages dealing about familiar topics.
- 2.04 Demonstrate understanding of oral and written questions about familiar topics.
- 2.05 Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Write familiar words, phrases, and sentences in context.
- 3.03 Give simple directions and commands orally and in writing.
- 3.04 Present memorized materials such as poetry, rhymes, and skits.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### **Objectives**

- 4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
- 4.02 Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
- 4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.05 Identify people and products and their importance to the target cultures.
- 4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

## **MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)**

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.
- 5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
- 5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.
- 5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
- 5.09 Recognize viewpoints and attitudes of people in both his/her own culture and the target cultures relating to family, home, school, work, and play.
- 5.10 Identify the mutual contributions of the target cultures and his/her own culture.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information about topics from other disciplines in the target language
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language, which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential. It can begin at grade 6, 7, or 8. However, in many cases it begins at grade 7 and continues at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
- 1.05 Engage in conversation to exchange information about everyday topics.
- 1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation.

## MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Follow oral and written directions, commands, and requests.
- 2.02 Identify key words and main idea(s) from simple oral and written passages
- 2.03 Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages about familiar topics.
- 2.04 Demonstrate understanding of oral and written questions about familiar topics.
- 2.05 Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, chants, and adolescent readings) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Write familiar words, phrases, and sentences in context.
- 3.03 Give simple directions and commands orally and in writing.
- 3.04 Present memorized materials such as poetry, rhymes, and skits.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

### **Objectives:**

- 4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
- 4.02 Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
- 4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.05 Identify people and products and their importance to the target cultures.
- 4.06 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

## MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.
- 5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
- 5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.
- 5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
- 5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.
- 5.10 Identify the mutual contributions of the target cultures and his/her own culture.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
- 1.02 Exchange information by asking and answering questions orally and in writing.
- 1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
- 1.04 Engage in conversation about everyday topics.
- 1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

## **MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)**

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
- 2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
- 2.03 Understand and follow oral and written directions, commands, and requests.
- 2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
- 2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Present skits, poetry, and songs.
- 3.02 Recombine known language to produce personalized statements.
- 3.03 Compose paragraphs related to personal experience.
- 3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
- 3.05 Summarize orally and in writing main idea(s) from selected material.
- 3.06 Tell or retell a story orally or in writing.
- 3.07 Give directions or commands orally or in writing.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### **Objectives**

- 4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
- 4.02 Interact using everyday greetings and idiomatic expressions.
- 4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
- 4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
- 4.06 Identify important individuals from the past and present and their contributions to the target cultures.
- 4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
- 4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

## **MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)**

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
- 5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
- 5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.
- 5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
- 5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.
- 5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
- 5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
- 5.11 Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information with others about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
- 1.02 Exchange information by asking and answering questions orally and in writing.
- 1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
- 1.04 Engage in conversation about everyday topics.
- 1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

## **MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)**

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.
- 2.02 Demonstrate understanding of familiar oral and written questions.
- 2.03 Understand and follow oral and written directions, commands, and requests stated without visual cues or props.
- 2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
- 2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Present skits, poetry, and songs.
- 3.02 Recombine known language to produce personalized statements.
- 3.03 Compose paragraphs related to personal experience.
- 3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
- 3.05 Summarize orally and in writing main idea(s) from selected material.
- 3.06 Tell or retell a story orally or in writing.
- 3.07 Give directions or commands orally or in writing.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### **Objectives**

- 4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
- 4.02 Interact using everyday greetings and idiomatic expressions.
- 4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
- 4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
- 4.06 Identify important individuals from the past and present and their contributions to the target cultures.
- 4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
- 4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

## **MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)**

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
- 5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
- 5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.
- 5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
- 5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.
- 5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.
- 5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
- 5.11 Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture(s).

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information with others about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
- 1.02 Exchange information by asking and answering questions orally and in writing.
- 1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
- 1.04 Engage in conversation about everyday topics.
- 1.05 Use culturally acceptable vocabulary, idiomatic expressions and gestures in conversation.

## **MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)**

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
- 2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
- 2.03 Understand and follow oral and written directions, commands, and requests.
- 2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
- 2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Present skits, poetry, and songs.
- 3.02 Recombine known language to produce personalized statements.
- 3.03 Compose paragraphs related to personal experience.
- 3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
- 3.05 Summarize orally and in writing main idea(s) from selected material.
- 3.06 Tell or retell a story orally or in writing.
- 3.07 Give directions or commands orally or in writing.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### **Objectives**

- 4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
- 4.02 Interact using everyday greetings and idiomatic expressions.
- 4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
- 4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
- 4.06 Identify important individuals from the past and present and their contributions to the target cultures.
- 4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
- 4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

## **MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)**

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
- 5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
- 5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.
- 5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target culture and his/her own culture.
- 5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.
- 5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.
- 5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
- 5.11 Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information with others about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - Grades 6-8 (Exploratory)

The Exploratory Program described in this document is for one language. This program can be repeated by individual students in different languages at the same or at different grade levels.

This is a non-sequential program, which does not lead to the development of communicative proficiency. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

\* Classroom instruction may be conducted in the target language or in English.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in short/simple conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer basic questions using learned material orally and in writing.

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on selected topics in the target language.**

### **Objectives**

- 2.01 Follow selected oral and written directions and commands.
- 2.02 Demonstrate understanding of learned /familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

## MODERN FOREIGN LANGUAGES - Grades 6-8 (Exploratory)

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on selected topics in the target language.**

### Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Present memorized materials such as poetry, rhymes, songs, skits.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use selected non-verbal gestures of the target cultures.
- 4.02 Recognize and use common verbal everyday greetings of the target cultures.
- 4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04 Demonstrate an awareness of the different target countries, by locating them on a map or globe.
- 4.05 Identify important individuals from the target cultures.
- 4.06 Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).
- 5.03 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
- 5.04 Identify connections among languages by recognizing cognates and loan words.
- 5.05 Develop an awareness that people's behaviors may vary according to their culture.
- 5.06 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target culture and his/her own culture(s) in English.

## **MODERN FOREIGN LANGUAGES - Grades 6-8 (Exploratory)**

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

# MODERN FOREIGN LANGUAGES HIGH SCHOOL LEVELS I – IV ADVANCED PLACEMENT LANGUAGE & LITERATURE

## **Content**

Beginning high school students may restrict their language to the self and other highly familiar topics. However, as their language develops high school students are able to communicate beyond the self. At the advanced levels they can use the language to discuss current events, the arts, history, etc. They begin to communicate about more abstract topics such as government, educational systems, and literature.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board Advanced Placement materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board.

---

## **Instructional Strategies**

Successful second language high school programs include a variety of student-centered activities focusing on the different abilities, needs, and learning styles of the students.

Authentic materials and technology have a prominent place in the high school program. Students have frequent access to a variety of media and other electronic means. They are involved in activities including the use of TV, videos, Internet, E-mails, novels, plays, authentic newspapers and magazines. These materials provide the necessary basis for the development of listening, speaking, reading, and writing skills and at the same time they offer some insights into another culture.

---

## **Placement of Students with Previous Language**

Students who enroll in high school foreign language courses with previous language experience should be assessed to determine placement at the appropriate level.

Validating and building on the students' previous experiences at the elementary and/or the middle school level afford students the opportunity to reach higher levels of proficiency.

---

## **Block Scheduling**

The scheduling of foreign language courses at the high school level is important as it impacts on the development of the language skills. High school students should have the opportunity to take beginning courses (levels I and II) in back to back semesters without extended

time interruptions. If a break in instruction is to happen, it is better for it to be at the advanced levels, where students usually require some basic review, but have acquired the foundation upon which to build further proficiency.

Pacing guides can be developed by teachers in local school systems to facilitate the planning and delivery of instruction over the course of a year.

---

**Other High  
School Programs**

Other programs such as IB can be found in NC high schools and since they may have set curricula, the goals and objectives found in this document may have to be adapted.

---

## MODERN FOREIGN LANGUAGES - High School Level I

This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the course.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short learned phrases during interactions orally and in writing.
- 1.03 Ask and answer questions about feelings using learned material orally and in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
- 1.05 Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.
- 1.06 Use culturally acceptable vocabulary, idiomatic expressions, and gestures.

## MODERN FOREIGN LANGUAGES - High School Level I

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.
- 2.02 Demonstrate understanding of oral and written questions about familiar topics.
- 2.03 Follow oral and written directions, commands, and requests.
- 2.04 Identify key words or main idea(s) from oral or written passages.
- 2.05 Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.
- 3.02 Dramatize songs, simple skits, or poetry dealing with familiar topics.
- 3.03 Retell a story orally or in writing.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.
- 4.02 Learn and discuss patterns of behavior or interaction among the target cultures.
- 4.03 Participate in activities and celebrations and discuss their impact on the culture.
- 4.04 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
- 4.05 Identify important individuals from the past and present and their contributions to the target cultures.
- 4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 4.07 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

## MODERN FOREIGN LANGUAGES - High School Level I

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Identify similarities and differences in the structural patterns in the target language and his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04 Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.
- 5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).
- 5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
- 5.09 Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.
- 5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Transfer information acquired in the foreign language class for use in other disciplines.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

## MODERN FOREIGN LANGUAGES - High School Level I

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - High School Level II

Students enrolled in this course have either successfully completed the level I course at the high school or the middle school or have placed out of level I due to previous language study at the elementary and/or middle grades.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, summarize familiar topics from the target culture. Focus is placed on understanding main ideas.

They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Integration of other disciplines is on-going throughout the course.

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.
- 1.02 Exchange information by asking and answering original questions orally and in writing.
- 1.03 Share likes and dislikes, feelings and emotions giving supporting information orally and in writing.
- 1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.
- 1.05 Use culturally acceptable vocabulary, idiomatic expressions or gestures.

## MODERN FOREIGN LANGUAGES - High School Level II

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### Objectives

- 2.01 Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
- 2.02 Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.
- 2.03 Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.
- 2.04 Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- 2.05 Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### Objectives

- 3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time.
- 3.02 Dramatize songs, short plays and skits, or poetry on familiar topics.
- 3.03 Tell or retell a story orally and in writing.
- 3.04 Recombine known language to produce personalized statements.
- 3.05 Give detailed instructions orally and in writing.
- 3.06 Compose paragraphs related to personal experience.
- 3.07 Summarize orally and in writing main idea(s) from selected material.

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### Objectives

- 4.01 Recognize and use cultural practices and expressions in daily activities.
- 4.02 Identify and explain patterns of behavior or interaction among the target cultures.
- 4.03 Participate in activities and experience customs and traditions of the target cultures.
- 4.04 Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.
- 4.05 Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.
- 4.06 Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 4.07 Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.

## MODERN FOREIGN LANGUAGES - High School Level II

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### Objectives

- 5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language.
- 5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
- 5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
- 5.05 Recognize the changing nature of language.
- 5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.
- 5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
- 5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.
- 5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
- 5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
- 5.11 Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture.

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objectives

- 6.01 Identify and process information and skills that are common to the foreign language class and other disciplines.
- 6.02 Communicate information in the foreign language class which is common to other disciplines.
- 6.03 Transfer information acquired in the foreign language class for use in other disciplines.
- 6.04 Recognize and apply learning strategies, processes from other disciplines.
- 6.05 Develop learning strategies in the target language which can be used in other disciplines.

## **MODERN FOREIGN LANGUAGES - High School Level II**

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - High School Level III

Students enrolled in this course have either successfully completed high school levels I and II courses or have placed out of levels I and II due to previous language study at the elementary and/or middle grades.

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements.

They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Integration of other disciplines is on-going throughout the course.

***Note: The objectives for High School Level III are written at the honors level; therefore this course is assigned to category H (1 point).***

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.
- 1.02 Ask and answer open-ended questions on a wide range of topics orally and in writing.
- 1.03 Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing.
- 1.04 Demonstrate evidence of self-correction in communication with others.
- 1.05 Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures.

## MODERN FOREIGN LANGUAGES - High School Level III

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences and passages.
- 2.02 Demonstrate understanding of oral and written questions relating to familiar and less familiar topics.
- 2.03 Understand and follow oral and written directions, commands, and requests originating from a variety of sources including authentic materials.
- 2.04 Identify main ideas and significant details from longer authentic spoken passages from the target cultures (e.g., live and recorded discussions, presentations, lectures) or from materials being studied in another class.
- 2.05 Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material).
- 2.06 Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials.
- 2.07 Recognize intonation patterns and their effect on meaning.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Narrate and describe with detail in present, past and future time orally and in writing.
- 3.02 Compose and present stories, poems, and skits.
- 3.03 Compose messages, announcements, notes, advertisements, postcards, or simple letters beyond personal experiences.
- 3.04 Explain a simple process, incorporating instructions.
- 3.05 Summarize and interpret information from authentic material orally and in writing.

## MODERN FOREIGN LANGUAGES - High School Level III

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### **Objectives**

- 4.01 Use practices characteristic of the target cultures for daily activities among peers and adults.
- 4.02 Compare and contrast patterns of behavior or interaction among the target cultures.
- 4.03 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the target cultures.
- 4.04 Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures.
- 4.05 Compare and contrast geographical features of target countries to show their relationship to the culture.
- 4.06 Discuss the influence of important people, events, and achievements of the target countries on their own and other cultures.
- 4.07 Draw inferences about contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.
- 4.08 Compare and contrast cultural products, practices, and perspectives among cultures with the same language in order to dispel stereotyping.

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
- 5.03 Investigate the similarities and differences of various literary genres in the target language and his/her own.
- 5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
- 5.05 Explain the changing nature of language.
- 5.06 Understand selected economic, political, and social events that have shaped the target culture and their relationship to the United States across time.
- 5.07 Research how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.
- 5.08 Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture.
- 5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

## **MODERN FOREIGN LANGUAGES - High School Level III**

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.
- 6.02 Discuss, exchange, and analyze information acquired from other disciplines in the target language.
- 6.03 Transfer information acquired in the foreign language class for use in other disciplines.
- 6.04 Recognize and apply learning strategies, processes, and skills from other disciplines.
- 6.05 Develop learning strategies in the target language which can be used in other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## MODERN FOREIGN LANGUAGES - High School Level IV

Students enrolled in this course have successfully completed Level III.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. They satisfy routine social demands and meet most social requirements.

Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

***Note: The objectives for High School Level IV are written at the honors level; therefore this course is assigned to category H (1 point).***

**Strands:** Listening, Speaking, Reading, Writing

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Communicate original thoughts with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.
- 1.02 Ask and answer open-ended questions to seek and provide information and clarify meaning.
- 1.03 Exchange points of view, express preferences and defend opinions.
- 1.04 Demonstrate increasing self correction in communication with others.
- 1.05 Sustain conversation using circumlocution and other strategies.
- 1.06 Use culturally acceptable vocabulary, idiomatic expressions, and gestures consistently.

## MODERN FOREIGN LANGUAGES - High School Level IV

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.
- 2.02 Demonstrate understanding of more complex oral and written questions relating to familiar and unfamiliar topics.
- 2.03 Understand and follow more complex oral and written directions, commands, and requests originating from a variety of sources including authentic texts.
- 2.04 Interpret and analyze main ideas and supporting details from longer oral passages from the target culture(s) (e.g., live and recorded discussions, presentations, lectures on current and past events).
- 2.05 Demonstrate the ability to move beyond literal comprehension toward more critical reading where style and mood (e.g., sarcasm, humor, irony) may be considered.
- 2.06 Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.
- 2.07 Determine meaning by interpreting tone and phrasing of native speakers.

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Compose narrations and detailed descriptions in present, past, and future time orally and in writing.
- 3.02 Create and present poetry, short plays, and stories.
- 3.03 Develop in writing an organized summary, composition, report, or article.
- 3.04 Prepare oral and written reports on topics studied in the foreign language classroom and/or in other disciplines.
- 3.05 Explain a complex process incorporating detailed instructions.
- 3.06 Complete authentic forms and documents.
- 3.07 Summarize, interpret, and analyze information from authentic materials or literary samples orally and in writing.

## MODERN FOREIGN LANGUAGES - High School Level IV

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

### **Objectives**

- 4.01 Use practices characteristic of the target cultures in a variety of contexts.
- 4.02 Analyze and discuss variations of patterns of behavior or interaction within target cultures.
- 4.03 Make inferences about the target cultures and their people by participating in and experiencing customs, traditions and celebrations.
- 4.04 Analyze and discuss historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the people of the target cultures.
- 4.05 Examine the geographical features of the target countries and explain their impact on the peoples and their cultures.
- 4.06 Evaluate the impact of influential people and events, and their contributions to the global community.
- 4.07 Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.
- 4.08 Discuss and dispel stereotypical images associated with the target culture(s).

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

### **Objectives**

- 5.01 Recognize and examine regional and national dialects (e.g., male and female languages in Japan) within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
- 5.03 Explore the similarities and differences of various literary genres in the target language and his/her own.
- 5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
- 5.05 Describe how languages influence each other.
- 5.06 Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).
- 5.07 Analyze how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.
- 5.08 Analyze cultural perspective as reflected in a variety of literary genres and compare and contrast to his/her own culture.
- 5.09 Analyze the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

## MODERN FOREIGN LANGUAGES - High School Level IV

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### **Objectives**

- 6.01 Acquire information from a variety of authentic sources in the target language about topics that are common to other disciplines.
- 6.02 Synthesize information from authentic sources relating to other disciplines.
- 6.03 Present formally information from authentic sources relating to other disciplines.
- 6.04 Transfer information acquired in the foreign class for use in other disciplines.
- 6.05 Recognize and apply learning strategies, processes, and skills from other disciplines.
- 6.06 Develop learning strategies in the target language which can be used in other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## **Advanced Placement (AP) Modern Foreign Language Courses**

The AP modern foreign language courses are designed to provide rigorous intermediate college level foreign language courses for high school students. The College Board recommends that teachers complete an AP Institute or workshop before teaching an AP course. However, there is no official AP teacher certification issued by the College Board or by the state. Additional information on teacher professional development is available at the College Board website <http://apcentral.collegeboard.com>. AP teachers can also join a discussion group with other AP teachers in their discipline by signing up on AP Central. Students can visit [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents) for additional information.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board. The AP course description books for each subject, which include the recommended topics and required skills, are revised frequently. It is the responsibility of AP teachers to obtain and follow the current course description for their course.

Students enrolled in the course are expected to take the AP exam in order to validate their academic experience, although students are not required to take the course before taking the exam. In order to be successful in this course, students need previous intensive language development and/or a minimum of three years of formal language instruction or the equivalent.

## AP MODERN FOREIGN LANGUAGE

Advanced Placement French, German and Spanish Language courses (Italian available in 2005 and Chinese, Japanese and Russian available in 2006) emphasize the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts; coherent and resourceful communication; and the organization and writing of compositions.

### **COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION – The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

#### **Objectives**

- 1.01 Communicate facts, ideas, and feelings successfully in a form of speech readily understandable to native speakers.
- 1.02 Have a ready recall of a broad range of vocabulary in order to facilitate speaking and writing fluently and accurately.
- 1.03 Demonstrate a proficient command of grammatical forms and syntactic patterns.
- 1.04 Discuss topics of current interest and express personal opinions including hypotheses and conjectures, using the subjunctive correctly and appropriately.
- 1.05 Speak with an accent that does not inhibit comprehension.
- 1.06 Use culturally appropriate vocabulary, idiomatic expressions, and gestures.

### **COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION – The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

#### **Objectives**

- 2.01 Follow the essentials of conversations between educated native speakers that may include idiomatic and colloquial expressions.
- 2.02 Understand the target language transmitted clearly by means of recordings (radio, tv, film, telephone and video).
- 2.03 Comprehend and retain the main points and details of longer narratives and dialogues.
- 2.04 Identify cues that affect meaning in communication, both verbal cues (inflections, point of view) and non-verbal cues (facial expressions, body language).
- 2.05 Recognize the purpose and motivation of speakers.

## AP MODERN FOREIGN LANGUAGE

- 2.06 Demonstrate good overall comprehension of expository and narrative prose from a variety of sources: magazines, newspapers, advertisements, letters, and literary passages from texts.
- 2.07 Distinguish main ideas from subordinate ideas whether stated or implied, and recognize hypotheses, supported opinions and documented facts.
- 2.08 Draw inferences from both print and non-print sources and make generalizations.
- 2.09 Integrate contextual clues and structural analysis to gain meanings of unknown words and idioms.

### **COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION – The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

#### **Objectives**

- 3.01 Narrate, describe and explain accurately in past, present and future using a variety of tenses and moods.
- 3.02 Express oneself orally and/or in writing in a variety of modes/styles for a variety of purposes, including informative, descriptive, narrative (personal experience), expository (essay, paper, biographical incidents), persuasive (editorial) or imaginative (story).
- 3.03 Analyze, summarize, interpret, and modify information from authentic materials or literary samples orally and in writing.
- 3.04 Use appropriate transitional devices and varied syntax in essay writing and oral presentations.
- 3.05 Use language appropriate to the purpose of the text, the topic and the intended audience.

### **COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

#### **Objectives**

- 4.01 Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
- 4.02 Analyze and discuss written or oral texts on major historical events from the perspective of the peoples of the target culture.
- 4.03 Analyze and critique variations of patterns of behavior or interaction within target cultures.
- 4.04 Analyze and discuss historical and contemporary literature and the arts in order to describe the cultural practices and to explain the perspectives of the people of the target cultures.

## AP MODERN FOREIGN LANGUAGE

- 4.05 Explain the geographical features of the target countries and evaluate their impact on the practices, products and perspectives of the peoples and their cultures.
- 4.06 Evaluate the contributions of influential people and the impact of significant events on the global community.
- 4.07 Form and support opinions about contemporary life in the target cultures through examination of media, cultural artifacts, and through interaction with people of the target culture.

### **COMPETENCY GOAL 5: COMPARISONS – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) to others.**

#### **Objectives**

- 5.01 Recognize and examine regional and national dialects within the target language and his/her own language(s).
- 5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
- 5.03 Utilize appropriately words, phrases, and idioms that do not translate directly from one language to another and analyze their impact and influence on communication.
- 5.04 Compare the perspectives of contemporary life in the target cultures with contemporary life in the United States through examination of media, cultural artifacts, and through interaction with people of the target culture.
- 5.05 Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to his/her own culture.
- 5.06 Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).

### **COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

#### **Objective**

- 6.01 Acquire and discuss information from a variety of authentic sources in the target language about topics that are common to other disciplines.
- 6.02 Synthesize information from authentic sources relating to other disciplines.
- 6.03 Present formally information from authentic sources relating to other disciplines.
- 6.04 Transfer information acquired in the foreign language class for use in other disciplines.
- 6.05 Recognize and apply learning strategies, processes, and skills from other disciplines.

## AP MODERN FOREIGN LANGUAGE

- 6.06 Develop learning strategies in the target language, which can be used in other disciplines.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### **Objectives**

- 7.01 Perform and /or participate in a school or community celebration or competition.
- 7.02 Explore ways to share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar and unfamiliar topics.
- 7.04 Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations and companies within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

## AP MODERN FOREIGN LANGUAGE LITERATURE

Advanced Placement French and Spanish Literature courses are designed to introduce students who have advanced language skills to the formal study of the representative and diverse literature of these languages. Often students take AP Language before the AP Literature course.

Students gain proficiency in reading and comprehension of the authentic texts and learn to formulate and express critical opinions and judgments in the target language. Emphasis is placed on the acquisition of the techniques of literary analysis, as well as vocabulary of critical terms, in order to facilitate the class discussion and essay writing in the target language, both of which are important components of the course.

### **COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION – The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

#### **Objectives**

- 1.01 Communicate orally and in writing about facts, ideas, terms, analyses, and interpretations of literary selections with clarity and a minimum of errors that do not impede comprehension.
- 1.02 Have a ready recall of a broad range of vocabulary, including literary terms, in order to facilitate speaking and writing fluently and accurately.
- 1.03 Demonstrate a proficient command of grammatical forms and syntactic patterns.
- 1.04 Express judgments based on accuracy of understanding and interpretation of a literary selection.
- 1.05 Use culturally appropriate vocabulary and idiomatic expressions in speaking and in writing about literary topics.

### **COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION – The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

#### **Objectives**

- 2.01 Follow the essentials of conversations from or about literary selections in written and oral form that may include idiomatic and colloquial expressions.
- 2.02 Understand literary works in the target language transmitted clearly by means of audio and/or video recordings.
- 2.03 Comprehend and retain the main points and details of longer literary passages.

## AP MODERN FOREIGN LANGUAGE LITERATURE

- 2.04 Integrate contextual clues and structural analysis to gain meanings of unknown words and idioms.
- 2.05 Distinguish main ideas from subordinate ideas, whether stated or implied, and recognize hypotheses, supported opinions, and documented facts.
- 2.06 Draw inferences and make deductions about a literary work.
- 2.07 Analyze a work of prose, narration, or drama including, but not limited to, the following literary elements: theme, plot, meaning (stated or implied), characterization, setting, structure, tone, mood, voice, and point of view.
- 2.08 Analyze the theme of a poem utilizing literary devices, such as: structure, personification, symbolism, figurative speech, alliteration, assonance, rhythm, rhyme, form, imagery, tone, mood, voice and point of view, synecdoche, irony, meter, metonymy, apostrophe, paradox, and antithesis.

### **COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION – The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

#### **Objectives**

- 3.01 Demonstrate through oral presentations and formal written essays a thorough comprehension of prose, poetry or drama including, but not limited to, the following elements: theme, plot, meaning (stated or implied), characterization, setting, structure, tone, mood, voice, point of view.
- 3.02 Adapt and present orally or in writing (i.e. role plays, poetry declamations, monologues) key scenes of literary works that demonstrate an understanding of their relationships to the entire work.

### **COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.**

#### **Objectives**

- 4.01 Identify verbal and non-verbal cues that affect meaning in communication.
- 4.02 Discuss and analyze works of literature in relation to their cultural and historical context, including literary movements.
- 4.03 Compare and contrast cultural attitudes in the target language with his or her own, based on literary texts.

## AP MODERN FOREIGN LANGUAGE LITERATURE

**COMPETENCY GOAL 5: COMPARISONS – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) to others.**

### Objectives

- 5.01 Compare and contrast different approaches to literary criticism and interpretations of a literary work.
- 5.02 Analyze cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture.
- 5.03 Analyze cultural themes found in works from different regions/countries within the target language and compare them with one another.

**COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

### Objective

- 6.01 Compare and contrast works of literature in the target language with those in the student's own language as relates to cultural and historical contexts, as well as literary movements.
- 6.02 Compare and contrast critical analyses of literary texts with analyses in the student's own language of the same or similar texts.
- 6.03 Transfer skills of literary interpretation and analysis acquired in the foreign language to interpretation of literature in student's own language.
- 6.04 Learn and apply learning strategies in the target language which can be used in other disciplines.
- 6.05 Recognize and apply learning strategies, processes, and skills from other disciplines in the study of literature in the target language.

**COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

### Objectives

- 7.01 Explore ways to share knowledge of the target language and cultures, specifically literature and art, outside the classroom.
- 7.02 Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target culture.

# **SPANISH FOR NATIVE SPEAKERS**



## SPANISH FOR NATIVE SPEAKERS

### PREFACE

#### **Intent**

The *Spanish for Native Speakers Standard Course of Study* establishes competency goals and objectives directing the teaching and learning of Spanish as a heritage language in North Carolina. This document sets high expectations for heritage language speakers. It takes into account the national standards for foreign language learning and the *North Carolina Second Language Standard Course of Study*.

Because it describes the overarching concepts governing heritage language education in the state, it should be used as a guide by school districts as they make decisions concerning their heritage language programs. The overview presented in this document will need to be expanded in local curriculum documents to reflect the beliefs, policies, and philosophy of the local school districts in ways that best meet the needs of their specific student population (*Second Language Standard Course of Study*, 2004). Optional documents will offer suggestions for methodology and materials to implement the curriculum.

#### **Spanish for Native Speakers and English as a Second Language**

The two Spanish for Native Speakers courses (levels I and II) are not designed to replace English as a Second Language (ESL) instruction, but, instead, to enhance the heritage language of the students. While many of the skills, processes, and strategies will transfer to English, the course content will be delivered in Spanish. Students who have been identified as limited-English proficient (LEP) will still need to receive assistance in learning English and in mastering content of other disciplines delivered in English.

#### **Curriculum Development**

This document was developed as a part of a federal Foreign Language Assistance Program (FLAP) Grant. The grant called for the participation of 20 foreign language teachers throughout the state who would be willing to (1) receive training on appropriate methodology for teaching heritage speakers, (2) develop a Spanish for native speakers curriculum for high school levels I and II, and (3) pilot the curriculum during the following school year. Teachers and supervisors convened in Raleigh in June 2002 for a one-week extensive institute and developed the *Spanish for Native Speakers Curriculum*, levels I and II. They piloted the draft document during the 2002-2003 school year and, during that year, additional amendments to the draft were made based on teachers' recommendations.

## PURPOSE

### **Definition of Heritage Language Learners**

According to Guadalupe Valdés (2000), the term heritage language speakers/learners is used to refer to students who:

- are raised in a home where a language other than English is spoken,
- understand and/or speak the heritage language; and
- are to some degree bilingual in English and in the heritage language.

### **North Carolina Perspective**

Local school districts are required to administer a home language survey at the time of enrollment to all students in order to determine the number of national origin minority students (NOMS) in their schools. These numbers are reported to the Department of Public Instruction each year.

At the beginning of the 2003-2004 school year, over 100,000 NOMS were reported; more than 76,000 of them were Spanish-speakers. These students are dispersed across the state in both urban and rural districts. Currently, the students who are of limited English proficiency receive instruction in English as a Second Language, but few receive instruction in their native/heritage language (FLAP "New Connections" proposal).

### **Rationale**

The national *Standards for Foreign Language Learning* address the issue of students who have home backgrounds in the languages taught in schools and point out their varying abilities and proficiencies. The standards document indicates that these students will need instruction that allows them to maintain strengths in their heritage language while developing new ones, particularly in the areas of reading and writing. Although the revised *North Carolina Standard Course of Study* in Modern Foreign Languages strives to incorporate the national standards, it does not address the teaching of languages other than English to heritage speakers.

Presently, students who are heritage language speakers may be placed in regular foreign language classes with native English speakers. Schools are not sure of the appropriate level of placement and at times, teachers and/or school counselors may actually refuse to teach or place these students in foreign language classes.

At any rate, their entrance into traditional foreign language classes places huge demands on teachers at the middle school and high school levels. Spanish teachers who were trained to teach Spanish as a foreign language are challenged with providing instruction not only to

native English speakers, but also to students who already have some level of fluency in Spanish. Teachers are uncertain of how to differentiate their instruction to meet these students' needs.

Attempts at developing specific courses often experience difficulties, because there are no state guidelines nor state curriculum, and foreign language teachers and administrators have little understanding of this aspect of education (FLAP "New Connections" proposal).

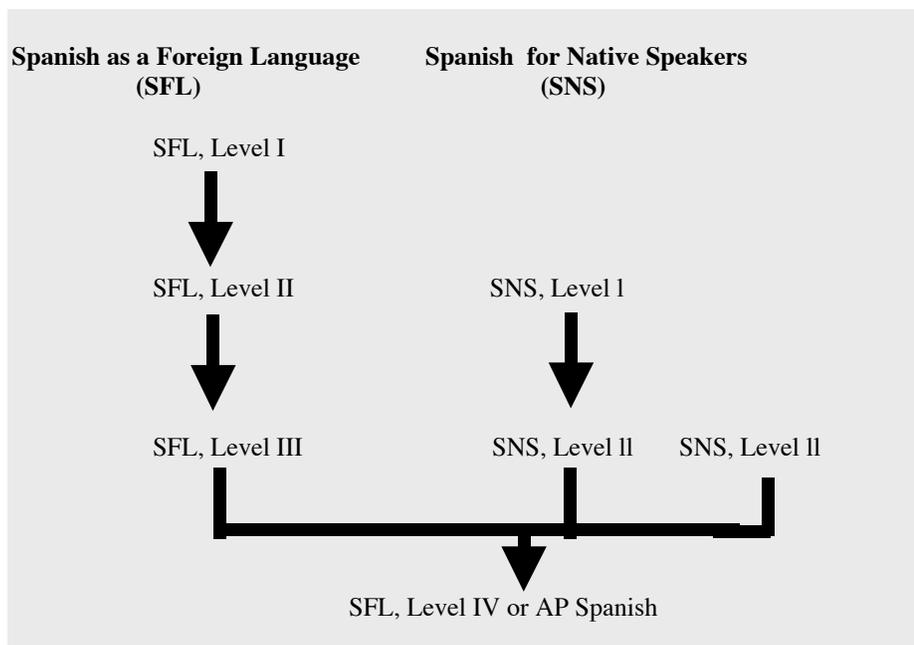
The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but also understands the nuances of the many cultures. The heritage speaker is a natural resource, who can fill that need.

**Foreign Language Requirements**

In 2000 the University of North Carolina instituted a two-year foreign language admissions requirement beginning in the fall of 2004. As a result the State Board of Education adopted a two-year foreign language requirement for all students graduating in 2004 in the college/university preparation course of study. The Spanish for Native Speakers courses will give heritage language speakers the opportunity to meet this two-year graduation requirement.

**Spanish for Native Speakers Course Sequence**

Heritage language speakers can enroll in Spanish for Native Speakers I and Spanish for Native Speakers II. Upon completion of these two courses, students can proceed to the Advanced Placement (AP) Spanish where they will be joined by fourth- and/or fifth-year students who are studying Spanish as a foreign language.



**Student Characteristics**

Heritage language speakers/learners come from very diverse backgrounds and communicate with varying levels of proficiency in Spanish and in English. While some students may have had extensive schooling in their native countries, others have received limited schooling and may not be literate in their native language. The disparity in the students' diverse backgrounds presents a tremendous challenge to teachers who are responsible for the instruction of heritage language speakers/learners. Enrollees in Spanish for Native Speakers courses can be classified as follows:

- They can be immigrant students who primarily speak Spanish but who may have varying degrees of education.
- They can be first- and second- generation bilinguals and may have varying levels of proficiency in Spanish and English.
- They can be third- or fourth- generation students born in the U.S. who are English dominant and who have limited Spanish speaking skills.

**Characteristics of Students Who Enroll in SNS Courses**

<b>Generation</b>	<b>Academic Skills in English</b>	<b>Language Characteristics</b>
Newly arrived (Immigrants)	Learning English	Fluent speakers of prestige Spanish  Fluent speakers of colloquial Spanish
U.S. born and raised	Good academic skills in English (may have had access to bilingual instruction in the U.S or through English exclusively.)  Poor academic skills in English (educated through English only with no academic skills in Spanish)	Fluent speakers of prestige Spanish  Limited speakers of prestige Spanish  Fluent speakers of colloquial Spanish  Limited speakers of colloquial Spanish  Receptive bilinguals

Adapted from Valdés 1995

## **North Carolina Immigrant Population**

Over the past ten years, North Carolina has been the host to a growing immigrant population and NC schools have been faced with the challenge of serving students who are able to communicate orally in Spanish, but who have limited knowledge of English. In addition, immigrant students, especially in their younger years, may lack literacy skills in English and in their own language. Moreover, in the past few years we are beginning to see an increase in second and third generation Hispanic-Americans. Like many in California, Texas and Florida, these students are proficient in English, but want to learn or develop the heritage language of their family. They may have some listening and speaking skills, but very limited reading and writing skills in Spanish.

For this reason, the *North Carolina Spanish for Native Speakers Curriculum* may be different from curricula in other states with large Hispanic populations, since immigrant students in North Carolina already possess oral fluency in Spanish. Some immigrants come to NC already highly educated. Therefore, instruction will begin in Level I with what the students already know.

## **Purposes of Spanish for Native Speakers Instruction**

The *North Carolina Spanish for Native Speakers Curriculum* is designed to accomplish the following:

- Language maintenance
- Transfer of literacy skills
- Cultural awareness

## **Language Maintenance**

The Spanish for Native Speakers classes offer Hispanic students who are already able to converse and understand Spanish an opportunity to maintain, develop, and refine their language. Very often students have acquired an informal language necessary for communicating with families and friends, but they have not developed the "standard" or "prestige variety" of Spanish necessary for academic success. In addition, their language has a limited range of vocabulary, contexts, and registers; therefore, students need to expand and refine their spoken fluency beyond the confines of their families and friend. They need to learn what language to use to convey respect or friendliness, what language to use when speaking with adults they do not know, and what language to use for academic and technical purposes. Students can develop a sense of register through exposure to and practice with a variety of models from videos, radio, films, or from interaction with guest speakers.

Furthermore, many students enrolled in Spanish for Native Speakers classes lack literacy skills in Spanish. They need to acquire and/or refine literacy skills in Spanish to become successful. To accomplish

this, students must gain some experience in reading effortlessly from sources ranging from newspapers, books, magazines to authentic texts found on the Internet. In addition, they need the opportunity to write often for a variety of purposes and audiences.

### **Transfer of Literacy Skills**

According to Cummins (1984) language skills can be transferred across languages. "Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language" (*Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language*).

The native language serves as the foundation for English language acquisition. When students develop their oral and literacy skills in Spanish, they enhance their literacy development in English. The incorporation of processes such as the reading and writing process are equally effective in Spanish and can help students as they approach a reading or writing assignment in Spanish or in English.

Moreover, the research states that good learners have a wide repertoire of strategies to which they can resort. The Spanish for Native Speakers' teacher can introduce strategies to help students make sense of the text or to help them organize their ideas prior to a presentation. Those strategies can be transferred to the English class where students are expected to engage in similar activities and therefore the teacher may want to ensure that students are aware of the carryover of skills, processes, and strategies.

### **Cultural Awareness**

According to F. Samaniego and C. Pino (2000), "heritage speakers often have a very limited and sometimes negative understanding of their own culture. It is extremely important to make these students aware of their cultural heritage.... Teachers must help these students realize that although there is cultural diversity among Hispanics, every one's cultural heritage is valid and must be respected." In addition, by introducing students to other Hispanic cultures all over the world and especially those represented in the classroom, students are able to make connections by comparing and contrasting the different cultures and languages/dialects.

### **Variety of Spanish Language**

Teachers need to accept and validate the diversity in the students' languages and must be very careful to avoid denigrating the language spoken by the students or to impose their own Spanish as the "correct" one. Indeed the language diversity can be an effective teaching tool to help students expand their language. For example, there are many differences in pronunciation and vocabulary among the different countries. The word "bus" is expressed in the following manner: "*camión* (Mexico); *ómnibus* (Argentina); *guagua* (Canary

Islands, Cuba, Puerto Rico); *micro* (Chile and Perú); *colectivo* (Bolivia); *bus* (used in many countries)" (*Spanish for Native Speakers*, p. 23).

In addition, the Spanish language has many dialects which exist within the different regions of a country. "Within the heritage community, attitudes toward different dialects may vary considerably. Both characteristics of language varieties (standard plus regional dialects) and attitudes toward those varieties need to be understood by those teaching those languages and dialects" (Wiley, 2001).

## **Instruction**

In the article, "Preserving Home Languages and Cultures in the Classroom: Challenges and Opportunities," L. Soto, J. Smrekar, and D. Nekcovei suggest the following practical applications for teachers:

- Accept the premise that children are members of diverse family and community systems bringing multiple gifts of language, culture, and wisdom.
- Become an ethnographer; keenly observe children's language capabilities, both in the native language and the second language.
- Encourage and accept children's attempts to communicate since errors are a normal part of language learning.
- Provide many opportunities for children to communicate.
- Plan authentic integrated activities that allow children to value and appreciate their identities.
- Organize the physical environment to reflect the diversity of cultures in the classroom.
- Build lines of communication among linguistically and culturally diverse families and educators.
- Initiate dialogues and advocacy work about language and culture among and across organizations and leaders capable of addressing the specific policy needs of young children.

One can add the following suggestions to the previous list:

- Devise the curriculum around students' interest.
- Introduce a diversity of cultural information based on the students' heritage.
- Validate what they already know.
- Encourage pride in their culture.
- Adapt curriculum, strategies, and methodology to the needs of students.
- Do not plan instruction around language, plan it around high interest content to heritage language learners.

## **Assessment**

In her article on teacher preparation, Ana María Schwartz states that "the issue of assessment is particularly difficult for the heritage language profession and an area in which there has not been much work, either in the design of new instruments or in the validation of existing instruments with the heritage language population." Nevertheless, teachers need to be able to:

1. Assess students for placement purposes
2. Assess students to monitor and determine their progress

## **Assessment for Placement Purposes**

Teachers may want to assess the students' level of language to determine firstly who is a heritage speaker and secondly whether a student will be better served in a traditional foreign language class or in a Spanish for Native Speakers class. Several instruments have been designed for this purpose and can be found in the Resources section of this document or can be designed locally.

At any rate, once a student is placed, his/her language ability must be assessed in order to design appropriate instruction to meet his/her needs. The assessment of the student's interpersonal, interpretive, and presentational communication skills in both oral and written mode can help the teacher gain a sense of where the students are linguistically and can help focus instruction.

## **Assessment of Progress**

As with other students, teachers working with heritage language speakers must consider several issues prior to assessing students. They must be clear on:

- what to assess,
- how to assess, and
- when to assess.

## **What to Assess**

The assessment of heritage language speakers should be determined by the goals and objectives outlined in the curriculum. At this time, the purpose, and the audience for assessment have to be determined since they influence the selection of assessment tools.

In a course focusing on the development of language skills, and especially literacy skills, foreign language teachers must look beyond the traditional emphasis placed on the assessment of grammar and its manipulation as a proof that language development is taking place. Alternative assessments including tools such as portfolios, dialogue journals, interviews, observations, and rubrics are ideally suited to show the progress students have made.

Assessment should not be limited to the assessment of language skills only, but must extend to other areas deemed essential in the curriculum. For example, if cultural awareness and appreciation is an important component of the course, it must also be assessed to

ensure that students are growing in their understanding and appreciation of their own culture and other cultures of the Hispanic world.

### **How to Assess**

A variety of assessment tools are available to the teacher who must match the tool with the skill, content, or task to be assessed. "There may be times when a multiple choice test is more effective in assessing listening comprehension than a written test and other times when a performance task yields more information about the students' ability to use the language than a fill-in-the-blanks activity" (*Assessment, Articulation, and Accountability*, p. 22).

Assessment and instruction interact on a continuous basis. To be truly reflective of student progress, the assessment must reflect not only the kind of instruction which takes place in the classroom, but also the manner in which it took place. If teachers provide students with multiple opportunities to develop their skills, then, they will want to ensure that they incorporate alternative assessments to monitor their students' progress. Such tools as writing samples, interviews, portfolios, open-ended questions, journals, learning logs, self and peer assessments are just a few of the options available.

### **When to Assess**

"The decision to use ongoing assessment or to use summative assessment at the conclusion of a unit will be influenced by the kind of information which is needed. If a teacher wants to find out if students understand a new concept and can apply it, he/she might use ongoing assessment and redirect teaching as needed. If, on the contrary, he/she is more interested in finding out what students remember at the conclusion of a unit, he/she might use summative assessment" (*Assessment, Articulation, and Accountability*, p. 22).

### **Error Correction**

Heritage speakers are sensitive at being corrected. A focus on errors alienates the students and reinforces the notion that their Spanish is not good enough. For this reason, it is best to first validate what the students already know and then to help them "expand their linguistic repertoire; learn to use more formal varieties of Spanish; learn to interact with people in a fashion more appropriate for a business environment; learn to make oral and written presentations. ....In other words, students would expand their vocabularies, their registers, their styles" ((Roca, Gutierrez, 2000). Thus, Spanish for Native Speakers teachers will have to realize that "their attitudes can have a significant impact on how students view their language abilities.....To stigmatize our students or to make them feel that their language is inferior is pedagogically unsound" (Roca, Gutierrez, 2000).

# SPANISH FOR NATIVE SPEAKERS

## PROGRAM DESCRIPTION

### **Curriculum Guiding Principles**

According to G. Blanco and I. Garcia (2000), a Spanish for native speakers curriculum based on the National Standards should promote the following goals:

1. Students become cognizant of the linguistic strengths they possess.
2. Students develop a sense of pride in their heritage by studying their language and culture.
3. Students expand their ability to use Spanish in the communicative, interpersonal, and interpretive modes adding additional skills by using the language in new applications and contexts.
4. Students determine the social situations in which standard and non standard Spanish should be employed and comfortably adjust their language accordingly.
5. Students receive opportunities to become bilingual, biliterate, and bicultural.

### **North Carolina Curriculum Goals for Spanish for Native Speakers**

The *North Carolina Spanish for Native Speakers Curriculum* for level I and level II has seven common goals which are based on the national standards and on the *North Carolina Second Language Standard Course of Study*. They are:

- Goal 1. Interpersonal Communication
- Goal 2. Interpretive Communication
- Goal 3. Presentational Communication
- Goal 4. Cultures
- Goal 5. Comparisons
- Goal 6. Connections
- Goal 7. Communities

The first three goals are referring to communication and are especially important since heritage speakers will be meeting the remaining goals of Cultures, Comparisons, Connections, and Communities through one of the three modes of communication (interpersonal, interpretive, or presentational).

## Interpersonal Communication

**Competency Goal 1:** Interpersonal Communication - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

*"Students who come from Spanish-speaking backgrounds may have already acquired the linguistic ability to communicate within their own communities. However, they may lack the broader knowledge of the language and its cultures necessary to adapt their skills to interact effectively with speakers from other cultural communities and in situations requiring varied levels of formality (registers)." (Standards for Learning Spanish, p. 440).*

Interpersonal Communication  
(speaking, writing, listening, reading)



One-on-one interaction with  
opportunities to ask for additional information and clarification

This goal involves both the receptive and the productive skills. The language may be formal or informal. For example, it can involve a telephone conversation with a friend or with a stranger. It can include written language such as e-mails or letters requesting some information from a tourism bureau. At any rate, the originator of the message has to be conscious of the linguistic and of the social aspect of the language, so it can be adjusted accordingly.

## Interpretive Communication

**Competency Goal 2:** Interpretive Communication - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

*"Students who begin their formalized study of Spanish with a high degree of oral comprehension have the opportunity to develop greater skill in reading and interpreting. Because of their higher levels of linguistic and cultural control, they should build upon and expand their communicative skills as they interact linguistically and culturally with more diverse and less familiar texts that come from authentic sources, and that are age appropriate and of high interest to the learners. Oral and written language samples should reflect the diversity found among national and regional Spanish-language communities and incorporate the colloquial usage, linguistic patterns, dialectical variations, and lexicon common to those groups" (Standards for Learning Spanish, p. 442).*

Interpretive Communication  
(reading and listening)



Involves one-way communication from a writer or a speaker  
with no opportunity to interact directly with the author

This goal involves the receptive skills only. It provides no opportunity for interaction with the originator of the message. It places a great demand on the listener who must make sense of the text but who must also place it within the cultural context. Interpretive communication takes place when students listen to the radio, to a speech but also when they read the newspaper or a novel.

**Presentational  
Communication**

**Competency Goal 3:** Presentational Communication - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

*"Learners with prior experiences with Spanish, such as heritage language learners.....can be made aware of the conventions of purposeful writing, strategies and organization of composition, more formalized public speaking, appropriate to the cultures" (Standards for Learning Spanish, p. 443).*

Presentational Communication  
(speaking and writing)



Communication to an audience of listeners and readers  
with no opportunities to interrupt  
nor ask additional information

This goal involves the productive skills. It relies heavily on oral and written communication with an audience of readers or listeners who cannot interact with the speaker/writer. The language used for presentational communication is more formal whether it is in oral or in written format. Heritage language speakers often have not developed the level of formality nor the skills mandated by this goal.

For this reason, teachers need to provide many opportunities for heritage language speakers to use the language in a variety of contexts, for a variety of purposes and audiences.

## **Cultures**

**Competency Goal 4:** Cultures - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

*"Linguistic fluency does not guarantee successful cultural interactions. Students of Hispanic communities who represent a variety of background knowledge, including heritage speakers from the United States, will benefit from a deeper understanding of the relationships among cultural perspectives and culturally appropriate behaviors. This goal prepares students to identify key cultural perspectives, products, practices, and concepts and to select, synthesize, and interpret them in ways that result in sensitive and meaningful interactions"*  
(Standards for Learning Spanish, p. 445).

In addition, this goal allows the heritage speakers to develop a sense of pride, often lacking, in his/her own cultural heritage.

## **Comparisons**

**Competency Goal 5:** Comparisons - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

*"Students from varied language and cultural backgrounds bring to class knowledge and abilities which teachers can use as a starting point for making observations about the diverse ways in which languages and cultures meet the needs of their people.....Heritage learners of Spanish should demonstrate an awareness of similarities between their native language and English, as well as differences among varieties of Spanish. All students develop understanding that each variety of a language is valid for purposes of the community it serves"* (Standards for Learning Spanish, p. 454).

## **Connections**

**Competency Goal 6:** Connections - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

*"All students of Spanish - from beginners to more advanced learners and learners with heritage backgrounds - have unique opportunities to use their*

*growing language skills for communicative purposes that go beyond personal survival or topics....Inclusion of a range of issues and topics drawn from disciplines across the curriculum is likely to facilitate the development of the language skills students need." Furthermore, "students deepen and enhance their understanding of concepts when they have the opportunity to learn them both in English and Spanish" (Standards for Learning Spanish, p. 449).*

## **Communities**

**Competency Goal 7: Communities** - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

This goal focuses on using Spanish as a means of communication with other Spanish speakers in school, in the local community, and beyond. There are many possibilities for using the language outside of the school setting, the news and other media, contacts with native speakers, travel and telecommunications are just a few of the options available to students.

## **Strands**

Over the years, the study of a foreign language has expanded to include a much broader content. Today's successful language learners must have the opportunity to "explore, develop, and use communicative strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture" (*Standards for Foreign Language Learning*, p. 32).

These elements, which cross over the different goals and objectives, form the strands in the *Spanish for Native Speakers Curriculum*.

### **Language System**

The language system is not limited to the study of words and rules but includes gestures and other nonverbal communication as well as the sociolinguistic elements associated with languages. It refers to "learning what you say to whom and when" (*SFLL*, p.33).

### **Communication Strategies**

Communication strategies enable the speaker to sustain a conversation even when breakdowns in conversation occur. Strategies such as circumlocution, guessing, asking for and giving clarification, and deriving meaning may not be inborn to all students; however, they allow the students to compensate for language they have not yet mastered. For this reason, these strategies and others need to be an inherent part of language teaching and learning.

### **Cultural Content**

"Students should have a range of learning experiences that reflect the richness of cultures encompassed in the Spanish-speaking world and, particularly, those they may encounter in their local communities" (*Standards for Learning Spanish*, p. 444). They will need to learn about the social institutions as well as the daily life understanding that the specific elements of culture to be studied will vary within the different cultures of the Latino/Hispanic world.

### **Learning Strategies**

Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances, using mnemonic techniques, organizing information, incorporating graphic organizers, applying the reading and writing processes, and many more. Students can be taught to resort to these strategies to become better language learners and to take more responsibilities for their own learning.

### **Content from Other Subjects**

Students should be given the opportunity to apply their language to challenging and engaging topics which involve the students in reading, writing, discussing, and supporting opinions. Many of these topics can be found in the school curriculum and may include such concepts as immigration, stereotyping, and bias. Topics may also be expanded to incorporate concepts from disciplines such as the sciences, social studies, math, and the arts.

### **Critical Thinking Skills**

Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective foreign language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills.

It is important to remember that the level of thinking skills is not tied to the amount of language the students know but rather to their cognitive development.

### **Technology**

Students can access and use a wide range of media and technology ranging from the Internet and CD-ROM technology to multi-media applications such as PowerPoint, HyperStudio and many others. Students can construct webpages, participate in audio/video conferences with others in or out of state, and countries. They can also access television, films, tapes and cassettes, and radio. Technology is an ideal tool to expose students to a variety of authentic materials reflecting different dialects, accents, viewpoints, and cultures.

## **Spanish for Native Speakers Goals**

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

# Spanish for Native Speakers – Level I

## Major Concepts/Content

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

**Strands:** Cultural Knowledge, Critical Thinking Skills, Other Subject Areas, Language System, Communication Strategies, Learning Strategies, Technology

Note: Objectives from the English Language Arts, Social Studies, and Informational Skills Standard Courses of Study were adapted for use in this curriculum.

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.**

## Objectives

- 1.01 Interact orally and in writing in a number of daily life and academic and social school situations employing increasingly complex structures and expanded vocabulary by:
- asking questions
  - obtaining and providing information
  - clarifying meaning
  - contributing relevant comments and connecting personal experiences to content
- 1.02 Acquire and use culturally acceptable vocabulary, idiomatic expressions, and gestures from a variety of Hispanic/Latino cultures represented in the classroom by:
- keeping a personal dictionary
  - using a Spanish-Spanish dictionary
  - viewing current television programs representing different cultures
  - reading authentic selections from newspaper articles and advertisements
- 1.03 Express opinions, preferences, and emotions with peers and adults in the family, school, and community by:
- responding appropriately to comments and questions
  - offering personal opinions confidently without dominating
  - giving appropriate reasons that support opinions
  - soliciting and respecting another person's opinion

- 1.04 Sustain conversation using appropriate vocabulary and cultural expressions by:
  - retelling
  - requesting additional information
  - circumlocuting
  - using non-verbal cues
- 1.05 Demonstrate evidence of self-correction in communication with others by:
  - developing awareness in speech for features appropriate to purpose and audience (e.g., code switching, slang, formal vs. informal)
  - editing writing for common errors (e.g., spelling, accent marks, verb tense, agreement)
- 1.06 Demonstrate sensitivity and use appropriate level of formality and language for intended audiences according to status and age by knowing when to use:
  - prestige vs. non-prestige language
  - formal vs. non-formal language
  - dialects

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.**

**Objectives**

- 2.01 Demonstrate understanding of a wide range of oral and written idiomatic expressions and passages by:
  - posing questions prompted by the texts
  - accessing cultural information or explanations
  - drawing inferences
- 2.02 Follow oral and written directions, commands, and requests from a variety of sources and demonstrate understanding by:
  - rephrasing
  - requesting additional information
  - responding appropriately
  - completing task.
- 2.03 Demonstrate the ability to read informational texts by:
  - demonstrating comprehension of main ideas
  - summarizing major steps.
  - determining accuracy of the text
- 2.04 Identify main ideas and supporting details from authentic print and non-print materials (e.g., live and recorded discussions, presentations, interviews, lectures, advertisements, films, tv, brochures, articles, memoirs, diaries, correspondence, short stories, poems, essays, plays) by:
  - taking notes
  - using graphic/visual organizers
  - categorizing
  - discussing
  - summarizing

- 2.05 Interpret a variety of print and non-print materials by:
  - activating and applying prior cultural knowledge
  - making predictions, inferences, and drawing conclusions
  - formulating questions
  - supporting answers from textual information, personal experience, and/or other sources
  - seeking additional information
  - drawing on literary understanding
- 2.06 Recognize that there are a variety of factors affecting meaning such as:
  - intonation
  - gestures
  - levels of formality
  - age and status
- 2.07 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:
  - keeping a reflective journal of personal reading
  - creating a personal reading list
  - group reading of articles and easy novels
  - writing critiques

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.**

**Objectives**

- 3.01 Give oral presentations by:
  - prioritizing and organizing information
  - discussing familiar and unfamiliar topics
  - using appropriate level of formality according to setting and intended audience
  - determining when and where dialects and prestige and non-prestige Spanish usage is appropriate
  - using public speaking strategies such as eye contact, gestures, posture, intonation, and pacing
  - including visuals and media to make presentations more effective
- 3.02 Present, perform, and/or dramatize original and/or published texts, plays, skits, poetry, memoirs, diaries, and dances representative of diverse Hispanic/Latino cultures.
- 3.03 Write various types of texts (e.g., letters, memos, essays, journals, memoirs, reports, short stories, poems, songs) about familiar and unfamiliar topics for peers and family using the following modes:
  - expressive
  - informational
  - argumentative
  - critical.

- 3.04 Engage in informational writing by:
  - prioritizing and organizing information
  - incorporating research from appropriate sources such as observations, print and technology sources, and interviews
  - using definition, cause and effect, and problem-solution strategies
  - addressing a variety of audiences
- 3.05 Explain a process that incorporates instructions (e.g., writing a recipe, carrying out everyday activities) by:
  - providing complete and accurate information
  - using visuals and media to make the presentation effective
- 3.06 Summarize information from authentic materials orally and in writing by:
  - determining the importance of information
  - organizing information to achieve purpose
  - making connections to related topics/information
- 3.07 Apply understanding of conventional written and spoken expressions in a variety of settings by:
  - using appropriate and exact words to influence reactions, perceptions, and beliefs
  - including variety and details
  - understanding the place and role of dialects and prestige and non-prestige language
- 3.08 Demonstrate evidence of self-correction by:
  - developing an awareness in speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)
  - independently practicing formal oral presentations
  - editing writing for common errors (e.g., spelling, accent marks, verb tenses, and agreements)

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).**

**Objectives**

- 4.01 Demonstrate a sense of pride in the Hispanic language and culture and most especially in the heritage language and culture associated with own family by:
  - sharing cultural information with others
  - keeping a journal
  - using Spanish outside of the classroom setting
  - showing respect for people speaking different dialects
- 4.02 Investigate and participate in cultural practices, traditions, customs and celebrations of Hispanic/Latino cultures represented in the classroom.

- 4.03 Explore the similarities and differences among cultural practices, viewpoints, attitudes, and patterns of behavior of Hispanic/Latino cultures represented in and outside of the classroom (e.g., death, time, gender roles, parent/child roles, social activities, everyday life) by:
- interviewing
  - sharing personal experiences
  - demonstrating mutual respect
- 4.04 Identify differences in cultural products (e.g., books, tools, laws, games, music, art, food, clothing, costumes), practices and perspectives which lead to generalizations or stereotyping among Hispanic cultures by:
- identifying examples of stereotypes
  - interviewing heritage language speakers in the school, the family, and the community
  - examining a variety of authentic resources
- 4.05 Examine via current events how contemporary issues affect Hispanics/Latinos in North Carolina by:
- researching a variety of topics such as education, employment, and citizenship
  - interviewing Hispanic/Latino leaders in North Carolina
- 4.06 Identify important people, events and achievements of the target countries and show their contribution to their own and other cultures by:
- describing the role of key historical figures( such as selected political and revolutionary leaders) or key groups
  - researching discoveries, innovations, and inventions
- 4.07 Examine a variety of literary texts, works of art and/or musical compositions to understand the historical and/or contemporary social context in which they were created by:
- activating prior cultural knowledge
  - creating timelines
- 4.08 Recognize the impact of Hispanic/Latino historical events on contemporary culture and society by:
- comparing and contrasting the role of race, status, and identity in Latin American societies.
  - showing a clear, logical connection among events.
  - developing appropriate strategies such as graphics, essays, and multi media presentations to illustrate points.
- 4.09 Identify major geographical features, cities and regions of the countries where Spanish is spoken and show their relationship to the culture by:
- locating the major sites and features on maps, globes, and atlases
  - comparing and contrasting how physical geography (e.g. rivers, mountains, seas, and lakes) impacts the political boundaries
  - detecting cause and effect relationship

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

**Objectives**

- 5.01 Demonstrate an awareness of regional and national sound pattern differences within Spanish dialects and between Spanish and English by examining:
- pronunciation
  - intonation
  - word stress
- 5.02 Develop an awareness of the differences and similarities in structural patterns in Spanish and English by:
- listening to and reading a variety of passages/texts
  - examining word order, agreement, use of articles, punctuation spelling, vocabulary, expressions
  - discussing how word order may affect meaning
- 5.03 Recognize words, phrases, and idioms that do not translate directly from one language to another and their impact on communication by:
- identifying words, phrases, and idioms
  - recognizing that specific vocabulary and structures are a reflection of the uniqueness of the language
- 5.04 Develop an awareness of the similarities and differences of genres of written texts (e.g., simple poems, letter writing) in Spanish and English by:
- listing the characteristics of the different genres
  - comparing a variety of texts
- 5.05 Recognize the changing nature of language and the impact of Spanish and English on each other by:
- recognizing words borrowed from the other language.
  - identifying false cognates
  - recognizing roots, prefixes, suffixes and identifying their role in Spanish and English vocabulary
- 5.06 Compare and contrast the historical events of Spain, Latin America, and the United States and their impact on the present by:
- identifying important historical events
  - showing a clear, logical connection among events.
  - developing appropriate strategies such as timelines and flowcharts to illustrate points
- 5.07 Develop an appreciation for cultural differences by comparing patterns of his/her own behavior or interaction with others in various cultural settings by:
- role playing
  - sharing personal experiences
  - interviewing persons from own culture and from others

- 5.08 Investigate and compare the cultural traditions and celebrations that exist in Hispanic/Latino cultures by:
- interviewing family and community members
  - conducting research

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.**

**Objectives**

- 6.01 Develop literacy skills in Spanish that will support student success in other disciplines by:
- learning to develop and support ideas in oral and written expression
  - reading and interpreting texts.
  - utilizing reading strategies such as skimming and scanning
- 6.02 Develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:
- following writing and reading processes
  - using appropriate strategies for the task
  - creating and using graphic organizers
  - interpreting, clarifying, and following oral and written instructions
  - note taking
  - establishing strong study skills
- 6.03 Utilize and cite a variety of authentic sources in Spanish to obtain information that enhances the study of a topic of personal interest or one which is common to other disciplines by:
- exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)
  - distinguishing between primary and secondary sources
  - adhering to copyright laws and ethical guidelines
  - crediting sources in all print, non-print, and electronic products
- 6.04 Discuss and exchange information acquired from other disciplines in the Spanish classroom to include areas such as:
- math and science concepts
  - comparisons of literary genres
  - career awareness

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.**

**Objectives**

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Connect and interact with professional community members from the Hispanic/Latino culture (e.g., healthcare providers, bankers, insurance agents, police/law enforcement officers, and social workers) in person and via electronic media in order to:
- increase vocabulary
  - understand and share with others community laws, regulations, and social standards
- 7.03 Broaden linguistic and cultural knowledge and understanding that reaches beyond the school and local community via media sources such as newspapers, magazines, radio and television.
- 7.04 Identify role models and explore professions that employ educated native speakers of Spanish (e.g., doctors, lawyers, administrative assistants, paralegals, journalists, translators, and interpreters) by:
- using research skills
  - using multiple sources of print and non-print materials from which the information can be attained
  - interviewing
  - collecting anecdotes and testimonies
  - inviting speakers to the classroom
  - reading personal accounts
  - job shadowing
- 7.05 Share knowledge of Hispanic culture and language with members of the school community by:
- peer tutoring
  - making presentations
  - creating displays
  - participating in language clubs with non-native speakers of the language

## Spanish for Native Speakers – Level II

### Major Concepts/Content

This course is designed specifically for native/heritage speakers of Spanish who already have some oral and written language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to continue developing, maintaining, and enhancing proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences extending beyond the family, school, and immediate community. The course will allow students to explore the cultures of the Hispanic world and it will enable students to gain a better understanding their own language as well as other languages to be acquired.

*Note: The objectives for Spanish for Native Speakers II, which is the equivalent of a Spanish Level III as a foreign language, are written at the honors level; therefore this course is assigned to category H (1 point).*

**Strands:** Cultural Knowledge, Critical Thinking Skills, Other Subject Areas, Language System, Communication Strategies, Learning Strategies, Technology

Note: Objectives from the English Language Arts, Social Studies, and Informational Skills Standard Courses of Study were adapted for use in this curriculum.

**COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.**

### Objectives

- 1.01 Interact with school, family, and community members by:
  - using increasingly complex structures
  - incorporating expanded vocabulary
  - including a variety of contexts (e.g., debates, seminars, small groups, discussions, cooperative groups, literary circles, civic groups, e-mails, daily life conversations, dialogs, journals, and letters)
- 1.02 Continue to acquire and use culturally acceptable words, idiomatic expressions and gestures from a variety of Hispanic/Latino cultures by:
  - reading authentic fiction and non-fiction materials such as novels, short stories, biographies, essays
  - viewing films, documentaries
  - using a Spanish-Spanish dictionary
- 1.03 Exchange, support, and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues with peers, and others that:
  - state a personal view clearly
  - are logical and coherent

- engage the reader/listener's interest or curiosity
  - provide relevant and convincing reasons
  - use various types of evidence
  - use appropriate and effective language for the audience and purpose
  - demonstrate awareness of the possible questions, concerns, or counterarguments of the audience
- 1.04 Sustain conversation using an appropriate level of formality by:
- circumlocuting
  - retelling/ rephrasing
  - requesting additional information
  - using non-verbal cues
  - listening for tone
  - asking questions
  - acknowledging feelings and messages
- 1.05 Demonstrate evidence of ongoing self-correction by:
- monitoring speech for features appropriate to purpose and audience (e.g., code switching, slang, formal vs. informal)
  - editing writing for errors
- 1.06 Negotiate solutions to problems, interpersonal misunderstandings, and disputes by:
- responding respectfully to viewpoints and biases
  - establishing and defending a point of view
  - showing sensitivity or empathy for cultures
  - acknowledging different points of view

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.**

**Objectives**

- 2.01 Demonstrate understanding of increasingly complex print and non-print materials (e.g., films, lectures, broadcasts, speeches, documentaries, articles, editorials, reports, web sites, and short stories) by:
- summarizing
  - note-taking
  - discussing
  - organizing information on visual organizers
  - activating cultural knowledge
- 2.02 Interpret and analyze a variety of print and non-print texts such as radio broadcasts, lectures, documentaries, editorials, advertisements, and commercials by:
- identifying main idea and supporting details
  - formulating and answering questions
  - determining point of view and purpose
  - distinguishing opinions from facts
  - considering style and mood (e.g., sarcasm, humor, irony)

- moving beyond literal comprehension toward more critical reading
  - explaining how culture affects personal responses
  - responding reflectively by relating personal and cultural knowledge to text
- 2.03 Recognize and analyze characteristics of literary genres including fiction, non-fiction, poetry, and drama by:
- reading a variety of literature and other text
  - evaluating how the author's choice and use of genre shapes the meaning of the literary work
  - evaluating what impact literary elements have on the meaning of the text
- 2.04 Interpret meaning by examining the tone and phrasing of speakers/writers from varied cultures and backgrounds by:
- examining word choice
  - interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).
  - examining elements such as idioms
  - contrasting use of language of various authors
- 2.05 Examine connections among two or more print and non-print selections by:
- comparing/contrasting
  - recognizing common themes and patterns
  - relating cultural and historical contents
  - using specific references from text
  - exploring an issue from multiple viewpoints
- 2.06 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:
- keeping a reflective journal of personal readings
  - creating a personal reading list
  - writing critiques

**COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.**

**Objectives**

- 3.01 Model use of conventional written and spoken expressions by:
- employing varying sentence structures (e.g., introductory phrasing, connectors)
  - analyzing choice of words, sentence structure, and use of language
  - using word recognition strategies to understand vocabulary and exact word choice (e.g., roots, prefixes, suffixes, and idioms)
  - using correct form/format for essays, business letters, research papers, and bibliographies

- use language effectively to create mood and tone
- 3.02 Create, present, and critique extensive oral and written reports to a variety of audiences on a range of topics including those in other disciplines by:
- prioritizing and organizing information
  - using public speaking skills
  - including visuals and graphics to make presentations or products more effective
  - using appropriate levels of formality
  - determining when and where dialects and prestige and non-prestige Spanish usage is appropriate
- 3.03 Write various types of texts (e.g., letters, memos, essays, journals, memoirs, reports, short stories, poems, and songs) about familiar and unfamiliar topics for peers, family, and community members in the expressive, informational, argumentative, and critical contexts by:
- addressing main idea(s), supporting details, organization, and coherence
  - developing a good beginning, middle, and ending.
  - using language effectively to set mood and tone
  - including appropriate format
- 3.04 Organize and deliver an argument orally and in writing by:
- wording the claim clearly
  - establishing and defending a point of view
  - addressing concerns of opposition
  - developing support through logical reasons.
  - interpreting researched information accurately and effectively
- 3.05 Explain a complex process related to an academic discipline (e.g., a scientific experiment or a geometric proof) by:
- considering the audience's degree of knowledge or understanding
  - providing complete and accurate information
  - using visuals and media to make presentations/products more effective
  - using layout and design elements to enhance presentation/product
- 3.06 Demonstrate evidence of ongoing self-correction by:
- monitoring speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)
  - editing writing for errors

**COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).**

**Objectives**

- 4.01 Develop a sense of pride in the Hispanic language and culture and most especially in the language and heritage culture represented in the community by:
- sharing cultural information with others
  - keeping a journal
  - using Spanish outside the classroom setting
  - showing respect for people speaking different dialects
- 4.02 Investigate and participate in cultural practices, traditions, customs and celebrations of Hispanic/Latino cultures beyond the classroom.
- 4.03 Analyze and discuss why similarities and differences exist among cultural practices, viewpoints, attitudes, and patterns of behavior represented within the cultures of the classroom and the greater Hispanic/Latino community by:
- interviewing
  - researching how a practice began
  - drawing inferences
  - reading authentic literary selections, newspapers, pamphlets, and correspondence
- 4.04 Explain cultural products (e.g., books, tools, laws, games, music, art, food, clothing, costumes), practices, and perspectives among Hispanic/Latino cultures to avoid generalizations or stereotyping by:
- analyzing material and non material aspects of the culture in terms of their perspectives (meanings, attitudes, values, ideas), practices (patterns of social interactions), and products (books, foods, laws, music, games).
- 4.05 Explain how geography affects the cultural and linguistic patterns of Hispanic/Latino people by:
- researching factors such as climate change, environmental challenges, and resources influencing human migration and distribution patterns of populations
  - examining the possibilities and constraints of the physical environment as perceived by different cultural groups
  - explaining how the physical and human characteristics of a given area combine to influence cultural identity
  - assessing the extent to which people reveal their cultural values as they modify and adapt to the environment
- 4.06 Evaluate the impact of influential people and events, and their contributions to the global community by:
- presenting a first person narrative detailing things a political or historical figure might have done differently.
  - participating in role play of two influential people.

- writing a letter to the editor
  - researching and writing an essay on the importance of an historical event
  - reading primary and secondary sources
- 4.07 Explore in depth various genres of literary texts, works of art and/or musical compositions to understand the historical and/or contemporary social context in which they were created by:
- activating prior cultural knowledge
  - accessing a variety of sources including technology
  - using graphic organizers to show relationship between historical context and artistic works
  - creating a timeline of texts, work of art/or musical compositions and major historical events
- 4.08 Recognize and explain the impact of Hispanic/Latino historical events on contemporary culture and society by:
- researching historical events such as invasions, conquests, and migrations
  - examining the short and long range effect on political, economic, and social institutions
  - comparing and contrasting the role of race, status, and identity in Hispanic/Latino societies
  - developing appropriate strategies such as graphics, essays, and multi media presentations to illustrate points
- 4.09 Identify contemporary issues via current events that face Hispanics/Latinos in North Carolina and the rest of the United States by:
- describing socio-cultural and major political issues
  - assessing the economic impact of Hispanics/Latinos on the U.S. and NC

**COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

**Objectives**

- 5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within Spanish dialects and between Spanish and English by:
- interviewing classroom and community members
  - listening to a variety of speakers in newscasts, movies, tv programs, speeches, informal conversations
- 5.02 Develop an increased awareness of the differences and similarities in structural patterns (e.g., word order, agreement, use of articles, possessives) of Spanish and English and apply structural patterns accurately in written assignments by:
- listening to and reading a variety of passages/texts
  - examining how word order impacts meaning
  - proof reading for accuracy in spelling, accents, punctuation

- editing for grammar conventions
  - producing final drafts that demonstrate accurate structural patterns
- 5.03 Contrast words, phrases and idioms that do not translate directly from one language to another (Spanish/English and English/Spanish) and use them correctly in oral and written expression. (e.g. code-switching)
- 5.04 Compare and contrast the similarities and differences of genres of written texts (e.g., essays, short stories, novellas) in Spanish and English by:
- listing the characteristics of the different genres.
  - reading a variety of literature and other texts.
  - interpreting the impact of the genre-specific characteristics on the meaning of the work
  - exploring the similarities and differences among the different genres
- 5.05 Recognize the changing nature of language and the historical and contemporary impact on Spanish by languages other than English by:
- identifying the influence of indigenous languages on the varieties of Spanish
  - discussing the reasons why words are borrowed from other languages.
- 5.06 Demonstrate an understanding of the interrelationship of historical or contemporary events in Spanish-speaking countries and the United States by:
- researching events
  - debating issues
  - writing and producing plays
  - reading about the same event from different perspectives
- 5.07 Develop a continued appreciation for cultural differences by observing and comparing patterns of behavior or interaction in various cultural settings by:
- role playing
  - sharing personal experiences
  - interviewing persons from own culture and from others
  - engaging in reflective writing
- 5.08 Investigate the reasons behind the cultural traditions and celebrations that exist in other cultures and compare them to those that exist in the Hispanic/Latino culture.
- interviewing family and community members
  - conducting research
  - interviewing members from other cultures
- 5.09 Demonstrate an understanding of globalization by:
- examining the social impact of one culture on another
  - researching the mutual economic effect of one culture on another
  - studying the political impact of one country's policy on others

**COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.**

**Objectives**

- 6.01 Continue to develop literacy skills in Spanish and apply them to other disciplines including English Language Arts in areas such as:
- grammar and language usage
  - reading and interpreting texts.
  - developing and supporting ideas
- 6.02 Continue to develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:
- following writing and reading processes
  - using research processes to meet information needs
  - using appropriate strategies for the task
  - creating and using graphic organizers
  - interpreting, clarifying, and following oral and written instructions
  - note taking
  - establishing strong study skills
- 6.03 Conduct research on a topic of interest from an academic discipline (e.g., an event, historical figure or scientific concept) using a variety of sources in Spanish by:
- identifying information needs and formulating questions about those needs
  - exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)
  - identifying potential research process models
  - exploring primary and secondary sources
  - adhering to copyright laws, ethical guidelines, and interpretations of the laws and guidelines
  - crediting sources in all print, non-print, and electronic products
- 6.04 Analyze information acquired from other disciplines in the Spanish classroom to include areas such as:
- math concepts
  - comparisons of literary genres
  - career awareness

**COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.**

**Objectives**

- 7.01 Participate in ongoing school or community events and activities that require the use of informal and formal Spanish language skills.

- 7.02 Increase participation in and service to the local Hispanic/Latino community by:
- translating
  - interpreting
  - developing informational brochures
- 7.03 Increase interaction with other speakers from Hispanic/Latino cultures by:
- accessing electronic media
  - inviting speakers to class
  - corresponding with people and organizations beyond the immediate community
- 7.04 Access media sources such as newspapers, magazines, radio and television to improve Spanish language skills and broaden understanding of cultural and political events in the greater Hispanic/Latino community.
- 7.05 Develop an understanding of the importance of post-secondary education to enhance cognitive, social and linguistic skills and expand career opportunities by:
- observing and working with Hispanic/Latino professionals
  - visiting a college campus
  - speaking with counselors
- 7.06 Share knowledge of Hispanic language and culture with members of the community by:
- peer tutoring
  - making formal presentations
  - creating displays
  - participating in language clubs with non-native speakers of the language



# LATIN

# LATIN

## PREFACE

### **Intent**

The North Carolina Public Schools have valued the importance of Latin and the study of classical civilization. Classicists have long known the effects of Latin study on improving English reading and writing ability. In addition, many have recognized that the study of the culture of ancient Greece and Rome provides Americans the background to understand the customs, values, and ideas that we have in common with Europe and North and South America.

North Carolina has had a state Latin curriculum for many years. The most recent document, the *Latin Curriculum Guide*, was published in 1998. It was designed to address the new national *Standards for Classical Language Learning* while providing classroom strategies and suggested assessment measures for Latin teachers.

### **Curriculum Revision**

The implementation of the “North Carolina Course of Study Graduation Requirements” called for clarification of eligible courses to meet those requirements. Inclusion of Latin in the *Second Language Standard Course of Study* ensures that Latin is recognized as meeting the two credit foreign language requirement in the College/University Prep Course of Study, as well as the University of North Carolina system admissions requirement. In addition, the earlier document did not describe specific Latin courses but rather provided a framework at the beginning, intermediate, and advanced levels. Input from teachers and others in the schools indicated the need to format the Latin curriculum like other areas in the Standard Course of Study.

In response to this identified need for alignment of the Latin document to the Standard Course of Study, a committee of Latin teachers at the middle and high school levels and university professors was formed under the guidance of the Department of Public Instruction. The Latin committee and DPI solicited input from other Latin teachers/professors, through a variety of focus groups and an online questionnaire and incorporated their suggestions in the final document. Although Latin does address many of the goals and objectives of the Modern Foreign Languages, it has its own specific purposes and emphases and therefore needs to be addressed separately. This document replaces the *Latin Curriculum Guide*.

## PURPOSE

### General

In recent years, educators have been focusing a great deal of attention on the basics of reading and writing as key elements in every student's education. Latin has played an important role in helping students develop literacy skills and English vocabulary. Changes in methodology and materials are ensuring that all students can obtain some level of success learning vocabulary, sentence patterns and studying about Roman-Greco daily life, customs, and mythology.

Latin teachers throughout North Carolina have identified the purposes for Latin study as follows:

- To develop the ability to read and understand a written passage.
- To show the relevance of Latin and the Greco-Roman culture through its influence on modern languages, literatures, and cultures.
- To understand language in general and especially the student's own language(s).
- To understand and appreciate culture in general and especially the students' own culture(s).
- To foster vocabulary expansion.
- To become life-long learners.

### Benefits of Latin Study

The benefits of Latin study have long been documented. Students develop skills and strategies for acquiring new vocabulary, analyzing new sentence structures and comprehending written sentences. Latin study also helps cultivate such mental processes as alertness, attention to detail, memory, logic and critical reasoning.

### Literacy Skills and Vocabulary Expansion

Latin contributes to the literacy of students and helps them better understand their native language because it teaches them how language works, it introduces them to grammatical structures far different from English, and it helps them focus on and appreciate the uniqueness of English.

Moreover, Latin vocabulary is easy for speakers of English to acquire because over 65% of all English words come from Latin. So many Latin words have entered the English language, both in everyday language and in technical vocabulary that the study of Latin can help students organize and understand this vocabulary.

Hence, students can lay a solid foundation for language study and at the same time improve their English skills

### Acquisition of other languages

Latin equips a student with the strongest single foundation for mastering other languages. Working with Latin broadens the student's connection to structures possible in languages other than English.

**Latin sharpens the mind**

The study of classical languages has stimulated such mental qualities as being observant, accurate, analytic and logical. The result of this study are future workers, who can define and identify problems, think on their feet, and arrive at sound and creative solutions.

**Links to other cultures**

A background in the classical civilizations connects Americans with the customs, values, and ideas that our culture has in common with Eastern and Western Europeans and with North and South Americans. There are many shared concepts in government, religion, art, literature, and economic systems among these cultures.

The study of the rich and varied culture of the Greeks and Romans, which included exotic customs and constant change leads to acceptance of the views, ideologies, religions and economic systems of foreign peoples

*(Adapted from "Why study Latin?" National Committee for Greek and Latin)*

**Role of Grammar**

Grammar plays an essential role in the teaching of Latin. However, the study of grammar per se is not one of the long-term goals of the Latin curriculum. Grammar serves several purposes. It can be used for communication, for understanding one's own language, and as a means for talking about language.

**Grammar for Communication**

Grammar is a tool for the communication and the comprehension of ideas. Grammatical concepts are taught and applied in context within activities that are designed to guide students toward mastery of the objectives.

It is essential for teachers not to mistake the mastery of grammar for mastery of a particular level of reading proficiency. The memorization of rules and the ability to manipulate patterns out of context are not automatically transferable to reading and writing tasks.

**Grammar for Understanding Own Language**

Grammar is also a tool for understanding the student's own language. "Latin with all its inflections forces students to focus their attention on language and grammar. It opens their minds to the existence and purpose of grammar" (Luschnig) Students reinforce their understanding of their own grammar while learning the syntax of the Latin language. The study of another language gives them "a grammatical frame of reference. It is easier to learn grammar and what grammar is for when one has something to which to compare it. Without the study of a foreign language, a person cannot fully know his own." (Luschnig)

Traditionally, Latin instruction has highlighted the grammatical connection and the comparison between the two languages. Teachers routinely ask their students to think and discuss how grammatical concepts are conveyed in English, therefore, leading learners to higher levels of thinking such as analyzing and inferring.

### **Grammar for Talking about Language**

Finally, grammar is a tool for talking about language and about how language works. Latin provides students with the needed terminology, which can be used with other languages (including one's own language) to see how they work. Most of our grammar terms are derived from Latin and while they do not always apply to English (e.g., declension), they provide labels for various concepts. Therefore, Latin study enables students to take the language apart and to analyze it.

In addition, through the study of another language, students discover that all languages do not work the same way and that some elements (gender, declensions, word order, etc.) present in one language may not exist in another. "They cease to make naïve assumptions about other languages and cultures solely based upon knowledge of their own." (SFL p. 53)

### **Translation**

Translation is an important component in the study of Latin. It has value when it is connected to reading and writing and when it can be used as a way of assessing comprehension. However, translation should never be seen as the only means to this end. There are many other ways to determine the reader and writer's level of comprehensions, such as displaying information on charts or graphic organizers, graphically representing an event, or enacting a scene.

Reading and translating are not synonymous. In the former, the readers are active participants interacting with the text as they construct meaning. Successful readers resort to a variety of strategies in order to monitor their own level of comprehension. They may be involved in scanning and skimming and may need to use special "fix-up" strategies to make sense of an unknown work. They look at the whole before making sense of the parts. In addition, their rendition of a text is likely to be affected by the mood of that passage.

In translation, students are interested in the individual parts of a sentence and attempts to reconstruct the whole from the individual parts. Students, whether they are engaged in translation from English to Latin or from Latin to English, are involved in structural analysis of both languages. "Translation is an artful skill: sometimes what passes as a 'literal translation' from Latin or Greek into English is not English at all." (SCLL, p.42)

# LATIN

## PROGRAM DESCRIPTION

### Introduction

The North Carolina 7-12 program in Latin studies is designed to afford students the opportunity to; understand written Latin, gain knowledge and understanding of Greco-Roman culture; relate Latin and the Greco-Roman world to their own language and culture as well as to other disciplines. The program also allows for an articulated sequence of study beginning at the middle or high school grades.

### North Carolina Curriculum Goals for Latin

The *North Carolina Latin Standard Course of Study* for grades 7-12 is based on the *Standards for Classical Language Learning*. The goals are:

- Goal 1. Communication
- Goal 2. Cultures
- Goal 3. Comparisons
- Goal 4. Connections
- Goal 5. Communities

### Communication

**Competency Goal 1: Communication – The student will read, understand and interpret Latin developing, oral, auditory and writing skills as part of the language learning process.**

*Goal 1 defines “communication” as it applies to the learning of a classical language. The written message of the ancient world, from epic poetry to Pompeiian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. Reading then, is the first standard and the key to communicating with the ancient world. But the Forum and the Agora were alive with the sounds of commerce, the speeches, of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhances the ability to read. The second standard of the communication emphasizes the importance of oral skills, and writing as tools to improve reading. (SCLL, p.7)*

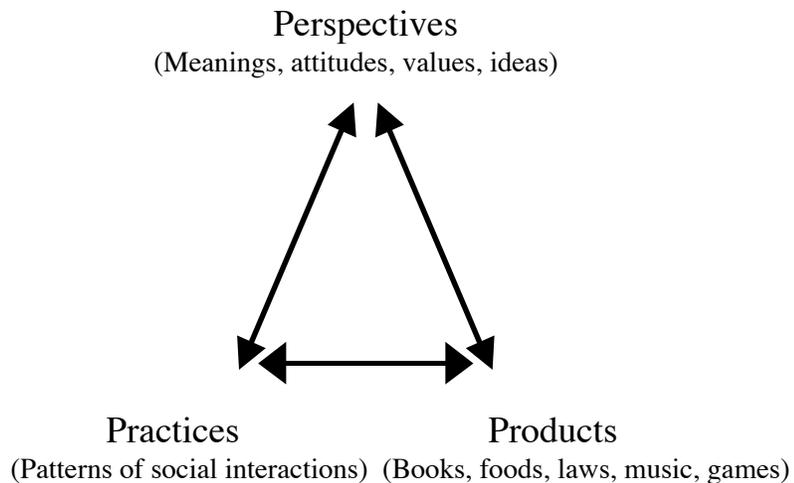
### Culture

**Competency Goal 2: Culture – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.**

*Formulating and understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans. Their daily life, education, politics, history, philosophy, and religious practices tell students about their*

*perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices. (SCLL p.9)*

In this document, culture is perceived as being composed of the perspectives (the way people perceive things: their beliefs, attitudes, values, ideas), the practices (what people do: their patterns of social interactions), and the products (what people create: their books, tools, laws, foods, etc.), both tangible and intangible, of a society. These three components are closely interrelated. Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products are interrelated and influence one another.



**Figure 7.** Relationship among perspectives, practices, and products

### Connections

**Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.**

*Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages. It also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas. (SCLL, p. 11)*

### Comparisons

**Competency Goal 4: Comparisons – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.**

*Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English. By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively. (SCLL, p.13)*

## **Communities**

**Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

*This goal focuses on the application of the knowledge of Latin to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin enables students to develop a full understanding and appreciation of classical influence in today's world as they encounter new language learning situations and other cultures. (SCLL, p. 15)*

## **STRANDS**

Over the years, the study of a foreign language has expanded to include much broader content. Today's successful language learners must have the opportunity to "explore, develop, and use communicative strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture" (*Standards for Foreign Language Learning*, p. 32).

These elements, which cross over the different goals and objectives, form the strands in the *Latin Standard Course of Study*.

### **Communication Strategies**

Communication strategies that enable the reader to understand and interpret the classical language are key to the study of a classical language. The learner also uses writing skills, usually in English to communicate that understanding to their audience.

### **Cultural Content**

In our ethnically diverse classrooms today, it is especially important that students learn the history, traditions, mores, and values of the civilization in which they live, and that they also be encouraged to make meaningful comparisons with others. Classical civilization offers students 2,500 years of human experience in the sciences, arts, literature, philosophy, religion, politics, government and ways of living.

### **Learning Strategies**

Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances, using mnemonic techniques, organizing information, incorporating graphic organizers, applying the reading and writing processes, and many more. Students can be taught to resort to these strategies to become better language learners and to take more responsibilities for their own learning.

### **Content from Other Subjects**

Students should be given the opportunity to apply their knowledge to challenging and engaging topics, which involve the students in reading, writing, discussing, and supporting opinions. Many of these topics can be found in the school curriculum and may incorporate concepts from disciplines such as English language arts, the sciences, social studies, math, and the arts.

### **Critical Thinking Skills**

Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective classical language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills.

It is important to remember that the level of thinking skills is not tied to the amount of language the students know but rather to their cognitive development.

### **Technology**

Students can access and use a wide range of media and technology ranging from the Internet and CD-ROM technology to multi-media applications. Technology is an ideal tool to expose students to a variety of authentic materials reflecting viewpoints, and cultures.

## **KINDS OF PROGRAMS**

The study of Latin usually takes place in grades 9-12 and the number of students enrolling in Latin continues to increase. Interest in offering Latin in the middle grades also continues to increase and this precipitated the need for a curriculum at that level.

The study of Latin at the elementary level offers many of the same benefits as a modern foreign language FLES program. Since North Carolina has a limited offering of elementary Latin, there is no curriculum specific to K-5.

## HIGH SCHOOL PROGRAMS

<i>Traditional Programs</i>	<p>These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward reading, understanding and interpreting Latin and gaining knowledge of the Greco-Roman culture.</p> <p>Because the course length has been shortened by 30 hours in a block schedule, careful examination of what students can realistically learn at each level of instruction must take place. Locally-developed pacing guides are helpful to address this concern.</p>
<i>Advanced Placement Program (AP)</i>	<p>The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers AP Vergil and AP Latin Literature for students who have gone beyond high school level III or IV. These courses emphasize the analysis and interpretation of authentic Latin texts. The content of the courses is geared toward helping students prepare for the AP examination.</p>
<i>International Baccalaureate</i>	<p>The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.</p>

## MIDDLE SCHOOL PROGRAMS

<p><i>Exploratory Programs</i></p>	<p>Exploratory programs can vary in length from a few weeks to one semester. These programs are usually short term.</p>	<p>These programs are mostly found at the middle school level. Exploratory programs are non-sequential. They introduce students to Latin language and Greco-Roman culture and explore the student's interest in further study of Latin.</p>
<p><i>Beginning Sequential Programs</i></p>	<p>Beginning sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.</p>	<p>Some students begin the study of Latin at the middle school level. The student is introduced to the study of the Latin language and Greco-Roman culture. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin text.</p>
<p><i>Continuing Sequential Programs</i></p>	<p>Continuing sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.</p>	<p>Continuing programs allow students to study the Latin language and Greco-Roman culture without any major break in the sequence.</p> <p>With adequate instructional time, continuing programs allow students to place out of some Latin classes at the high school level.</p>

## ELEMENTARY

<b>Elementary</b>	Limited Latin instruction takes place in the elementary school, usually in magnet schools with a classical focus. Their goal is typically to introduce students to Latin and the classics as a springboard to further study. Some programs focus on oral interaction, dialogues, stories, songs, and games, similar to modern elementary foreign language offerings. Others focus primarily on cultural awareness, comparing classical civilization with our own. Others use Latin as a strategy for strengthening English language skills. The focus in these programs is not on formal study of grammar but rather the building of English vocabulary based on Latin roots, prefixes, and suffixes.
-------------------	---

A few middle schools and elementary schools in North Carolina are implementing pre-IB programs to prepare their students to be successful in the high school IB program. Only schools approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for the examination.

## **LATIN GOALS**

Competency Goal 1: Communication – The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.

Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.

Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.

## MIDDLE SCHOOL GRADES 6-8

<p><b>Adolescents' Characteristics</b></p>	<p>Young adolescents undergo tremendous physical, social, Emotional, and intellectual changes which impact heavily on their learning. They want to know that they have a say in the organization of their life at home and at school. In their struggle for autonomy, they want independence from adults while looking for approval from their peers. They see themselves as active contributors and want privileges, but are unsure about responsibilities. Their self-concept is shaky, are vulnerable to criticism, and have a definite sense of fairness. Their formal thinking fluctuates from concrete to abstract. At the same time, they are interested in the new and bored with the old.</p>
<p><b>Instructional Strategies</b></p>	<p>Young adolescents must be exposed to relevant experiences which allow them to adapt to all these changes. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept.</p> <p>Group and pair work are especially successful with middle school adolescents as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence.</p> <p>At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities rather than differences especially when dealing with culture.</p>
<p><b>Middle School Program</b></p>	<p>The middle school program conforms to concepts students have mastered and experiences they have both in and out of school. There are three sets of objectives corresponding to the three program options available at the middle school level:</p> <ul style="list-style-type: none"> <li>• 6-8 program for the students in an exploratory program,</li> <li>• 7-8 program for students in a beginning sequence, and</li> <li>• Grade 8 program for students in a continuing sequence.</li> </ul>

<p><b>Exploratory Program</b></p>	<p>This is a non-sequential program. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.</p> <p>The emphasis of this program is on:</p> <ul style="list-style-type: none"> <li>• introduction to Latin vocabulary</li> <li>• awareness of Latin language patterns</li> <li>• awareness of Greco-Roman culture</li> <li>• identify student interest and skills in Latin</li> </ul>
<p><b>Beginning Sequence</b></p>	<p>At the beginning level students learn preliminary functions of the language, become familiar with basic elements of its culture and increase their English vocabulary skills.</p> <p>Emphasis is placed on developing reading skills for comprehension of short, adapted Latin texts.</p>
<p><b>Continuing Sequence</b></p>	<p>In the continuing sequence course, the students become more familiar with basic elements of the culture, functions of the language, and increase their English vocabulary skills.</p> <p>Students gain a strong foundation in skills necessary for the reading and comprehension of short, adapted Latin texts.</p> <p>Grammar is integrated in an age-appropriate manner and integration of other disciplines is ongoing throughout instruction.</p>
<p><b>Articulation</b></p>	<p>There needs to be on-going contacts with high school teachers to establish a common core of knowledge and skills expected of all students who place into high school Latin II. Smooth articulation from the middle school to the high school level ensures that students have the opportunity to continue building on what they have learned.</p>
<p><b>IB Program</b></p>	<p>In addition to the above programs, some school systems are implementing an International Baccalaureate (IB) program at the middle school level. Middle school IB programs are designed to feed into the high school IB program with its own curriculum. Some modifications to the Standard Course of Study may be needed to meet the requirements of the IB program.</p>

## LATIN – Grade 6-8 (Exploratory)

Exploratory Latin is a non-sequential program, which does not lead to the development of any proficiency in Latin. The stated goals and objectives apply to students at 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- introduction to Latin vocabulary
- awareness of Latin language patterns
- awareness of Greco-Roman culture
- identify student interest and skills in Latin

Integration of other disciplines is on-going throughout instruction.

**Competency Goal 1: Communication – The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

### Objectives

- 1.01 Recognize basic words, phrases and simple sentences.
- 1.02 Recognize vocabulary words in simple sentences, pictures and oral cues.
- 1.03 Recognize that noun and verb endings exist in Latin words.
- 1.04 Reproduce the sounds of Latin.
- 1.05 Demonstrate understanding orally and/or in writing of simple Latin phrases, questions and commands.

**Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Identify basic cultural practices and beliefs in the Greco-Roman culture.
- 2.02 Explore the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 2.03 Recognize major cities, regions, and bodies of water of the Greco-Roman world.
- 2.04 Recognize important people and events in the Greco-Roman world, using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 2.05 Understand that cultural diversity exists in Greco-Roman culture.

## **LATIN – Grade 6-8 (Exploratory)**

**Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.**

### **Objectives**

- 3.01 Understand that Latin root words exist in English vocabulary words.
- 3.02 Recognize references to Greco-Roman myth and history in other disciplines such as literature and the arts.
- 3.03 Recognize the relationship between Latin and other languages.
- 3.04 Gain an awareness of the connection between Latin and other disciplines within the school community.

**Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.**

### **Objectives**

- 4.01 Identify Latin root words in student’s own language.
- 4.02 Identify differences in word order between sentences in Latin and sentences written in English.
- 4.03 Recognize similarities and differences in the Latin and English alphabets.
- 4.04 Identify similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.

**Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.**

### **Objectives**

- 5.01 Identify elements of Latin and the Greco-Roman culture in the school community.
- 5.02 Recognize diverse cultures of the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 5.03 Gain an awareness of similarities and differences in behavior between people of the Greco-Roman world and the modern world.
- 5.04 Share elements of the Greco-Roman culture with families and the school community.

## LATIN – Grade 7 (Beginning Sequence)

This course is designed for students starting the study of Latin for the first time and/or for those who have minimal previous exposure to the language.

This course is an introduction to the study of the Latin language and Greco-Roman culture. Students learn preliminary functions of the language, become familiar with basic elements of its culture and increase their English vocabulary skills. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin texts.

Integration of other disciplines is on-going throughout instruction.

**Competency Goal 1: Communication – The student will read, write, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

### Objectives

- 1.01 Demonstrate basic understanding of simple Latin words, phrases and sentences in writing.
- 1.02 Use vocabulary words in the context of a story and in pictures.
- 1.03 Demonstrate reading comprehension of Latin by answering simple questions in Latin or English about short Latin passages.
- 1.04 Recognize and identify noun and verb endings in Latin words.
- 1.05 Demonstrate understanding of basic syntax and inflectional endings using correct translation.
- 1.06 Reproduce the sounds of Latin.
- 1.07 Demonstrate understanding of simple spoken Latin phrases, questions and commands orally.
- 1.08 Write simple phrases or sentences in Latin.
- 1.09 Recognize that the meanings of Latin words can vary depending on their context.

**Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Identify basic cultural practices in the Greco-Roman culture.
- 2.02 Study the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 2.03 Identify major cities, regions, and bodies of water in the Greco-Roman world.
- 2.04 Identify important people and events in the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.

## **LATIN – Grade 7 (Beginning Sequence)**

- 2.05 Describe behaviors and beliefs of the Romans.
- 2.06 Recognize that cultural diversity exists in Greco-Roman culture.

### **Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Identify Latin root words found in English vocabulary words.
- 3.02 Recognize explicit allusions to Greco-Roman myth and history in other disciplines such as literature and the arts using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 3.03 Recognize that information, skills, and learning strategies used in the Latin classroom transfer to other disciplines.
- 3.04 Recognize the relationships in vocabulary and syntax between Latin and English.

### **Competency Goal 4: Comparisons – The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 4.01 Identify Latin root words, prefixes and suffixes in student's own language.
- 4.02 Identify differences in word order between sentences in Latin and English.
- 4.03 Recognize similarities and differences in alphabet, punctuation and capitalization in the Latin language and English.
- 4.04 Identify similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 4.05 Gain an elementary awareness of the influence of Latin and Greco-Roman culture on the student's own culture.
- 4.07 Recognize similarities and differences between the inflectional system of Latin and the structure of student's own language.

### **Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Identify elements of Latin and Greco-Roman culture in the school community.
- 5.02 Perform and/or participate in a school or community performance, celebration or competition at the beginning level of Latin (*e.g.*, school, local, statewide and national academic contests, classical league meetings, conventions, etc.)
- 5.03 Recognize diverse cultures of the Greco-Roman world.
- 5.04 Recognize similarities and differences in behavior between people of the Greco-Roman world and of the modern world.

## LATIN – Grade 8 (Beginning Sequence)

This course is designed for students starting the study of Latin for the first time and/or for those who have minimal previous exposure to the language.

This course is an introduction to the study of the Latin language and Greco-Roman culture. Students learn preliminary functions of the language, become familiar with basic elements of its culture, and increase their English vocabulary skills. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin texts.

Integration of other disciplines is on-going throughout instruction.

**Competency Goal 1: Communication – The student will read, write, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

### Objectives

- 1.01 Demonstrate basic understanding of simple Latin words, phrases and sentences in writing.
- 1.02 Use vocabulary words in the context of a story and in pictures.
- 1.03 Demonstrate reading comprehension of Latin by answering simple questions in Latin or English about short Latin passages.
- 1.04 Recognize and identify noun and verb endings in Latin words.
- 1.05 Demonstrate understanding of basic syntax and inflectional endings using correct translation.
- 1.06 Reproduce the sounds of Latin.
- 1.07 Demonstrate understanding of simple spoken Latin phrases, questions and commands orally.
- 1.08 Write simple phrases or sentences in Latin.
- 1.09 Recognize that the meanings of Latin words can vary depending on their context.

**Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Identify basic cultural practices in the Greco-Roman culture.
- 2.02 Study the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 2.03 Identify major cities, regions, and bodies of water in the Greco-Roman world.
- 2.04 Identify important people and events in the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.

## LATIN – Grade 8 (Beginning Sequence)

- 2.05 Describe behaviors and beliefs of the Romans.
- 2.06 Recognize that cultural diversity exists in Greco-Roman culture.

### **Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Identify Latin root words found in English vocabulary words.
- 3.02 Recognize explicit allusions to Greco-Roman myth and history in other disciplines such as literature and the arts using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 3.03 Recognize that information, skills, and learning strategies used in the Latin classroom transfer to other disciplines.
- 3.04 Recognize the relationships in vocabulary and syntax between Latin and English.

### **Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.**

#### **Objectives**

- 4.01 Identify Latin root words, prefixes and suffixes in student's own language.
- 4.02 Identify differences in word order between sentences in Latin and English.
- 4.03 Recognize similarities and differences in alphabet, punctuation and capitalization in the Latin language and English.
- 4.04 Identify similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 4.05 Gain an elementary awareness of the influence of Latin and Greco-Roman culture on the student's own culture.
- 4.06 Recognize similarities and differences between the inflectional system of Latin and the structure of student's own language.

### **Competency Goal 5: Communities – Students use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Identify elements of Latin and Greco-Roman culture in the school community.
- 5.02 Perform and/or participate in a school or community performance, celebration or competition at the beginning level of Latin (*e.g.*, school, local, statewide and national academic contests, classical league meetings, conventions, etc.)
- 5.03 Recognize diverse cultures of the Greco-Roman world.
- 5.04 Recognize similarities and differences in behavior between people of the Greco-Roman world and of the modern world.

## LATIN – Grade 8 (Continuing Sequence)

Students enrolled in the Eighth Grade Latin Continuing Sequence course have successfully completed the Seventh Grade Beginning Sequence course.

This course is a continuation of the study of the Latin language and Greco-Roman culture. Students become more familiar with basic elements of the culture, functions of the language, and increase their English vocabulary skills. Students gain a strong foundation in skills necessary for the reading and comprehension of short, adapted Latin texts. Grammar is integrated throughout in an age-appropriate manner.

Integration of other disciplines is on-going throughout instruction.

**Competency Goal 1: Communication – The student will read, write, understand and interpret Latin developing oral, auditory and written skills as part of the language learning process.**

### Objectives

- 1.01 Demonstrate understanding of basic Latin words and simple sentences in writing.
- 1.02 Use new and review vocabulary words in the context of a story and in pictures.
- 1.03 Demonstrate reading comprehension of Latin by answering simple questions in Latin or English about short Latin passages.
- 1.04 Recognize and identify an increasing number of noun and verb endings in Latin words.
- 1.05 Demonstrate understanding of increasingly complex syntax and inflectional endings by producing correct translation.
- 1.06 Reproduce with increasing accuracy the sounds of Latin.
- 1.07 Demonstrate understanding of an increasing number of simple Latin phrases, questions and commands orally.
- 1.08 Write, in Latin, phrases and sentences of increasing complexity.
- 1.09 Recognize that the meanings of an increasing number of Latin words can vary depending on their context.

**Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Identify and recall an increasing number of cultural practices in the Greco-Roman culture and their influence on each other.

## LATIN – Grade 8 (Continuing Sequence)

- 2.02 Explore the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 2.03 Identify the major cities, regions, and bodies of water associated with historical events in the Greco-Roman world.
- 2.04 Discuss the influence of important people and events in the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 2.05 Describe perspectives of the people of the Greco-Roman world.
- 2.06 Describe the nature of cultural diversity in the Greco-Roman world.

### **Competency Goal 3: Connections – Students will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Identify Latin root words found in English vocabulary words, particularly in specialized disciplines.
- 3.02 Recognize explicit allusions to an increasing number of Greco-Roman myths and historical events in other disciplines such as in literature and the arts using print, non-print, electronic resources, multi-media tools or cultural artifacts.
- 3.03 Demonstrate orally and in writing, how information, increasingly abstract language skills and learning strategies used in the Latin classroom transfer to other disciplines.
- 3.04 Discuss the relationships in vocabulary and syntax between Latin and modern languages.

### **Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.**

#### **Objectives**

- 4.01 Identify Latin root words, prefixes and suffixes in English.
- 4.02 Compare and contrast the word order of Latin sentences with the word order of sentences in the student's own language, using sentences of increasing length and complexity and varied syntax.
- 4.03 Identify similarities and differences in alphabet, punctuation and capitalization in Latin and English.
- 4.04 Describe similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.

## **LATIN – Grade 8 (Continuing Sequence)**

- 4.05 Identify specific examples of the influence of Latin and Greco-Roman culture on the student’s own culture.
- 4.06 Compare and contrast the inflectional system of Latin with the structure of English in expressions of increasing length and complexity.

### **Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Describe the influence of Latin and Greco-Roman culture on the school community.
- 5.02 Perform and/or participate in a school or community performance, celebration or competition (*e.g.*, school, local, statewide and national academic contests, classical league meetings, conventions, etc.).
- 5.03 Recognize the impact of diverse cultures on the Greco-Roman world.
- 5.04 Recognize similarities in behavior of people in the Greco-Roman world and in the modern world.

# LATIN

## HIGH SCHOOL LEVELS I – IV

### ADVANCED PLACEMENT

## LATIN LANGUAGE & VERGIL

#### **Content**

Beginning high school students will be encouraged to learn the basics of the language and elements of the Greco-Roman culture. These basic skills will aid the student as they develop reading and comprehension strategies for adapted Latin texts. As the student's skills develop, they will read longer adapted texts and move to authentic Latin texts in the advanced levels. Special emphasis on comparison to and use of English Language Arts skills is ongoing throughout the courses.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board Advanced Placement materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board.

---

#### **Instructional Strategies**

Successful second language high school programs include a variety of student-centered activities focusing on the different abilities, needs, and learning styles of the students.

A variety of teaching strategies are employed to involve the students in active learning. Those strategies include but are not limited to the following: cooperative learning, group and pair work, cloze techniques, cultural presentations, reflective thinking, dramatization, seminars or Socratic teaching.

---

#### **Placement of Students with Previous Language**

Students who enroll in high school Latin courses with previous Latin experience should be assessed to determine placement at the appropriate level.

Validating and building on the students' previous experiences at the elementary and/or the middle school level afford students the opportunity to reach higher Latin skill levels.

---

**Block Scheduling**

The scheduling of Latin courses at the high school level is important as it impacts on the development of classical language skills. High school students should have the opportunity to take beginning courses (levels I and II) in back to back semesters without extended time interruptions. If a break in instruction is to happen, it is better for it to be at the advanced levels, where students usually require some basic review, but have acquired the foundation upon which to continue their studies.

Pacing guides can be developed by teachers in local school systems to facilitate the planning and delivery of instruction over the course of a year.

---

**Other High School Programs**

Other programs such as IB can be found in NC high schools and since they may have set curricula, the goals and objectives found in this document may have to be adapted.

---

# LATIN I

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. It encourages students to learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

**COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

## **Objectives**

- 1.01 Read and demonstrate understanding of words, phrases, and simple sentences in context.
- 1.02 Demonstrate reading comprehension by answering simple questions in Latin or English about short Latin passages.
- 1.03 Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to the student's reading level.
- 1.04 Recognize and reproduce the sounds of Latin.
- 1.05 Demonstrate understanding of simple oral or written Latin statements and/or commands.
- 1.06 Interact orally and/or in writing using simple Latin phrases and/or sentences.
- 1.07 Write simple phrases or sentences in Latin.

**COMPETENCY GOAL 2: CULTURES – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.**

## **Objectives**

- 2.01 Identify patterns of behavior or interaction within the Greco-Roman culture.
- 2.02 Participate in activities and experience customs and traditions of the Greco-Roman culture.
- 2.03 Identify major geographical features, cities, and regions of the Greco-Roman world using print, non-print, electronic resources, multimedia tools, and cultural artifacts.
- 2.04 Identify important people, events and achievements of the Greco-Roman world using print, non-print, electronic resources, and cultural artifacts.

# LATIN I

- 2.05 Describe perspectives and practices of daily life in the Greco-Roman culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.
- 2.06 Collect examples of cultural diversity in the Greco-Roman world.

## **COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.**

### **Objectives**

- 3.01 Recognize the importance of Latin in the specialized vocabulary of other disciplines.
- 3.02 Recognize and comprehend the use of explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.
- 3.03 Identify similarities and differences in ancient and contemporary cultures, using an initial understanding of topics, such as daily life, home and family structures, basic geography and government.
- 3.04 Gain awareness of the impact and the historical continuity of the Latin language and Greco-Roman civilization on subsequent cultures.
- 3.05 Demonstrate orally and in writing an understanding of how information, skills and learning strategies of the Latin class transfer to other disciplines.

## **COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.**

### **Objectives**

- 4.01 Recognize common Latin roots, prefixes and suffixes and their role in the vocabulary of English and other languages.
- 4.02 Identify the sound patterns of Latin and compare them to those of English.
- 4.03 Identify similarities and differences in the structural patterns of Latin and English.
- 4.04 Recognize similarities & differences in the ways languages are written (e.g. alphabet, punctuation, capitalization) in Latin and English.
- 4.05 Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.
- 4.06 Identify connections between Latin and English by recognizing cognates, derivatives and loan words.
- 4.07 Develop an appreciation of cultural differences by identifying similarities and differences in Greco-Roman culture(s) and the student's culture(s).

## LATIN I

- 4.08 Examine similarities & differences in the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s).
- 4.09 Gain awareness of the influence of Latin and Greco-Roman culture on the development of the student's culture(s).

### **COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Recognize the influence of Latin and Greco-Roman culture within the school.
- 5.02 Explore Latin and Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.
- 5.03 Perform and/or participate in a school or community performance, celebration or competition at a level appropriate to the student (e.g. school, local, statewide and national academic contests, classical league meetings, conventions, etc.)
- 5.04 Recognize similarities and differences in diverse cultures of the Greco-Roman world and the modern world.

## LATIN II

Students enrolled in Latin II have either successfully completed the level I course at the high school or have placed out of level I, due to previous Latin language study in the middle grades.

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

**COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

### **Objectives**

- 1.01 Read and demonstrate comprehension of a variety of adapted Latin passages.
- 1.02 Demonstrate reading comprehension of Latin passages of increasing length and complexity by responding in Latin or English.
- 1.03 Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to the student's reading level.
- 1.04 Read aloud a simple Latin passage with appropriate Latin pronunciation.
- 1.05 Demonstrate understanding of increasingly complex oral or written Latin questions, statements and/or commands.
- 1.06 Write phrases or sentences of increasing length and complexity in Latin.

**COMPETENCY GOAL 2: CULTURES – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.**

### **Objectives**

- 2.01 Identify and explain patterns of behavior or interaction within the Greco-Roman culture.
- 2.02 Participate in activities and experience customs and traditions of the Greco-Roman culture.
- 2.03 Identify major geographical features, cities, and regions of the Greco-Roman world and show their relationship to the culture using print, non-print, electronic resources, and cultural artifacts.

## LATIN II

- 2.04 Identify important people, events and achievements of the Greco-Roman world and show the contribution to the student's own and other cultures using print, non-print, electronic resources, and cultural artifacts.
- 2.05 Investigate perspectives and practices of daily life in the Greco-Roman culture using print, non-print, and/or electronic resources, and cultural artifacts.
- 2.06 Discuss the role of cultural diversity in the Greco-Roman world.

### **COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Apply knowledge of common Latin and Greek roots and prefixes/suffixes in the specialized vocabulary of various fields.
- 3.02 Recognize and comprehend the use of explicit and implicit allusions to mythology and history in literature, the arts, and other disciplines.
- 3.03 Explore similarities and differences in ancient and contemporary cultures using an understanding of topics such as social institutions, technology, political and military structures.
- 3.04 Explore the impact of historical continuity of the Latin language and Greco-Roman civilization on subsequent cultures.
- 3.05 Apply information, skills and learning strategies from the Latin class to other disciplines.
- 3.06 Communicate and integrate information, skills, and learning strategies in the Latin class that are common to other disciplines.

### **COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.**

#### **Objectives**

- 4.01 Apply knowledge of common Latin and Greek roots, prefixes and suffixes in the vocabulary of English and other languages.
- 4.02 Identify the sound patterns of Latin and compare them to those of English.
- 4.03 Examine similarities and differences in the structural patterns of Latin and English.
- 4.04 Examine similarities and differences in the ways languages are written (e.g. alphabet, punctuation, capitalization) in Latin and English.
- 4.05 Demonstrate orally and in writing an understanding of words, phrases, idioms, and concepts that do not transfer directly from Latin to English.
- 4.06 Examine connections between Latin and English by recognizing cognates, derivatives and loan words.

## LATIN II

- 4.07 Demonstrate an appreciation of cultural differences by investigating similarities and differences in Greco-Roman culture(s) and the student's culture(s).
- 4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world to the student's culture(s).
- 4.09 Demonstrate awareness of the influence of Latin and Greco-Roman culture on the development of the student's culture(s).

### **COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Share, exchange and present information about the influence of Latin and Greco-Roman culture to others in the school and extended community using presentational technology.
- 5.02 Evaluate Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.
- 5.03 Participate in the community of classical scholars in cultural events, contests, lectures and scholarships at levels appropriate to the student. (e.g. SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)
- 5.04 Compare and contrast cultural diversity in the Greco-Roman world with today's multi-cultural society.

## LATIN III

Students enrolled in Latin III have either successfully completed the Latin I and II courses at the high school or have placed out of Latin I, due to previous Latin language study in the middle grades.

This course focuses on advanced Latin grammar skills. It also introduces the study of Latin literature and emphasizes the process of reading authentic Latin texts.

Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture, by examining the interrelationship of these cultures, and applying their knowledge and skills inside and outside the classroom setting.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

*Note: The objectives for Latin III are written at the honors level; therefore this course is assigned to category H (1 point).*

**COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

### Objectives

- 1.01 Read and demonstrate comprehension of a variety of adapted and authentic Latin passages.
- 1.02 Demonstrate reading comprehension by interpreting the meaning of a variety of Latin passages in English.
- 1.03 Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the student's reading level.
- 1.04 Read aloud a Latin passage of increasing length and complexity demonstrating self-correction in pronunciation.
- 1.05 Recognize some figures of speech and stylistic features of a chosen author or authors.
- 1.06 Write phrases and sentences of increasing length and complexity in Latin.

**COMPETENCY GOAL 2: CULTURES – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Compare and contrast patterns of behavior or interaction within the Greco-Roman culture.

## LATIN III

- 2.02 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the Greco-Roman culture.
- 2.03 Examine Roman literature and arts in order to understand the cultural practices and perspectives of the Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.
- 2.04 Compare and contrast geographical features of the Greco-Roman world to show their relationship to the culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.
- 2.05 Discuss the influence of important people, events, and achievements of the Greco-Roman culture on their own and other cultures using print, non-print, electronic resources, and cultural artifacts.
- 2.06 Draw inferences about perspectives and practices of daily life in the Greco-Roman culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.
- 2.07 Draw inferences about the role of cultural diversity in the Greco-Roman world.

### **COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Predict the different technical meanings of the specialized vocabulary of other disciplines, using the knowledge of Greek and Latin roots, prefixes, and suffixes.
- 3.02 Analyze implicit and explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.
- 3.03 Compare and contrast ancient and contemporary cultural products and perspectives using independent research employing print, non-print, electronic materials, and cultural artifacts.
- 3.03 Make inferences and draw conclusions about the impact of the historical continuity of the Latin language and Greco-Roman civilization on subsequent civilizations, using independent research employing print, non-print, electronic materials, and cultural artifacts.
- 3.04 Apply information, skills, and learning strategies from the Latin class to other disciplines.
- 3.05 Utilize information, skills, and learning strategies in the Latin class that are common to other disciplines.

### **COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.**

#### **Objectives**

- 4.01 Predict the meaning of the vocabulary of English and other languages based on knowledge of common Latin and Greek roots, prefixes and suffixes.

## LATIN III

- 4.02 Demonstrate an understanding of the sound patterns of Latin in various literary genres and compare them to those of English.
- 4.03 Compare and contrast orally and in writing increasingly complex structural patterns of Latin and of English.
- 4.04 Investigate similarities and differences of various literary genres in Latin and English, using adapted and original texts.
- 4.05 Demonstrate understanding orally and in writing of words, phrases, idioms, and concepts that do not transfer directly from Latin to English.
- 4.06 Demonstrate an understanding of the connections between Latin and English by recognizing cognates, derivatives and loan words.
- 4.07 Demonstrate an appreciation of cultural differences by identifying similarities and differences in Greco-Roman culture(s) and their own culture(s), discovered through independent research and reading of adapted and original texts.
- 4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s), discovered through independent research and reading of adapted and original texts.
- 4.09 Give examples of the influence of Latin and Greco-Roman culture on the development of the student's culture(s), discovered through independent research and reading of adapted and original texts.

### **COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Share, exchange and present information about the influence of Latin and the Greco-Roman culture to others in the school and extended community.
- 5.02 Communicate knowledge of Greco-Roman influences throughout the global community using presentational technology such as power point and various multi-media resources.
- 5.03 Perform and/or participate in a school or community lecture, performance, celebration or competition at a level appropriate to the student (e.g. school, local, statewide and national academic contests, classical league meetings, conventions.)
- 5.04 Demonstrate from the study of Greco-Roman culture the ways in which cultural diversity has been part of society from antiquity.

## LATIN IV

Students enrolled in Latin IV have successfully completed Latin III.

A major focus of Level IV Latin is on the reading of authentic Latin texts with grammar taught in context of the readings. Emphasis is placed on figures of speech, analysis and essay writing.

There is more in depth study of the Greco-Roman culture and its influence throughout the world, as well as the student's own culture. Students are able to connect the Latin language to other disciplines and compare it to their own language.

*Note: The objectives for Latin IV are written at the honors level; therefore this course is assigned to category H (1 point).*

**COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.**

### Objectives

- 1.01 Read and demonstrate comprehension of a variety of adapted and authentic Latin texts.
- 1.02 Demonstrate the ability to move beyond literal reading comprehension by interpreting, making inferences and analyzing a chosen author or authors orally and in writing in English.
- 1.03 Demonstrate knowledge of vocabulary, inflectional system and syntax appropriate to a chosen author or authors.
- 1.04 Recognize, interpret and explain content, stylistic features and meter of a chosen author or authors.
- 1.05 Demonstrate the ability to interpret a Latin passage by reading it aloud with accurate pronunciation, meaningful phrase grouping, appropriate voice inflection, and attention to poetic meter.

**COMPETENCY GOAL 2: CULTURES — The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Analyze and discuss variations of patterns of behavior or interaction within the Greco-Roman culture.
- 2.02 Make inferences about the Greco-Roman culture and its people by participating in and experiencing customs, traditions and celebrations.

## LATIN IV

- 2.03 Analyze and discuss Roman literature and the arts in order to understand the cultural practices and perspectives of the people of the Greco-Roman world using print, non-print, electronic resources and media, and cultural artifacts.
- 2.04 Examine the geographical features of the Greco-Roman world and explain their impact on its peoples and cultures using print, non-print, electronic resources and multimedia tools, and cultural artifacts.
- 2.05 Evaluate the impact of influential people and events, and their contributions to Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.
- 2.06 Form and support opinions about daily life in Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.
- 2.07 Demonstrate an understanding of the role of cultural diversity in the Greco-Roman world through presentations using print, non-print, and electronic resources and multimedia tools.

### **COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Determine the different technical meanings of specialized vocabulary in the context of other disciplines using the knowledge of Greek and Latin roots, prefixes and suffixes.
- 3.02 Analyze and evaluate the effectiveness of implicit and explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.
- 3.03 Analyze similarities and differences in ancient and contemporary cultural products and perspectives using methods employing print, non-print, electronic materials and cultural artifacts stressing readings of original texts.
- 3.03 Make inferences and draw conclusions about the impact of the historical continuity of the Latin language and Greco-Roman civilization on subsequent civilizations, using methods including independent research and reading of original texts.
- 3.04 Apply information, skills, and learning strategies from the Latin class to other disciplines.
- 3.05 Integrate information, skills, and learning strategies that are common to other disciplines in the Latin class.

### **COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.**

#### **Objectives**

- 4.01 Determine the meaning of the vocabulary of English and other languages based on knowledge of common Latin and Greek roots, prefixes and suffixes.

## LATIN IV

- 4.02 Analyze the sound patterns of Latin in various literary genres and compare them to English.
- 4.03 Compare and contrast (orally or in writing) increasingly complex structural patterns of Latin and of English.
- 4.04 Analyze similarities and differences of various literary genres in Latin and English, using original texts.
- 4.05 Use orally and in writing words, phrases, idioms, and concepts that do not transfer directly from Latin to English.
- 4.06 Analyze the connections between Latin and the student's language(s) by applying cognates, derivatives and loan words.
- 4.07 Analyze similarities and differences in Greco-Roman culture(s) and the student's culture(s), discovered through independent research and reading of original texts.
- 4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s), discovered through independent research and reading of original texts.
- 4.09 Give examples of the influence of Latin and Greco-Roman culture on the development of the student's culture(s), discovered through independent research and reading of original texts.

### **COMPETENCY GOAL 5: COMMUNITIES – The students will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

#### **Objectives**

- 5.01 Share, exchange and present information about the influence of Latin and Greco-Roman culture to others in the school and extended community using presentational technology such as power point and various multi-media resources.
- 5.02 Evaluate Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.
- 5.03 Participate in the community of classical scholars through cultural events, contests, lectures and scholarships at levels appropriate to the student. (e.g. SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)
- 5.04 Compare and contrast cultural diversity in the Greco-Roman world with today's multi-cultural society.

## Advanced Placement (AP) Latin

The AP Vergil and the AP Latin Literature courses are designed to provide rigorous, intermediate college level classical language courses for high school students. The College Board recommends that teachers complete an AP Institute or workshop before teaching an AP course. However, there is no official AP teacher certification issued by the College Board or by the state. Additional information on teacher professional development is available at the College Board website <http://apcentral.collegeboard.com>. AP teachers can also join a discussion group with other AP teachers in their discipline by signing up on AP Central. Students can visit [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents) for additional information.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board. The AP course description books for each subject, which include the recommended topics and required skills, are revised frequently. It is the responsibility of AP teachers to obtain and follow the current course description for their course.

Students enrolled in the course are expected to take the AP exam in order to validate their academic experience, although students are not required to take the course before taking the exam. In order to be successful in this course, students need previous intensive language development and/or a minimum of three years of formal language instruction or the equivalent.

## AP LATIN

In Advanced Placement Vergil, students study lines from the *Aeneid*, that appear on the course syllabus. In Advanced Placement Latin Literature, students follow one of three syllabi, which focus on a pair of authors and their works.

Therefore, both courses emphasize the skills required for the student to successfully read, translate into English, understand, analyze and interpret the required readings, including the cultural, social, and political context of the literature on the syllabus. Students will also focus on writing well-developed essays in English.

**COMPETENCY GOAL 1: COMMUNICATION –The student will read, write, understand and interpret Latin developing oral, auditory and written skills as part of the language learning process.**

### Objectives

- 1.01 Write a literal English translation of a Latin passage, accurately reflecting the tense, voice, number and mood of verbs, maintaining both subject–verb agreement and the tense and voice of participles in English.
- 1.02 Explicate specific words or phrases in context.
- 1.03 Identify the context and significance of excerpts from the required readings.
- 1.04 Identify and analyze characteristic or noteworthy features of the authors’ modes of expression in passages, including their use of imagery, figures of speech, sound, and metrical effects.
- 1.05 Discuss motifs or themes common to reading selections of a particular author.
- 1.06 Analyze characters and/or situations as portrayed in passages of a particular author.
- 1.07 Write an analytical and interpretive essay about an issue of importance relevant to a passage in Latin that refers specifically to the Latin to support its arguments in English.
- 1.08 Scan the meters used by poets in selected texts.

**COMPETENCY GOAL 2: CULTURES—The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.**

### Objectives

- 2.01 Analyze and discuss variations in patterns of behavior or interaction within the Greco-Roman culture as reflected in the readings.

## AP LATIN

- 2.02 Analyze and discuss Latin literature and classical art in order to understand the cultural practices and perspectives of the Greco-Roman world as reflected in the readings.
- 2.03 Examine the geographical features of the Greco-Roman world as reflected in the readings.
- 2.04 Evaluate the impact of influential people and events on Greco-Roman culture as reflected in the-readings.
- 2.05 Form and support opinions about daily life in Greco-Roman culture as reflected in the readings.
- 2.06 Demonstrate an understanding of the role of cultural diversity in the Greco-Roman world as reflected in the-readings.

### **COMPETENCY GOAL 3: CONNECTIONS--The student will relate Latin and the Greco-Roman world to other disciplines.**

#### **Objectives**

- 3.01 Analyze and evaluate the effectiveness of implicit and explicit allusions in Latin literature to Greco-Roman mythology and history.
- 3.02 Make inferences and draw conclusions about the impact of choice authors on subsequent literature and visual arts.
- 3.03 Apply and integrate information, skills and learning strategies developed in the Latin class to other disciplines orally, in writing or using print, non-print, electronic resources, multimedia tools or cultural artifacts.

### **COMPETENCY GOAL 4: COMPARISONS--The student will develop insight into the student's language and culture through the study of Latin and the Greco-Roman culture.**

#### **Objectives**

- 4.01 Compare and contrast, orally and in writing, increasingly complex structural patterns used by choice Latin authors with English.
- 4.02 Analyze similarities and differences of various literary genres in Latin and in English.
- 4.03 Analyze similarities and differences between Greco-Roman culture as reflected in the Latin literature, and the student's culture(s).
- 4.04 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world, as reflected in the Latin literature with the student's culture(s).
- 4.05 Assess the influence of Latin and Greco-Roman culture, as reflected in the Latin literature, on the student's culture(s).

## AP LATIN

**COMPETENCY GOAL 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.**

### **Objectives**

- 5.01 Share, exchange, and present information about the influence of Latin and the Greco-Roman culture, as reflected in the Latin literature to others in the school and in the extended community using advanced presentational technology such as web design or web quest.
- 5.02 Evaluate Greco-Roman influences throughout the global community using presentational technology.
- 5.03 Participate in the community of classical scholars in cultural events, contests, lectures, and scholarship at levels appropriate to the AP student (*e.g.*, SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)
- 5.04 Compare and contrast the cultural diversity in the Greco-Roman world, as reflected in the assigned texts, with today's multi-cultural society.

# GLOSSARY

ACTFL: the American Council on the Teaching of Foreign Languages.

Acquisition/Learning: "acquisition of a second language" refers to the natural way one acquires a first language through meaningful communication, whereas learning a second language implies the formal study of a language including grammatical rules

Advance organizer: a visual, title, graph or question which presents a structure for the new material by relating it to the learner's existing knowledge.

Advanced placement (AP): high school program which provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs; usually refers to course which follows curriculum of College Board and may lead to credit at a college or university.

Alternative assessment: assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are performance assessments, portfolio, demonstrations, checklists, self-assessment, peer assessment, learning logs and journals.

Argumentative communication: written, spoken, or visual creation that involves defining issues and proposing reasonable solutions.

Argumentative writing: one of the four chief composition modes. Its purpose is to convince a reader or listener by establishing the truth or falsity of a proposition.

Articulation: seamless transition from one level to the next.

Assessment: collection and organization of data on student progress in achieving set objectives. Data collected can consist of observations, grades, or anecdotal records.

Audience: collection of intended readers, listeners, or viewers for a particular work or performance. An audience may be physically present (a group of community leaders) or separated by time and distance (in the case of written texts).

Aural: related to the sense of hearing.

Authentic assessment: form of performance assessment structured around a real-life problem or situation (*Florida Curriculum*). Sometimes used interchangeably with alternative assessment.

Authentic materials: books, tapes, videos, games, magazines, and other materials produced for use by native speakers of the language.

Chicano: a person of Mexican parents living in the U.S.

Circumlocution: indirect way of expressing something. Circumlocution is used when one does not know a specific word and may speak "around it" to get the message across.

Code switching: use of both English and Spanish in an utterance (also referred to as using Spanglish).

Communicative competence: ability to function in a communicative setting - that is to produce and understand what is appropriate to say, how it should be said, and when it should be said.

Community: a) all the people living in a particular district or city b) the district or city where they live (*Webster's NewWorld Dictionary*).

Content-based program: a foreign language teaching approach in which content from one or several subject areas from the regular school curriculum is taught in the foreign language.

Context: the overall situation (social or cultural) in which the language learning occurs. Also the linguistic environment.

Context clues: information available to a reader for understanding an unfamiliar word from the meaning of a sentence as a whole, familiar language patterns, the meaning of surrounding words and sentences, and the position and function of the word.

Contextualization: presentation of information to a reader or listener as part of a context and not in isolation. This term can be used when vocabulary and grammar are taught for a communicative purpose rather than for their own sake.

Continuation program: foreign language program which builds on the language skills previously acquired by the student.

Controlled paragraphs: paragraphs written according to stated guidelines, e.g., a certain readability level, a certain purpose for writing such as self-description.

Cooperative learning: instructional approach in which students work together as a team with each member contributing to the completion of the task or project.

Courtesy formulae: polite or helpful conventional expressions or remarks such as "thank you," "you are welcome," and please."

Critical communication: written, spoken, or visual combinations of ideas to fulfill a need or to obtain the original and otherwise appropriate results.

Cross-cultural: spanning more than one culture.

Cues: sources of information used by readers or listeners to construct meaning.

Culturally acceptable vocabulary: vocabulary, which is socially appropriate within a given culture.

Dialect: the form or variety of a spoken language peculiar to a region, community, social, or occupational group.

Dialogue journal: a notebook in which student and teacher communicate regularly in writing. The topic is usually chosen by the student who elects to write as much as

- he/she chooses. The teacher responds by asking questions, making comments but never correcting nor giving a grade.
- Discrete item: test item which is assessed in isolation to see if a student has mastered a specific structure.
- Dual Language (two-way bilingual programs): These programs group native speakers of English with native speakers of the target language. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to the day (morning in one language and afternoon in the other).
- Educated native speaker: native speaker of the language who uses standard speech free of dialect and slang.
- Environments: types of communication by purpose, audience, and context. In this document, environment refers to the following modes of communication (1) expressive, (2) informational, (3) argumentative, (4) critical, (5) literary, and (6) grammar/language usage.
- Everyday words: words a student would use in commonplace situations at home or in school.
- Explicit: clearly stated and leaving nothing implied (*Webster's New World Dictionary*).
- Explicate: to give a detailed explanation. Latin students may be asked, for instance, to explicate a reference to mythology, to Roman history, or to Roman religious celebrations in the context of the passage.
- Expressive communication: written, spoken, or visual creation that reveals or explores thought, feelings, and observations.
- FLES: Foreign Language in the Elementary Schools. It is a well-articulated, sequenced second language program for children. Classes are taught in the language. Listening, speaking, and culture are stressed during the primary grades, with reading and writing introduced when appropriate.
- FLEX: Foreign Language Exploration. It is a short-term exploratory program often found at the middle grades level. It is not articulated with the elementary nor with the high school program. Its main goals are to introduce the target culture and to motivate students to pursue further language study. The term may also be used to describe a non-sequential elementary program with limited contact time (once a week or less).
- Figurative: not in its original, usual, literal, or exact sense of reference (*Webster's New World Dictionary*).
- Framework: broad organizing structure for the essential knowledge and skills in a program area.
- Function: use of the language for an intended purpose, e.g., to give directions, to make a request.
- Functional objectives: objectives centered around the uses to which the language can be put, e.g., asking questions, expressing disagreement.

Functional use: ability to communicate in the second language on topics appropriate to age level.

Genre: form or type of literary content, such as a novel, tragedy, comedy, or poem.

Graphic organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

Heritage language: refers to immigrant languages, indigenous languages, and colonial languages. Both Navajo people and Spanish-speaking Latinos in the United States are heritage language speakers.

Heritage language speaker: someone who has had exposure to a non-English language outside the formal education system. It most often refers to someone with a home background in the language, but may refer to anyone who has had in-depth exposure to another language.

High order thinking skills: relatively complex and time-consuming cognitive mental operations, such as concept formation, problem solving, and composing. They commonly employ one or more core thinking skills (focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating).

Hispanic: person of Latin American or Spanish descent.

Idiomatic expression: expression which has a different meaning from the literal (e.g., by the skin of his teeth). Idiomatic expressions make no sense when translated literally from one language to another.

Immersion: approach to foreign language instruction in which the regular curriculum is taught in the foreign language.

Implicit: suggested or to be understood though not plainly expressed (*Webster's New World Dictionary*).

Inference: judgment or conclusion based on reasoning, e.g., reasoning by inference from given premises.

Inflection: any change in tone or pitch of the voice (*Webster's World Wide Dictionary*).

Informational communication: written, spoken, or visual creation that involves giving information to explain realities or ideas.

*Definition:* In a definition composition, the writer identifies a key work or concept, explains it to the reader, and answers the question “What is it?” A definition composition goes beyond the concise, formal dictionary definition to distinguish details and characteristics clearly.

*Cause and Effect:* Examines the relationship between an event or circumstance and its causes and/or its effects. The writer explains a situation, condition, or event (effects) and explains why it occurred or reasons it exists (causes).

*Problem-Solution:* identifies a problem, a conflict, or issue of concern and presents one or more possible solutions.

Internalize: to make a part of one's own thinking.

Interpersonal intelligence: students who can read the moods and intentions of others and who have developed the ability to work cooperatively in a group possess interpersonal intelligence. Those students are also very adept at communicating verbally and non-verbally with other people.

Interpret: to have or show one's own understanding of the meaning; to bring out the meaning (*Webster's WorldWide Dictionary*).

Intrapersonal intelligence: students who have a keen understanding of their own feelings and who use that insight to guide their behavior possess intrapersonal intelligence.

Kinesthetic intelligence: students who possess kinesthetic intelligence have control over their bodily motions and have the talent to manipulate objects with deftness.

Language experience: approach to learning to read in which a group of students' own words or short oral compositions are written down and used as materials of instruction. The writing usually follows a shared experience.

Latino: person of Latino American descent.

Learning styles: preferred style of learning of student

Learning strategies: "steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (Oxford, 1989).

Literal: following or representing the exact words of the original; word-for-word; based on the actual words and their ordinary meaning (*WorldWide Dictionary*).

Literal translation: A literal translation is "accurate and precise...The tense, voice, number and mood of verbs need to be translated literally; subject-verb agreement must be correct; participles should be rendered precisely with regard to tense and voice; ablative absolutes may be rendered literally or as subordinate clauses; however, the tense and number of the participle must be rendered accurately." (AP Latin course description, p.20)

Meters, scansion & scan: Latin poetry requires regular patterns of long and short syllables, and these patterns are called meters. "Scansion includes recognizing elision and the metrical quantity of syllables." To scan poetry is to recognize and indicate its metrical patterns. (Latin AP course description, pp. 22, 31, 42-45)

Multicultural: addressing several cultures.

Multilingual: having more than one language.

Multiple intelligences: theory that individuals can learn in multiple ways. Howard Gardner has identified eight intelligences: mathematical/logical, verbal/linguistic, musical/rhythmic, visual/spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalist/physical world.

**Narrative:** text in any form that recounts events or series of events or tells a story. Forms of narrative include personal and imaginative.

**Non-verbal cue:** source of information used by readers or listeners to construct meaning not involving language. Can involve facial expressions, gestures, and eye contact.

**Non-print text:** any medium/text that creates meaning through sound or images or both, such as symbols, words, songs, speeches, pictures, and illustrations not in traditional print form including those seen on computers, films, and in the environment.

**Nonprint:** symbols, words, pictures, and illustrations not in traditional print form such as those seen in computer programs and in the environment.

**Novice:** beginning language learner. Beginning language category of the ACTFL guidelines.

**Objective:** what is aimed at or striven for. Objectives are more specific in their focus than the global goals.

**Oral/aural:** dealing with speaking and listening.

**Pair activity:** activity involving oral or written communication between two students.

**Partial immersion:** approach to second language instruction in which part (at least half) of the school day is conducted in the second language.

**Pattern story:** story characterized by predictable story lines and the repetition of phrases and rhythm and/or rhyme which enable children to make predictions about content.

**Performance-based assessment:** assessment which requires the student to construct a response or create a product. Performance-based assessments are open-ended and do not have a set response.

**Perspective:** in this document, the term perspective is used in reference to the meanings, attitudes, values, and ideas represented by a cultural group.

**Pictionary:** dictionary made up of pictures and symbols drawn to represent people, things, and events. It is used for pre-reading and pre-writing activities for students who are beginning to develop reading and writing skills.

**Point of view:** the way in which an author reveals his or her perspective/viewpoint, as in characters, events, and ideas in telling a story.

**Portfolio:** collection of student's work exhibiting the student's effort, progress or achievement. In a foreign language a portfolio could include: work samples, projects, performances, audio and/or video tapes.

**Practice:** in this document, the term practice refers to the patterns of social interactions with and within the different people in the culture.

**Primary sources:** Primary sources are results of experiments or original research, literary works, autobiographies, original theories, and other materials.

Print: symbols, words, pictures, and illustrations as seen in books, magazines, leaflets.

Product: in this document, a product is a tangible representation of the culture. It can include big "C" items such as plays, music, architecture, or little "c" items such as food, artifacts, dresses, games, and songs.

Productive skills: language skills (speaking and writing) which require language output.

Proficiency: ability to communicate effectively in both oral and written forms in the cultures where the language is spoken. Proficiency is made up of three components: function, content, and accuracy.

Proficiency-based curriculum: curriculum centered around proficiency where vocabulary and grammar are not taught in isolation, but rather as tools to accomplish communicative goals in particular settings on particular subjects.

Receptive skills: language skills (listening and reading) who require the reader/listener to make sense of what he/she reads or hears.

Register: the level of language and formality used when interacting with different audiences: elders vs. siblings, teachers vs. friends, supervisor vs. job applicant.

Rubric: scoring guide composed of set criteria used to evaluate a student's performance, product, or project. The criteria describe the characteristics of the performance, product and/or project.

Scenario: classroom activity or a unit which describes what students are doing with the language.

Secondary sources: Sources compiling or critiquing original works. Examples of secondary source include literary criticism, biographies, encyclopedia articles, and journal articles critiquing the work of others.

Skimming and scanning: glancing quickly through a selection to get a sense of the topics and important ideas and then scan for particular details.

Standard: description of what a student should know and be able to do.

Strand: any of the parts that are bound together to form a whole. In this document, the needed skills to accomplish each goal.

Strategy: systematic plan for achieving a specific goal or result.

Story skeleton: organization of a story. It involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.

Structural analysis: breakdown of a whole into its parts to determine the syntactical relationships.

Summative assessment: periodic analyses of student performance designed to measure student progress in specific areas.

Syntax: way language is structured and ordered within sentences.

Target language: language being learned.

Total immersion: approach to second language instruction in which the entire school day is conducted in the second language.

Total Physical Response (TPR): approach in which students respond with physical activity to increasingly complex teacher commands.

Venn diagram: diagram consisting of two or more intersecting circles representing relationships among concepts.

Visual clues: visible information such as tangible objects, and gestures which may assist a reader in gaining meaning from unfamiliar words.

Visual organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

Webbing: strategy for developing and organizing ideas.

# AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) PROFICIENCY GUIDELINES

## Generic Descriptions-Listening

These guidelines assume that all the listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

### Novice Low

Understanding is limited to occasional words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

### Novice Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or slower rate of speech.

### Novice High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

### Intermediate Low

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number or content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

### Intermediate Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

<b>Intermediate High</b>	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.
<b>Advanced</b>	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in oral text.
<b>Advanced Plus</b>	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is proportionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp socio-cultural nuances of the message.
<b>Superior</b>	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

### **Generic Descriptions-Speaking**

<b>Novice</b>	The Novice level is characterized by the ability to communicate minimally with learned material.
<b>Novice Low</b>	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
<b>Novice Mid</b>	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies.

Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

**Novice High** Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

**Intermediate** The Intermediate level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

**Intermediate Low** Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Intermediate Mid** Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

**Intermediate  
High**

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate - High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

**Advanced**

The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations and
- narrate and describe with paragraph-length connected discourse.

**Advanced**

Able to satisfy the requirements of every day situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaboration, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk causally about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

**Advanced  
Plus**

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

**Superior**

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

**Superior**

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical,

social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinion and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

### **Generic Descriptions - Reading**

These guidelines assume all reading texts to be authentic and legible.

<b>Novice Low</b>	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
<b>Novice Mid</b>	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
<b>Novice High</b>	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.
<b>Intermediate Low</b>	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstanding will occur.
<b>Intermediate Mid</b>	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear internal structure. They impart basic information about which the

reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

**Intermediate  
High**

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical terms. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

**Advanced**

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

**Advanced  
Plus**

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

**Superior**

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meaning derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and

low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary and misreading is rare.

### **Generic Descriptions - Writing**

- Novice Low** Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
- Novice Mid** Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
- Novice High** Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
- Intermediate Low** Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
- Intermediate Mid** Able to meet limited practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.

**Intermediate  
High**

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely use basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

**Advanced**

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in production of complex sentences. Uses a limited number of cohesive devices, such as pronouns accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

**Advanced  
Plus**

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

**Superior**

Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of positions in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development, is

strongly evident, although not thoroughly executed and/or totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

## BIBLIOGRAPHY

- Abrams, Z. I. (2002). Surfing to Cross-Cultural Awareness. *Foreign Language Annals*, 35, 141-160.
- American Council on the Teaching of Foreign Languages (ACTFL). *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: American Council on the Teaching of Foreign Languages, Inc., 1995.
- \_\_\_\_\_. *ACTFL Proficiency Guidelines*. Yonkers, NY: American Council on the Teaching of Foreign Languages, Inc., 1989.
- \_\_\_\_\_. *SCOLT. Research Within Reach*. Athens, GA: Agee Publishers, 1985.
- Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language*. New York, NY: The College Board, 1996.
- Association for Supervision and Curriculum Development (ASCD). *ASCD Curriculum Handbook: A Resource for Curriculum Administrators from the Association for Supervision and Curriculum Development*. Alexandria, VA: ASCD, 1992.
- August, D., M. Calderon, & M. Carlo. (2001). *The Transfer of Skills from Spanish to English: A Study of Young Learners*. Center for Applied Linguistics. Retrieved from <http://www.cal.org/pubs/articles/skillstransfer-nabe.html>
- Bamford, K.W. & D.T. Mizokawa. "Additive-Bilingual (Immersion) Education: Cognitive and Language Development." *Language Learning*, 1991.
- Barnett, Marva A. "Writing as a Process." Northeast Conference, Winter 1992, p. 16-55.
- Bastian, T.R. "An Investigation into the Effects of Second Language Learning on Achievement in English." *English Language Arts Skills in Instruction*. Urbana: Clearinghouse on Reading and Communication Skills. Eric ED 189 646, 1979.
- Begley, S. "Your Child's Brain." *Newsweek*, 1996.
- Bialystok, Ellen Ph.D. "Effects of Bilingualism and Biliteracy on Children's Emerging Concept of Print." *Developmental Psychology*, Vol. 33, No. 3, May 1997.
- Blanco, G.M., V.M. Contreras, & J.A. Márquez. (2002). *Español para el Hispanohablante*. Texas Education Agency. Also available on line at <http://sedl.org/pubs/catalog/items/lote09.html>
- Borchardt, Frank L. & Eleanor M.T. Johnson. *Calico Resource Guide for Computing and Language Learning*. Durham, NC: CALICO, 1995.
- Boyle, Owen & Suzanne F. Peregoy. "Literacy Scaffolds: Strategies for First and Second Language Readers and Writers." *The Reading Teacher*, Vol. 44, No. 3, November 1990.

- Brecht, R.D., & C.W. Ingold. (1998). *Tapping a national resource: Heritage languages in the United States*. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Retrieved from <http://www.cal.org/ericcll/digest/brecht01.html>
- Burke, Kay. *How to Assess Authentic Learning*. Palatine, IL: IRI/Skylight Publishing, Inc, 1994.
- Caine, R.N. & G. Caine. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.
- Carpenter, J. A. & J. V. Torney. "Beyond the Melting Pot." In Patricia Maloney Markun (Ed.), *Childhood and Intercultural Education: Overview and Research*. Washington, DC: Association for Childhood Education International, 1974.
- Center for Language Education and Research. (1989). *Selected Elementary and Secondary Spanish Language Materials for Native Spanish Speakers: Language Arts and Content Areas*. CLEAR Annotated Bibliography Series. Washington, DC: Center for Applied Linguistics.
- Chugani, H. "Reshaping the Brain for Better Future." As quoted in the *Chicago Tribune*, April 15, 1993.
- Cohen, P. "Understanding the Brain." *Education Update*. ASCD, 1995.
- College Board. *Academic Preparation for College: What Students Need to Know and Be Able to Do*. New York, NY: College Board, 1983.
- \_\_\_\_\_. *Academic Preparation in Foreign Language: Teaching for Transition from High School to College*. New York, NY: College Board, 1986.
- Colombi, C., & F. Alarcón (Eds). (1997). *La enseñanza del español a hispanohablantes: Praxis y teoría*. Boston, MA: Houghton Mifflin. ISBN # 0-669-39844-6
- Compton, Mary F. & Horace C. Hawn. *Exploration: The Total Curriculum*. Columbus, OH: National Middle School Association, 1993.
- Cooper, T. "Foreign Language Study and SAT Verbal Scores." *Modern Language Journal*, Vol. 71, #4, p. 381-387, 1987.
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. San Diego, CA: Houghton Mifflin.
- Curtain, Helena A. & Carol Ann Pesola. *Languages and Children - Making the Match*. White Plains, NY: Longman Publishing Group, 1994.
- Curtain, Helena A. & Carol Ann Dahlberg. *Languages and Children - Making the Match*. White Plains, NY: Longman Publishing Group, 2003.
- Curwin, Richard L. & Allen N. Mendler. *Discipline with Dignity*. Alexandria, VA: Association for Supervision and Curriculum Development, 1988.

- Delaware Department of Education. *Foreign Language Content Standards*. Dover, DE: Delaware Department of Education, 1997.
- Donoghue, M. *Foreign Language and the Elementary School Child*. Dubuque, IA: William C. Brown, 1968.
- Dulay, H. & S. Krashen. *Language Two*. New York: Oxford University Press, 1973.
- Eddy, P. *The Effect of Foreign Language Study in High School on Verbal Ability as Measured by the Scholastic Aptitude Test – Verbal*. Washington Center for Applied Linguistics, ERIC ED 196312, 1981.
- Evertson, Carolyn M., Edmund T. Emmer, Barbara S. Clements, Julie P. Sandord & Murray E. Worsham. *Classroom Management for Elementary Teachers*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.
- Evertson, Carolyn M., Edmund T. Emmer, Barbara S. Clements, Julie P. Sandord & Murray E. Worsham. *Classroom Management for Secondary Teachers*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.
- Finocchiaro, Mary & Michael Bonomo. *The Foreign Language Learner: A Guide for Teachers*. New York, NY: Regents Publishing Company, Inc., 1973.
- Fitzgerald, Jill. "Crossing Boundaries: What Do Second Language Learning Theories Say to Reading and Writing Teachers of English as a Second Language Learners?" *Reading Horizons*, Vol. 34, 1994, p. 339-355.
- Flores, W. (2001). *Traits of Effective Spanish Writing/ Características de la buena escritura en Español*. NW regional Educational Laboratory.
- Florida Department of Education. *Florida Curriculum Framework: Foreign Languages*. Tallahassee, FL: Florida Department of Education, 1996.
- Forgarty, Robin, David Perkins, & John Barell. *How to Teach for Transfer*. Palatine, IL: IRI/Skylight, Inc., 1992.
- Fogarty, Robin. *How to Integrate the Curricula*. Palatine, IL: IRI/Skylight, Inc., 1991.
- Foster, K. & C. Reeves. "FLES Improves Cognitive Skills." *FLES News* 2 (3), 4-5. 1989.
- Freeman, L. M. & L. L. Gregory. "Language Programs at the Middle-Level: Some Design Considerations." *NASSP Bulletin*. Reston, VA: National Association of Secondary School Principals, 1990.
- Galloway, Vicki & C. Herron (Eds.). *Research Within Reach II*. Valdosta, GA: Southern Conference on Language Teaching, 1995.
- Gaudiani, Claire. *Teaching Writing in the FL Curriculum*. ERIC Clearinghouse on Languages and Linguistics. Washington, DC: Center for Applied Linguistics, 1981.
- Genesee, F. *Learning Through Two Languages*. Rowley, MA: Newbury House, 1987.
- Genesee, F. "Brain Research: Implications for Second Language Learning." *CAL Digest*, EDO-FL-00-12, 2002.

- 
- \_\_\_\_\_ & John A. Upshur. *Classroom-Based Evaluation in Second Language Education*. New York, NY: Cambridge University Press, 1996.
- Gingsburg, H & I. McCoy. "An Empirical Rationale for Foreign Language in Elementary Schools." *Modern Language Journal*, 65, 36-42, 1981.
- Grittner, F. *A Guide to Curriculum Planning in Foreign Languages*. Madison, WI. Wisconsin Department of Public Instruction, 1985.
- Glisan, E. & D. Foltz. "Assessing Students' Oral Proficiency in an Outcome-based Curriculum: Student Performance and Teacher Intuitions." *The Modern Language Journal*, 82, (1), 1998.
- Hancock, C. & G. Lipton, et al. "A Study of FLES and non FLES Pupils' Attitudes Toward the French and Their Culture." *French Review*, 49, 1976.
- Hayes, Curty W., Robert Baghruth & Carolyn Kessler. "To Read you Must Write: Language Acquisition among LEP Students." *Children and Languages*. NCFLIS, 1988.
- Hirsch, Bette. *Languages of Thought: Thinking, Reading, and Foreign Languages*. New York, NY: The College Board, 1989.
- Holobow, N. & F. Genesee, et al. "Effectiveness of Partial French Immersion for Children of Different Social Class and Ethnic Background." *Applied Linguistics*, 1987.
- Hudelson, Sarah. "Literacy Development of Second Language Children." *Educating Second Language Children*, Fred Genesee, (Ed.). New York, NY: Cambridge University Press, 1994.
- Jaraush, Hannelore & Clare Tufts. "Writing Across the (Foreign Language) Curriculum." *Dimension: Language '87*. Report of Southern Conference on Language Teaching. Valdosta, GA: Valdosta State College, 1987.
- Jarvis, G. A. "The Value of Second Language Learning." *Learning a Second Language*. F. M. Grittner, (Ed.). Chicago: University of Chicago, 1980.
- Kenig, G. (1999). *Best Careers for Bilingual Latinos*. Chicago: VGM Career Horizons.
- Kessler, C & M. Quinn. "Bilingualism and Science Problem-Solving Ability." Paper presented at the meeting of Teachers to Speakers of Other Languages (TESOL), San Francisco, 1980.
- Kim, Eugene C. & Richard D. Kellough. *Resource Guide for Secondary School Teaching*, 1983.
- Klein, Richard B. & Sam L. Slick. *Managing the High School Foreign Language Department: A Handbook for Teachers and Administrators*. Lincolnwood, IL: National Textbook Company, 1996.
- Krashen, S. & M. Long et al. *Child-Adult Differences in Second Language Acquisition*, Rowley, MA: Newbury House, 1982.

- Krashen, S. & T. Terrell. *The Natural Approach to Language Acquisition in the Classroom*. Oxford: Pergamon Press, 1983.
- Krashen, S., L. Tse & J. McQuillan. (1998). *Heritage Language Development*. Culver City, CA: Language Education Associates.
- LaFleur, R. A. (Ed) *The Teaching of Latin in American Schools*. Atlanta, GA: Atlanta School Press, 1987.
- Lambert, W. & G. R. Tucker. *Bilingual Education of Children: The St. Lambert Experiment*. Rowley, MA: Newbury House, 1972.
- Landry, R. "The Enhancement of Figural Creativity Through Second Language Learning at the Elementary Level." *Foreign Language Annals*, Vol. 7, #1, 1973.
- Lazear, David. *Seven Ways of Teaching*. Palatine, IL: IRI/Skylight, Inc., 1991.
- Lipton, Gladys. *Elementary Foreign Language Programs: FLES\*: An Administrator's Handbook*. Lincolnwood, IL: National Textbook Company, 1992.
- Masciantonio, R. "Tangible Benefits of the Study of Latin: A Review of Research." *Foreign Language Annals*, Vol. 10, #4, 1977.
- Marzano, Robert J., Daisy E. Arredondo & Ronald S. Brandt. *Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- Marzano, Robert J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- Merino, B.J., H.T. Trueba, & F.A. Samaniego (Eds.). (1993). *Language and Culture in Learning: Teaching Spanish to Native Speakers of Spanish*. London: Falmer Press.
- Met, Myriam. "Learning Language through Content: Learning Content through Language." *Foreign Language Annals*, 24, no. 4, 1991.
- Montague, Nicole. "The Process Oriented Approach to Teaching Writing to Second Language Learners." *New York State Association for Bilingual Education Journal*, Vol. 10, p. 13-24, Summer 1995.
- North Carolina Department of Public Instruction. *Standard Course of Study*. Raleigh, NC: Department of Public Instruction, 1995.
- \_\_\_\_\_. *Second Language Studies: Teacher Handbook*. Raleigh, NC: Department of Public Instruction, 1994.
- \_\_\_\_\_. *Building Bridges: A Guide to Second Languages in the Middle Grades*. Raleigh, NC: Department of Public Instruction, 1991.
- \_\_\_\_\_. *Foreign Language on the Block*. Raleigh, NC: Department of Public Instruction, 1996.

- \_\_\_\_\_. *First and Second Language: The Reading and Writing Connection*. Raleigh, NC: North Carolina Department of Public Instruction, 1996.
- \_\_\_\_\_. *Learning to Write - Writing to Learn : The Teaching of Writing in the Foreign Language Class*. Raleigh, NC: North Carolina Department of Public Instruction, 1998.
- \_\_\_\_\_. *Technology the Common Language*. Raleigh, NC: North Carolina Department of Public Instruction, 1999.
- \_\_\_\_\_. *Assessment, Articulation, and Accountability*. Raleigh, NC: North Carolina Department of Public Instruction, 1999.
- Olsen, S. A. & L. K. Brown. "The Relation Between High School Study of Foreign Languages and ACT English and Mathematics Performance." *ADFL Bulletin*, Vol. 23, No. 3, 1992.
- O'Malley, Mike & Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners*. Reading, MA: Addison-Wesley Publishing Co., 1996.
- Omaggio, Alice C. *Teaching Language in Context: Proficiency-Oriented Instruction*. Boston, MA: Heinle and Heinle, 1993.
- Oxford, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. New York, NY: Newbury House, 1990.
- Paulson, David L. "Evaluation of Foreign Language Learner's Writing Abilities." Moorhead, MN: Concordia College. *Northeast Conference Newsletter* 34, p. 12-16.
- Peyton, J.K., D.A. Ranard, & S. McGinnis (Eds). (2001). *Heritage Languages in America*. Center for Applied Linguistics and Delta Systems. <http://www.delta-systems.com>. 1-800-323-8270. ISBN # 1-887744-68-1.
- Peyton, J.K., V.W. Lewelling, & P. Winke. (2001). *Spanish for Native Speakers: Developing Dual Language Proficiency*. ERIC digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Retrieved May 14, 2002, from [http://www.cal.org/ericcll/digest/spanish\\_native.html](http://www.cal.org/ericcll/digest/spanish_native.html)
- Phillips, J.K. & R. Terry. (1999). *Foreign Language Standards: Linking Research, Theories, and Practices*. IL: National Textbook Company.
- Portfolio Assessment in Foreign Language*. Evansville-Vanderburgh School Corporation. Evansville, IN: EVSC, 1993.
- Rafferty, E. A. *Second Language Study and Basic Skills in Louisiana*. Baton Rouge: Louisiana Department of Education, 1986.
- Rattle, E.H. "Foreign Language in the Elementary School Language Arts Program." *The French Review*, Vol. 42, 1968.
- Redmond, Mary Lynn. "The Whole Language Approach in the FLES Classroom: Adapting Strategies to Teach Reading and Writing" *Foreign Language Annals*, Vol. 27, p. 428-444, 1994.

- Roberts, Cheryl A. "Transferring Literacy Skills from L1 to L2: From Theory to Practice." *The Journal of Educational Issues of Language Minority Students*, Vol. 13. p. 209-221, Spring 1994.
- Roca, A. & K. Marcos. (2001). *Teaching Spanish to Spanish Speakers* (ERIC/CLL Resource Guide Online). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Retrieved from <http://www.cal.org/ericcll/faqs/rgos/sns.html>.
- Roca, A & J. Gutiérrez. (2000). "Sociolinguistic Considerations." *AATSP Professional Development Series Handbook for Teachers K-16, Volume 2*. Orlando, FL: Hartcourt College.
- Rodriguez Pino, C. (1994). *Teaching Spanish to Hispanic Students: Thematic Teaching Units for Middle and High School Teachers*. Washington, DC: National Endowment for the Humanities, ED 410 764.
- Rodriguez Pino, C. (1993). *Selected Bibliography of Spanish for Native Speaker Sources*. Washington, DC: National Endowment for the Humanities. ED 410763.
- Rosenbusch, M. "Language Learners in the Elementary Schools: Investing in the Future." In R. Donato & r. Terry (Eds.). *Foreign Language Learning: The Journey of a Lifetime*. Lincolnwood, IL: National Textbook Company, 1995.
- Scales, Peter C. *A Portrait of Young Adolescents in the 1990s*. Carrboro, NC: Center for Early Adolescence, 1991.
- Schwartz, A. M. (2000). "Preparing Teachers." *AATSP Professional Development Series Handbook for Teachers K-16, Volume 2*. Orlando, FL: Hartcourt College.
- Scott, Virginia M. *Rethinking Foreign Language Writing*. Boston, MA: Heinle and Heinle Publishers, 1996.
- 
- \_\_\_\_\_ "Write from the Start: A Task-Oriented Developmental Writing Program for Foreign Language Students" *Language 91, Making a World of Difference*. Report of the Southern Conference on Language Teaching. Valosta, GA: Valdosta State College, 1991.
- Scott, Renée & Barbara Rodgers. "Changing Teachers' Conceptions of Teaching Writing: A Collaborative Study." *Foreign Language Annals*, Vol. 28, Summer 1995.
- Seelye, H. Ned. *Teaching Culture: Strategies for Intercultural Communication*. Lincolnwood, IL: National Textbook Company, 1993.
- Shockley, Robert & Linda Sevier. "Behavior Management in the Classroom: Guidelines for Maintaining Control." *Schools in the Middle*, 1991.
- Short, Deborah J. *How to Integrate Language and Content Instruction: A Training Manual*. Washington, DC: Center for Applied Linguistics, 1991.
- Skelton, R. B. "High School Foreign Language Study and Freshman Performance." *School and Society*, Vol. 85, 1957.

- Smith, W.F. (Ed). *Modern Media in Foreign Language Education: Applications and Projects* (ACTFL Foreign Language Education Series, Volume 18.) Lincolnwood, IL: National Textbook Company, 1991.
- Soto, L., J.L. Smrekar, & D.L. Nekkovei. (1999). "Preserving Home Languages and Cultures in the Classroom: Challenges and Opportunities." *Direction in Language and Education*. National Clearinghouse for Bilingual Education, vol. 13.
- Spanish for Native Speakers. AATSP Professional Development Series Handbook for Teachers K-16. Volume 1.* (2000). Orlando, FL: Hartcourt College. ISBN # 00307622243. Available from Thomson Publishing. 1-800-355-9983 (phone), 1-800-451-3661 (fax).
- Stevenson, Chris & Judy F. Carr (Eds.). *Integrated Studies in the Middle Grades: Dancing Through Walls*. New York, NY: Teachers College Press, 1993.
- Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language.* (1997). Retrieved from [http://www.tea.state.tx.us/rules/tac/ch110\\_128toc.html](http://www.tea.state.tx.us/rules/tac/ch110_128toc.html).
- Talukdar, Gargi (2001). "How the Brain Learns a Second Language" *Brain Connection*. URL: <http://www.brainconnection.com/topics/?main+fa/second-language>. Scientific Learning Corporation.
- Timpe, E. F. "The Effects of Foreign Language Study on ACT Scores." *ADFL Bulletin*, Vol. 11, No. 2, 1979.
- U.S. Census Bureau. (2001b). "The foreign born population in the United States." Retrieved from <http://www.census.gov/prod/2000pubs/p20-534.pdf>.
- Valdés, G., A.G. Lozano, & R. García-Moya (Eds). (1981). *Teaching Spanish to the Hispanic Bilingual: Issues, Aims, and Methods*. New York, NY: Teachers College Press.
- Valdés, G. (1995). "The Teaching of Minority Languages as 'Foreign Languages': Pedagogical and Theoretical Challenges." *Modern Language Journal*, 79, 299-328.
- Valdés, G. (2001). "Heritage Language Students: Profiles and Possibilities." In J. K. Peyton, D.A. Ranard, & S. McGinnis (Eds.). *Heritage Languages in America: Preserving a National Resource* (pp. 37-77). McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.
- Webb, J.B. & B.L. Miller (Eds). (2000). *Teaching Heritage Language Learners: Voices from the Classroom*. ACTFL Series. ISBN 0-970598-0-2.
- Wiley, T. (2001). On Defining Heritage Languages and Their Speakers. In J.K. Peyton, D.A. Ranard, & S. McGinnis (eds). *Heritage Languages in America: Preserving a National Resource*. Center for Applied Linguistics and Delta Systems. <http://www.delta-systems.com>. 1-800-323-8270. ISBN # 1-887744-68-1.
- Wlodkowski, Raymond J. *Motivation and Teaching*. Washington, DC: National Education Association, 1978.

Zastrow, Claus. *Academic Atrophy: The Condition of the Liberal Arts in America's Public Schools*. Council for Basic Education, March 2004.

Zull, J.E. (2002). *The Art of changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. Stylus Publishing.