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NCDPI ESSENTIAL STANDARDS

CURRICULUM CONTENT AT-A-GLANCE

ACADEMICS 2011-2012

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Arts Education Essential Standards: At A Glance

This document is designed as a brief overview of the NCDPI Essential Standards for Arts Education that will be taught and tested beginning with the 2012-2013 academic year. More detailed information regarding the Standards can be accessed at the following site: <http://www.ncpublicschools.org/acre/standards/new-standards/>

Proficiency-based Organization

The Essential Standards communicate what students should know and be able to do as a result of instruction at each grade (K-8) or proficiency level (9-12): beginning, intermediate, proficient, and advanced. Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding the arts, experiences and learning must occur in a sequential manner. Great attention has been given to vertical alignment across all grades levels that lead to specific outcomes.

By completion of their secondary education, students in the arts should be able to:

- A. **Communicate at a basic level in dance, music, theatre, and visual arts**
- B. **Communicate proficiently in at least one art form**
- C. **Analyze & Evaluate work in various disciplines**
- D. **Recognize & appreciate exemplary works of art**
- E. **Make connections across disciplines**

Framework

The Essential Standards are the laser focus we need to ensure high quality, consistent arts education across the district. They are designed as a succinct way of capturing and communicating what students should know and be able to do:

- Communicating & developing literacy within each arts discipline
- Thinking creatively, critically, and solving artistic problems
- Understanding the arts in relation to history, culture, heritage, ideas, & lifelong learning
- Connecting with other arts, across academic disciplines, into the real world - the 21st century - life beyond school to further education, pursuit of an interest or as a career
- Embracing World Cultures with close alignment to the Social Studies Essential Standards

Dance	Music	Theatre Arts	Visual Arts
Creation and Performance (CP)	Musical Literacy (ML)	Communication (C)	Visual Literacy (V)
Dance Movement Skills (DM)	Musical Response (MR)	Analysis (A)	Contextual Relevancy (CX)
Responding (R)	Contextual Relevancy (CR)	Aesthetics (AE)	Critical Response (CR)
Connecting (C)		Culture (CU)	

Standards are designed by grade level K-8 and by proficiency in High School (Beginning, Intermediate, Proficient, Advanced).

Each Essential Standard has **Clarifying Objectives** that are broad enough to allow each program to address the expansive range of skills and content.

Example of a Clarifying Objective for Elementary Visual Arts:

2.V.1.2. Create original art that expresses ideas about people, neighborhoods, or communities

2=grade level, V=Visual Literacy, 1=the Essential Standard (use the language of visual arts to communicate effectively), 2=the Clarifying Objective

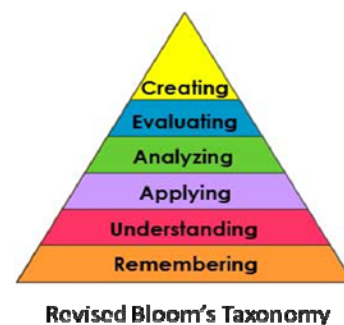
Example of a Clarifying Objective for High School Dance:

P.R.1.2. Compare the choreographer's intent and the audience members' interpretation of meaning

P=Proficient High, R=Responding, 1=the Essential Standard (use a variety of thinking skills to analyze and evaluate dance), 2=the Clarifying Objective



Essential Standards in the Arts support 21st Century skills and give students opportunities to experience the upper tiers of the RBT pyramid.



K-12 English as a Second Language Essential Standards: At A Glance

The current *K-12 NC English as a Second Language (ESL) Essential Standards* are the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards [approved by the State Board of Education June 5, 2008]. The WIDA Standards are to be utilized by ESL and content/subject area teachers of English Language Learners (ELLs).

Organization of Standards

There are five grade spans according to the WIDA model which include Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12. Within each grade span, the four language domains (listening, speaking, reading, and writing) are addressed. There are six levels of English language proficiency (ELP): Entering, Beginning, Developing, Expanding, Bridging, and Reaching which are determined by three components of second language acquisition (linguistic complexity, vocabulary usage, and language control) and increase incrementally as students progress from one ELP level into the next.

Social and Academic Context

The purpose of the ESL Essential Standards is to increase language proficiency and academic achievement by providing an understanding of what an English language learner must know and be able to do in social and academic contexts.

ESL Essential Standards address the **explicit teaching** of the **academic language necessary** to be successful in **content and ESL classrooms**. **Instruction** should engage ELLs in the vocabulary, writing, reading, and oral language necessary to participate meaningfully in the content areas. Academic language instruction is characterized by the staging of authentic opportunities to learn and practice with the situation-specific patterns of communication that students need in order to be successful in the content areas.

At any given level of English Language Proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse as required at the specified grade level oral and written communication of English comparable to that of English proficient peers
5- Bridging	<ul style="list-style-type: none"> the technical language of the content areas a variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English proficient peers when presented with grade-level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying Linguistic Complexity in oral discourse or multiple, related paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

2007 ESL Essential Standards	
Essential Standard #1: English language learners communicate for Social and Instructional purposes within the school setting	<p>Social language involves everyday topics including greetings, personal experiences, current events, community events, information about family and friends, health and safety, social events, and personal opinions.</p> <p>Instructional language involves everyday classroom and academic topics including classroom materials/supplies, information gathering, school or classroom rules, instructions, directions, class discussion/discourse, school events, and requests for information.</p>
Essential Standard #2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of English language arts includes narrative and expository structures. Readings may reflect cultural values, shared knowledge, and discourse organization that differs from the English learner's native culture. It may be necessary to help students build background knowledge of unfamiliar contexts.
Essential Standard #3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	<p>The language of mathematics uses complex structures including comparatives, prepositions, passive voice, and reversals. Students must be taught to read math texts, databases, spreadsheets, and graphical information.</p> <p>Cultural differences also pose difficulties for LEP students learning mathematics (i.e. Metric system, fractions, use of periods and commas in numeric expressions).</p>
Essential Standard #4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of science uses complex structures including passive voice, multiple embeddings, long noun phrases, cause and effect, compare and contrast, problem/solutions, evaluation and analysis, and if...then constructions.
Essential Standard #5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of social studies assumes a high level of literacy and includes complex grammatical structures including long sentences, multiple embeddings, complex past tense forms, extensive use of pronouns as referents, and cause and effect.

The ESL Toolkit is available online at: <http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf>

The ESL Essential Standards are clarified in terms of the WIDA "Can Do Descriptors", a resource developed to help educators operationalize the ESL standards into instructional goals and lessons with differentiated language objectives. These descriptors correspond with the leveled Performance Definitions as well as the WIDA standardized ELP assessment results in order to inform teaching and classroom practice. CAN DO descriptors are included in the ESL Toolkit online and adjusted for each content area.

K-12 Healthful Living: Essential Standards

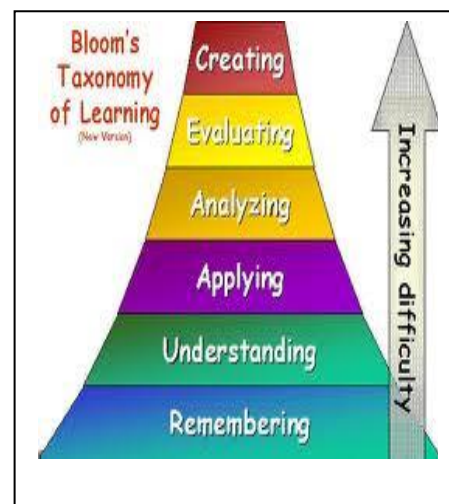
This document is designed to serve as an overview of the Essential Standards in K-12 Healthful Living. Healthful Living is comprised of both Health Education and Physical Education. More information can be found at <http://www.ncpublicschools.org/acre/standards/>.

Below please find the new strands associated with Healthful Living instruction.

HEALTH EDUCATION	PHYSICAL EDUCATION
Students acquire application skills for handling real life situations. Students receive the foundation for making solid decisions that lead to a healthy lifestyle.	Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle.
MEH – Mental & Emotional Health	MS – Motor Skill
PCH – Personal & Consumer Health	MC – Movement Concepts
ICR – Interpersonal Communications & Relationships	HF – Health-Related Fitness
NPA – Nutrition & Physical Activity	PR – Personal & Social Responsibility
ATOD – Alcohol, Tobacco & Other Drugs	

The 2012 Healthful Living standards demand higher level thinking skills on behalf of students. However, the content between 2006 and 2012 is not largely different. We have approximately 60 new objectives moving into the 2012 school year.

- **Elementary School**
 - 13 new HEALTH objectives
 - 15 new PE objectives
- **Middle School**
 - 19 new HEALTH objectives
 - 4 new PE objectives
- **High School**
 - 4 new HEALTH objectives
 - 2 new PE objectives



Information and Technology Essential Standards: At A Glance

This document is a brief overview of the current NCDPI Information and Technology Essential Standards (ITES) adopted in 2009, piloted in 2010-2011, and implemented beginning **this year (2011-2012)**. The ITES were written and released a year before content area curriculum with the intent that the outlined skills would undergird the rest of the common core and essential standards.

Standards Design and Delivery Model

The new ITES were developed using Bloom's Revised Technology and replace the Computer Skills and Information Literacy Standard Courses of Study. The ITES are designed to be delivered by classroom teachers in all curricular areas and grade levels; it is essential that classroom teachers collaborate with media coordinators and technology facilitators in delivering this instruction. Media coordinators and technology facilitators should be active participants in grade level and/or curricular area planning groups as these teams analyze student data, identify learning goals, plan and deliver instruction, and assess student progress.

Revised Blooms Taxonomy Relationship with Information Technology			
Creating	animating, designing, producing	Original movies, music, websites	moviemaker, iMovie, Audacity, GarageBand
Evaluating	hypothesizing, experimenting	virtual simulations, group reflections, source evals	blogs, wikis, UC PhET, rubrics
Analyzing	classifying, organizing, comparing, contrasting	editing writing, online journal or reflection	Inspiration, wordle, tagxedo, Gapminder
Applying	Implementing, executing, collaborating	follow the writing process collaboratively online	Google docs, simulation software, Word
Understanding	Summarizing, grouping, explaining, interpreting	make a mindmap to represent research	Inspiration, online bookmarking
Remembering	recognizing, listing, identifying	watching videos, using online flashcards	Internet, Quizlet, Powerpoint
RBT Cognitive Level	Also includes	With examples	And possible tools used

The Information and Technology Essential Standards are organized into 5 strands:

See the full sized chart with links to tools: <http://wcpss.pbworks.com/digiblooms>

1. Sources of Information (SI), 2. Informational Text (IN), 3. Technology as a Tool (TT), 4. Research Process (RP), 5. Safety and Ethical Issues (SE).

Strands 1, 3, 4 and 5 comprehensively span all grade levels K-12 and strand 2 spans grades K-5.

The Essential Standards within each strand build on one another and contain Clarifying Objectives which are starting points that help illustrate the standards in action. Teaching the Clarifying Objectives is *necessary, but not sufficient* to capture the entire standard. In other words, teachers need to go beyond each of the clarifying standards; addressing only these objectives is not enough to satisfy the broader scope of the Essential Standard.

Information and Technology Essential Standards	
Example Essential Standard for each strand	Clarifying Objectives Summary
4.SI.1 Apply Criteria to Determine Appropriate Information Resources for Specific Topics and Purposes	Use various relevant and reliable types of resources to gather information (including print and online resources)
5.IN.1 Analyze appropriate strategies when reading for enjoyment and for information.	Differentiate strategies when reading various genres and when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks.
6.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.	Select appropriate technology tools to gather, organize and effectively present data and information
8.RP.1 Apply a research process to complete project-based activities.	Implement a project-based activity independently and collaboratively
HS.SE.1 Analyze issues and practices of responsible behavior when using resources.	Analyze ethical issues related to copyright, not plagiarizing, and netiquette as well as safety issues and practices when using print and online resources (legal and criminal consequences, long-term career consequences of behavior).

Nomenclature of a Clarifying Objective:

7.SI.1.1 Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

(7=Grade 7, SI=Sources of Information, 1=Essential Standard number, .1=Clarifying Objective number)

Connections to National and International Standards: AASL and ISTE

American Library Association, American Association of School Librarians Standards for the 21st Century Learner:

Learners use skills, resources and tools to: 1) Inquire, think critically, and gain knowledge. 2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 3) Share knowledge and participate ethically and productively as members of our democratic society. 4) Pursue personal and aesthetic growth.

International Society for Technology in Education, National Educational Technology Standards for students (NETS•S):

1) Creativity and Innovation, 2) Communication and Collaboration, 3) Research and Information Fluency, 4) Critical Thinking, Problem Solving, and Decision Making, 5) Digital Citizenship, 6) Technology Operations and Concepts

For a digital version of this information and the standards: <http://wcpss.pbworks.com/ITES>

For more information about the background and design of the ITES: http://it.ncwiseowl.org/curriculum_instruction/eStandards/ (3 underscores)

K-12 Literacy

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Common Core State Standards



Literacy in History/Social Studies and Science & Technical Subjects Grades 6-12

- same anchor standards as K-12 ELA
- a focus on discipline-specific vocabulary
- an acknowledgement of unique text structures found in informational text
- the expectation that students will read and write in non-ELA classrooms
- the expectation that students will develop informational/technical writing skills
- a focus on critical analysis and evidence

Examining a Sample Reading Standard for History/Social Studies across the 6-12 Continuum

Excerpt from Reading Standards for Literacy in History/Social Studies 6-12

Grades 6-8	Grades 9-10	Grades 11-12
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.	RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Examining a Sample Reading Standard for Science & Technical Subjects across the 6-12 Continuum

Excerpt from Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8	Grades 9-10	Grades 11-12
RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	RST.9-10.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

Additional information can be found at <http://engageny.org/common-core/> and <http://www.corestandards.org/>.

World Languages Essential Standards: At A Glance

This document is designed to be a brief overview of the NCDPI Essential Standards for World Languages that will be taught and tested beginning with the 2012-2013 academic year. More detailed information regarding the Standards can be accessed at the following site: <http://www.ncpublicschools.org/acre/standards/new-standards/>

Proficiency-based Organization

The World Language Essential Standards are organized by proficiency level and include what students should know and be able to do when they hear, speak, read, or write the language. The Standards incorporate the nationally recognized proficiency scale developed by the American Council on the Teaching of Foreign Language (ACTFL).

Language Skills & Framework

The Essential Standards is a comprehensive set of language skills that were developed and used for effective communication.

ACTFL Proficiency Scale	
NL - Novice Low	
NM - Novice Mid	
NH - Novice High	
IL - Intermediate Low	
IM - Intermediate Mid	
IH - Intermediate High	
AL - Advanced Low	
AM - Advanced Mid	
AH - Advanced High	
S - Superior	

2010 World Language Essential Standards	
#1 Use the language to engage in interpersonal communication (Person-to-Person Communication).	It includes everyday topics: greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, etc.
#2 Understand words and concepts presented in the language (Interpretive Communication: Listening & Reading).	Students respond to messages from a variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentations, etc.
#3 Use the language to present information to an audience (Presentational Communication: Speaking & Writing).	Presentational skills involve preparing information for an audience. Presentations may be formal or informal, include time to draft, revise and rehearse.
#4 Compare the students' culture and the target culture.	Learning about culture involves building an understanding of the practices (social interactions, greetings, respect), perspectives (values, beliefs, ideas, attitudes), and products (books, foods, laws, music, games, etc.) of a society.

Also included in the Essential Standards are three Strands:

- **Connections to Language and Literacy—CLL (Comparisons)**—helps students develop greater insight into the nature of language and culture, including their first language.
- **Connections to Other Disciplines—COD (Connections)**—involves students making connections with other academic disciplines, formally and informally, particularly with English Language Arts.
- **Communities—CMT**—prepares students to access knowledge and information from other communities and use that information to work and learn with people from diverse backgrounds.

Each Essential Standard has **Clarifying Objectives** that are broad enough to allow each World Languages program to address the universal content and skills that are inherent to all learning all languages.

Example of a Clarifying Objective:

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

(NH=Novice High, CLL=Connections to Language & Literacy, 2=the Essential Standard, 4=the Clarifying Objective)

Proficiency Outcome Expectations

The proficiency level achieved is directly linked to the amount of time spent learning the language. The World Language Essential Standards document includes Exit Proficiency Expectations for each program and is differentiated by program model and language.

Modern Language Exit Proficiency Expectations for Alphabetic Languages, such as French, German, Spanish, etc.:

Level and → total hours	I or 135-150 hours	II or 270-300 hours	III or 405-450 hours	IV or 540-600 hours
INTERPRETIVE—Listening & Reading	Novice Mid	Novice High	Int. Low	Int. Mid
INTERPERSONAL--Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid
PRESENTATIONAL—Speaking	Novice Low	Novice Mid	Novice High	Int. Low
PRESENTATIONAL—Writing	Novice Mid	Novice High	Int. Low	Int. Mid

English Language Arts Common Core State Standards

There are four strands of English language arts standards:

Reading: Literature (RL) and Informational Text (RI)	Writing (W)
<p>The Standards emphasize:</p> <ul style="list-style-type: none"> Literary and informational text Text complexity Multiple genres Close reading 	<p>The Standards specify:</p> <ul style="list-style-type: none"> Text Types and Purposes: <ul style="list-style-type: none"> Argumentative Informative/explanatory Narrative Production and distribution Research to build and present knowledge Range of writing
Speaking & Listening (SL)	Language (L)
<p>The Standards promote:</p> <ul style="list-style-type: none"> Comprehension and collaboration Presentation of knowledge and ideas 	<p>The Standards address:</p> <ul style="list-style-type: none"> Conventions of standard English Knowledge of language Vocabulary acquisition and use



Staircase of Increasing Text Complexity		
Grade	Current Lexile Band	"Stretch" Lexile Band
K-1	N/A	N/A
2-3	450L-725L	450L-790L
4-5	645L-845L	770L-980L



How are the Standards labeled?

W4.9a			
Strand	Grade level	Standard	Indicator

Shifts in ELA/ Literacy that will impact curricular materials and classroom instruction		Implications for Assessment
Shift 1 PK-5 Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts.	Focus on Nonfiction Texts and Authentic Texts
Shift 2 6-12 Knowledge in the Disciplines	Content area teachers beyond ELA emphasize literacy in their planning and instruction. Rather than referring to the text, students are expected to learn from what they read.	
Shift 3 Staircase of Complexity	Each grade level requires a "step" of growth on the "staircase". Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports for students reading below grade level.	A Higher Level of Text Complexity and Paired Passages
Shift 4 Text-based Answers	Students have rich and rigorous conversations on a common text. Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.	
Shift 5 Writing from Sources	Writing emphasizes the use of evidence to inform or make an argument rather than the personal narrative. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	Focus on command of evidence from text guided by rubrics and prompts
Shift 6 Academic Vocabulary	Teachers develop students' ability to access more complex texts across the content areas by focusing strategically on comprehension of pivotal and commonly found words.	

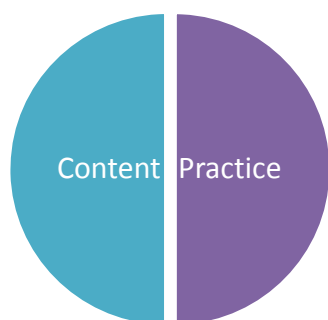


Additional information can be found at <http://engageny.org/common-core/> and <http://www.corestandards.org/>.

This document provides a brief overview of the new Common Core Standards for Mathematics. More detailed information can be accessed at: <http://www.corestandards.org/>.

Common Core State Standards: Overview

The Common Core State Standards (CCSS) define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.



The CCSS for Mathematics are divided into two equally important parts. The first part is the Standards for Mathematical Practice. These standards describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The practice standards are the same for both elementary and secondary levels, providing a coherent vision to be applied to the teaching and learning of the second part of the CCSS for mathematics, the mathematical content standards.

Grade Level Domain Standard
2.NBT.1

Format and Structure

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Alignment

The content standards are very tightly aligned K-12. From this chart, we can see how each level builds on the previous one. At the high school level, modeling is infused throughout all domains as indicated in the chart.

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

K	1	2	3	4	5	6	7	8	9-12
Counting and Cardinality									
Operations and Algebraic Thinking	Operations and Algebraic Thinking		Expressions and Equations		Algebra				
Number & Operations in Base Ten	Number & Operations <ul style="list-style-type: none">• Base Ten• Fractions		The Number System		Number and Quantity				
Measurement and Data	Measurement and Data		Geometry		Geometry				
Geometry	Geometry								
						Statistics and Probability		Statistics and Probability	
						Ratios and Proportional Relationships	Functions	Functions	

Elementary School Science Essential Standards: At a Glance

This document provides a brief overview of the new Essential Standards for Elementary School Science. More detailed information can be accessed at: <http://www.ncpublicschools.org/acre/standards/new-standards/>.

The Essential Standards: Overview

The new Essential Standards reflect a more integrated approach to inquiry based instruction. The process of inquiry, experimentation, and technological design should be taught in conjunction with the core concepts, not in isolation. This integration will allow students to recognize that the “what” is known is tied to the “how” it is known.

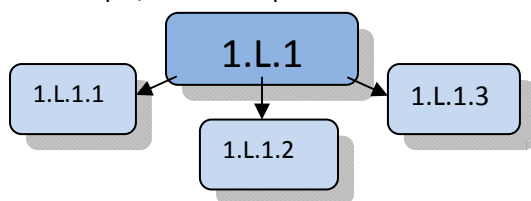
The Essential Standards: Written as Strands

The new Essential Standards are organized by strands: life science, physical science, and earth science. These strands are divided into sub-strands that spiral from kindergarten to high school. Here are the expectations by strand for students in grades K-5:

Strands	Life Science (L)	Physical Science (P)	Earth Science (E)
Grade level expectations K-4	Students should develop an understanding of: the characteristics of organisms, life cycles of organisms, organisms and environments.	Students should develop an understanding of: properties of objects and materials, position and motion of objects, light, heat, electricity, and magnetism.	Students should develop an understanding of: properties of earth materials, objects in the sky, and changes in earth and sky.
Grade level expectations 5-8	Students should develop an understanding of: structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and the diversity and adaptations of organisms.	Students should develop an understanding of properties and changes of properties of matter, motions and forces, and transfer of energy.	Students should develop an understanding of: Structure of the earth system, Earth’s history and Earth in the solar system.

The Essential Standards: Structure and Nomenclature

Each Essential Standard has Clarifying Objectives that allow for more specificity in the instruction of content and skills. As an example, review the provided Essential Standard and Clarifying Objective:



1.L.1 Essential Standard: Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive. (1=1st grade, L=Life Science, 1=the Essential Standard)

1.L.1.2 Clarifying Objective: Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world. (1=1st grade, L=Life Science, 1=the Essential Standard, 2=the Clarifying Objective)

Scope and Sequence

Some of the topics have moved from one grade level to another. This will require the redistribution of teaching materials.

Grade level	Unifying Themes	Themes gained	Themes lost
K	Animals 2x2, Weather, Investigating Properties		Comparing & Measuring
1	Organisms, Pebbles, Sand & Silt, Balance & Motion	Comparing & Measuring	Solids & Liquids
2	Life cycle of Butterflies, Air & Weather, Sound	Solids & Liquids	Changes
3	Human Body, Investigating Objects in the Sky, Plant Growth & Development, Soils	Changes	
4	Animal Studies, Earth Materials, Magnetism & Electricity	Landforms	Food Chemistry
5	Ecosystems, Investigating Weather Systems, Motion & Design	Human Body Systems	Landforms

Common Core

Elementary school science standards are also included in the new Common Core Anchor Standards. These standards set requirements for the development of literacy skills and will necessitate a renewed focus on the integration of primary resource documents, research, and content-specific writing tasks into daily instruction. It is important to note that the Common Core Anchor Standards in science are not meant to replace the new Essential Standards but rather to supplement them.

Elementary Social Studies Essential Standards: At A Glance

New strands that span K-12 Social Studies courses:



The Essential Standards:

The new Essential Standards reflect a shift to a more conceptual framework than the current North Carolina Standard Course of Study where topics were the teaching focus. These new standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance, and culture. This shift to a more concept-based curriculum will help students to recognize patterns and make connections in their learning which means that the strands should not be taught in isolation, but woven together in an integrated system of study.

Content changes:

Kindergarten through third grade students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. Additionally, students develop geographic awareness, the ability to think like a historian and in economics, build upon basic economic concepts.

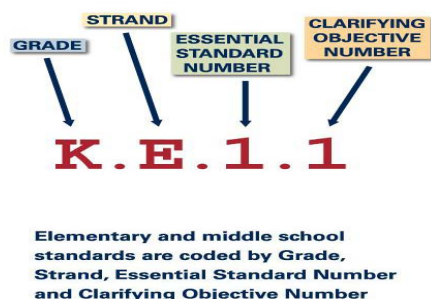
Fourth grade students explore the social disciplines of its history, geography, civics and government, culture and economics through the context of North Carolina. During this grade, students will study North Carolina American Indian groups indigenous to North Carolina before European contact, the impact of colonization, and key historical events leading up to the Civil War and Reconstruction.

The focus of **fifth grade** has changed from a geographic study of the United States, Canada, Mexico, and Central America to a study of US History from pre-colonial times to Reconstruction.

Common Core:

K-12 College and Career Anchor Standards for Reading and Writing will be taught in conjunction with the Social Studies Essential Standards beginning in 2012-13.

New nomenclature for Social Studies standards:



More detailed information can be accessed at <http://www.ncpublicschools.org/acre/>

Career and Technical Education Middle School



Purpose of CTE in Middle School:

Career and Technical Education at the middle school level focuses on exploration of the self in relation to the world of careers and productive citizenship.

Through Career and Technical Education, students experience rigorous and challenging classroom instruction linked to relevant, structured, real-world experiences. Students learn from educators and business and industry leaders what is expected from them in the workplace and they see how classroom learning applies directly to their future roles as adults, workers, and citizens. They are provided multiple opportunities to assess their interests, work behaviors, and aptitudes. They are introduced to a variety of career options and learn the level of skills and education required for those careers.

Middle school Career and Technical Education courses provide the foundation for high school courses. It is strongly recommended that students take the Computer Skills and Applications I and II courses because entry level computer skills courses are not offered in high school.

2012-2013 Middle School CTE Scope and Sequence:

Program Area	Course	Length	Grade(s)	Class Size*	Prerequisites
Business, Finance, and Information Technology Education	Computer Skills and Applications I	18 Weeks	6,7,8	25	None
	Computer Skills and Applications II	18 Weeks	7,8	25	Computer Skills and Apps. I
	Computer Skills and Applications III	18 Weeks	7,8	25	Computer Skills and Apps. II
	Exploring Business, Marketing, and Entrepreneurship	18 Weeks	8	25	Computer Skills and Apps. II
Family and Consumer Sciences	Exploring Life Skills I	18 Weeks	6,7,8	25	None
	Exploring Life Skills II	18 Weeks	7,8	25	Exploring Life Skills I
Technology, Engineering, and Design	Technology Design & Innovation	18 Weeks	6,7,8	20	None
	Technological Systems	18 Weeks	7,8	20	Technology Design & Innovation
	Invention and Innovation	18 Weeks	7,8	20	Technology Design & Innovation
Career Development	Exploring Career Decisions	18 Weeks	7,8	30	None

* Enrollment in each class is to be of a size that ensures effective instruction as prescribed in the individual course descriptions in the *North Carolina Career and Technical Education Essential Standards*. The Class Size column shows the maximum number of students that are permitted in the course based on legal restrictions, guidelines from regulatory or credentialing agencies, or to provide for the safety of students and teachers.

There are four strands of English language arts standards:

Reading: Literature (RL) and Informational Text (RI)	Writing (W)
<p>The Standards emphasize:</p> <ul style="list-style-type: none"> Literary and informational text Text complexity Multiple genres Close reading 	<p>The Standards specify:</p> <ul style="list-style-type: none"> Text Types and Purposes: <ul style="list-style-type: none"> Argumentative Informative/explanatory Narrative Production and distribution Research to build and present knowledge Range of writing
Speaking & Listening (SL)	Language (L)
<p>The Standards promote:</p> <ul style="list-style-type: none"> Comprehension and collaboration Presentation of knowledge and ideas 	<p>The Standards address:</p> <ul style="list-style-type: none"> Conventions of standard English Knowledge of language Vocabulary acquisition and use



Staircase of Increasing Text Complexity		
Grade	Current Lexile Band	"Stretch" Lexile Band
6-8	860L-1010L	955L-1155L



How are the Standards labeled?

W7.9a			
Strand	Grade level	Standard	Indicator

Shifts in ELA/ Literacy that will impact curricular materials and classroom instruction		Implications for Assessment
Shift 1 PK-5 Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts.	Focus on Nonfiction Texts and Authentic Texts
Shift 2 6-12 Knowledge in the Disciplines	Content area teachers beyond ELA emphasize literacy in their planning and instruction. Rather than referring to the text, students are expected to learn from what they read.	
Shift 3 Staircase of Complexity	Each grade level requires a "step" of growth on the "staircase". Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports for students reading below grade level.	A Higher Level of Text Complexity and Paired Passages
Shift 4 Text-based Answers	Students have rich and rigorous conversations on a common text. Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.	
Shift 5 Writing from Sources	Writing emphasizes the use of evidence to inform or make an argument rather than the personal narrative. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	Focus on command of evidence from text guided by rubrics and prompts
Shift 6 Academic Vocabulary	Teachers develop students' ability to access more complex texts across the content areas by focusing strategically on comprehension of pivotal and commonly found words.	

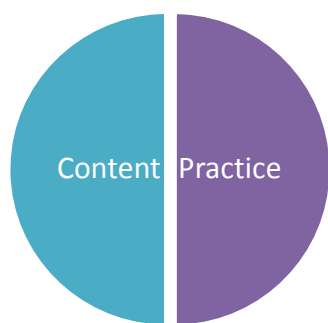


Middle School Mathematics Common Core State Standards

This document provides a brief overview of the new Common Core Standards for Mathematics. More detailed information can be accessed at: <http://www.corestandards.org/>.

Common Core State Standards: Overview

The Common Core State Standards (CCSS) define the knowledge and skills students should have within their K-12 education careers so they graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.



The CCSS for Mathematics are divided into two equally important parts. The first part is the Standards for Mathematical Practice. These standards describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The practice standards are the same for both elementary and secondary levels, providing a coherent vision to be applied to the teaching and learning of the second part of the CCSS for mathematics, the mathematical content standards.

Grade Level Domain Standard
7 . RP . 1

Format and Structure

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Alignment

The content standards are very tightly aligned K-12. From this chart, we can see how each level builds on the previous one. At the high school level, modeling is infused throughout all domains as indicated in the chart.

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

K	1	2	3	4	5	6	7	8	9-12
Counting and Cardinality									
Operations and Algebraic Thinking	Operations and Algebraic Thinking		Expressions and Equations			Algebra			Modeling
Number & Operations in Base Ten	Number & Operations <ul style="list-style-type: none">• Base Ten• Fractions		The Number System			Number and Quantity			
Measurement and Data	Measurement and Data		Geometry			Geometry			
Geometry	Geometry								
						Statistics and Probability		Statistics and Probability	
						Ratios and Proportional Relationships	Functions	Functions	

Middle School Science Essential Standards: At a Glance

This document provides a brief overview of the new Essential Standards for Middle School Science. More detailed information can be accessed at: <http://www.ncpublicschools.org/acre/standards/new-standards/>.

The Essential Standards: Overview

The new Essential Standards reflect a more integrated approach to inquiry based instruction. The process of inquiry, experimentation, and technological design should be taught in conjunction with the core concepts, not in isolation. This integration will allow students to recognize that the “what” is known is tied to the “how” it is known.

The Essential Standards: Written as Strands

The new Essential Standards are organized by strands: life science, physical science, and earth science. These strands are divided into sub-strands that spiral from kindergarten to high school. Here are the expectations by strand for students in grades 6-8.

Strands	Life Science (L)	Physical Science (P)	Earth Science (E)
Grade level expectations 6-8	Students should develop an understanding of: structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and the diversity and adaptations of organisms.	Students should develop an understanding of: properties and changes of properties of matter, motions and forces, and transfer of energy.	Students should develop an understanding of: Structure of the earth system, Earth’s history and Earth in the solar system.

The Essential Standards: Structure and Nomenclature

Each Essential Standard has Clarifying Objectives that allow for more specificity in the instruction of content and skills. As an example, review the provided Essential Standard and Clarifying Objective:



7.P.1 Essential Standard: Understand motion, the effects of forces on motion, and the graphical representations of motion. (7=7th grade, P=Physical Science, 1=the Essential Standard)

7.P.1.2 Clarifying Objective: Explain the effects of balanced and unbalanced forces acting on an object. (7=7th grade, P=Physical Science, 1=the Essential Standard, 2=the Clarifying Objective)

Scope and Sequence

Some of the topics have moved from one grade level to another. This may require the redistribution of teaching materials.

Grade level	Topics gained	Topics lost
6	basic properties of matter, plants	overpopulation, natural selection, adaptations, organism interactions
7	kinetic and potential energy, electrical circuits, single celled organisms, plant and animal cells, hierarchical organization (cells->organisms), sexual/ asexual reproduction	musculoskeletal system, endocrine system, nervous system, immune system
8	environmental implications of energy use, importance of conservation, renewable vs. nonrenewable energy resources, epidemic vs. pandemic, relationships between producers, consumers, and decomposers, food webs and the cycling of matter	natural and synthetic chemical comparison, properties of water, basic properties of matter

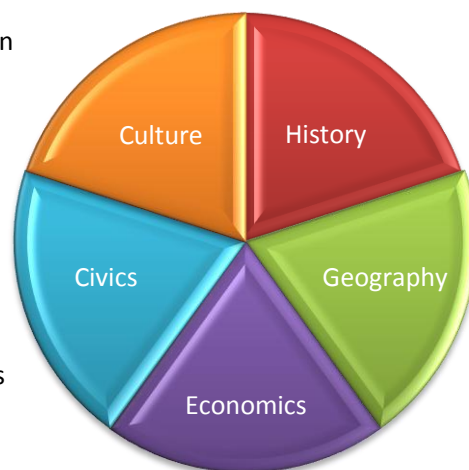
Common Core Middle school science courses are also included in the new Common Core Anchor Standards. These standards set requirements for the development of literacy skills and will necessitate a renewed focus on the integration of primary resource documents, research, and content-specific writing tasks into daily instruction. It is important to note that the Common Core Anchor Standards in science are not meant to replace the new Essential Standards but rather to supplement them.

Middle School Social Studies Essential Standards: At a Glance

This document provides a brief overview of the new Essential Standards and Common Core requirements for Middle School Social Studies. More detailed information on these standards can be accessed at: <http://www.dpi.state.nc.us/acre/standards/>.

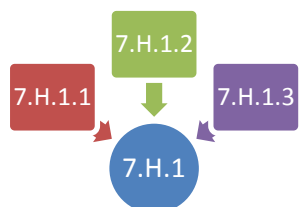
The Essential Standards: Overview

The new Essential Standards reflect a shift to a more conceptual framework than the current North Carolina Standard Course of Study. These standards are organized around five strands: ¹history, ²geography and environmental literacy, ³economics and financial literacy, ⁴civics and governance, and ⁵culture. The strands should not be taught in isolation, but woven together in an integrated system of study. This means that students in social studies will focus on multiple standards simultaneously.



The Essential Standards: Structure and Nomenclature

Each Essential Standard is broken into multiple Clarifying Objectives that allow for more specificity in the instruction of content and skills. These standards and objectives are coded in order to facilitate clear connections and quick reference. As an example, review the provided Essential Standard and Clarifying Objective:



7.H.1 Essential Standard: Use historical thinking to analyze various modern societies.
(7=7th grade, H=History, 1=the Essential Standard)

7.H.1.2 Clarifying Objective: Summarize the literal meaning of historical documents in order to establish context.
(7=7th grade, H=History, 1=the Essential Standard, 2=the Clarifying Objective)

Scope and Sequence

The New Essential Standards shift social studies content from a regional to a chronological progression. This shift represents a significant change from the current curriculum and will require the acquisition and redistribution of resources. The shift in the scope and pacing of the curriculum is outlined here:

Then:

Formerly, students studied Western World History in 6th grade, then shifted to Eastern World History in 7th grade, and finally studied the history of North Carolina in 8th Grade.

6 th Grade: Western World History
7 th Grade: Eastern World History
8 th Grade: North Carolina History



Now:

Under the new standards, students study Ancient World History in 6th grade, Modern World History in 7th grade, and the history of the United States and North Carolina in 8th grade.

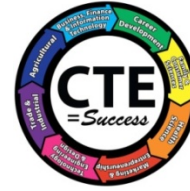
6 th Grade: Ancient World History
7 th Grade: Modern World History
8 th Grade: US & North Carolina History

Common Core:

Middle school social studies courses are also included in the new Common Core Anchor Standards. These standards set requirements for the development of literacy skills and will necessitate a renewed focus on the integration of primary resource documents, research, and content-specific writing tasks into daily instruction. It is important to note that the Common Core Anchor Standards in social studies are not meant to replace the new Essential Standards but rather to supplement them.



Career and Technical Education High School



Career and Technical Education (CTE) has refocused standards to provide students with 21st century skills emphasizing attainment of industry recognized credentials and certifications. Students will graduate college, career and citizenship ready.

Career Academies:

To increase student achievement and the effectiveness of career academies, the focus for 2012 – 2013 will be to increase utilization of data for improvement and standardization of academy requirements through the sharing of best practices.

Instructional Management:

To increase technical attainment for all students, teachers will use Elements to administer formative assessments and analyze data. Teachers will participate in PLTs to collaborate for instructional improvement.

Career Clusters:

To meet the Future Ready Core FRC2 four course credit concentration requirements, students will follow the new North Carolina Career Clusters (located in C-MAPP).

2012-2013 New Courses Offerings	
Agricultural Education (AE) Agribusiness Management, Trends & Issues I Agribusiness Management, Trends & Issues II Business, Finance, and Information Technology Education (BFIT) Entrepreneurship I and 8716 Entrepreneurship II Foundations of Information Technology Virtual Enterprise I (LCO) Virtual Enterprise II (LCO) Business Financial Planning Family and Consumer Sciences Education (FACS) Apparel II - Enterprise Fashion Design III (LCO) Introduction to Culinary Arts and Hospitality Culinary Arts and Hospitality I* Interior Design II* Interior Applications Health Sciences (HS) Health Science II Fundamentals of Gerontology Public Health Fundamentals Marketing Entrepreneurship Education (ME) Entrepreneurship I Entrepreneurship II	Technology Engineering and Design Education (TED) Game Art and Design Advanced Game Art and Design PLTW Gateway to Technology Technology Engineering & Design Technological Design Engineering Design Green Engineering and Sustainable Energy II (LCO) Trade & Industrial Education (T&I) Multimedia and Webpage Design Automotive Brakes* Automotive Electrical* Automotive Electrical Advanced* Cabinetmaking III* Electronics III* Masonry IV* Core and Sustainable Construction Carpentry IV* Introduction to Graphics Communications Digital File Preparation Offset Press Operations Print Advertising and Design Binding and Finishing Foundations of Cybersecurity I (LCO) Heating and Air Conditioning I (LCO) Heating and Air Conditioning II (LCO) Heating and Air Conditioning III (LCO) Foundations of Information Technology (BFIT & T&I)

* Indicates course change from 2 to 1 credit

There are four strands of English language arts standards:

Reading: Literature (RL) and Informational Text (RI)	Writing (W)
<p>The Standards emphasize:</p> <ul style="list-style-type: none"> Literary and informational text Text complexity Multiple genres Close reading 	<p>The Standards specify:</p> <ul style="list-style-type: none"> Text Types and Purposes: <ul style="list-style-type: none"> Argumentative Informative/explanatory Narrative Production and distribution Research to build and present knowledge Range of writing
Speaking & Listening (SL)	Language (L)
<p>The Standards promote:</p> <ul style="list-style-type: none"> Comprehension and collaboration Presentation of knowledge and ideas 	<p>The Standards address:</p> <ul style="list-style-type: none"> Conventions of standard English Knowledge of language Vocabulary acquisition and use



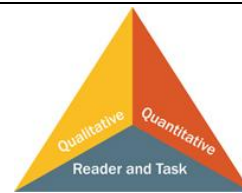
Staircase of Increasing Text Complexity		
Grade	Current Lexile Band	"Stretch" Lexile Band
9-10	960L–1115L	1080L–1305L
11–CCR	1070L–1220L	1215L–1355L



How are the Standards labeled?

W9-10.9a			
Strand	Grade level	Standard	Indicator

<i>Shifts</i> in ELA/ Literacy that will impact curricular materials and classroom instruction		Implications for Assessment
Shift 1 PK-5 Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts.	Focus on Nonfiction Texts and Authentic Texts
Shift 2 6-12 Knowledge in the Disciplines	Content area teachers beyond ELA emphasize literacy in their planning and instruction. Rather than referring to the text, students are expected to learn from what they read.	
Shift 3 Staircase of Complexity	Each grade level requires a “step” of growth on the “staircase”. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports for students reading below grade level.	A Higher Level of Text Complexity and Paired Passages
Shift 4 Text-based Answers	Students have rich and rigorous conversations on a common text. Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.	
Shift 5 Writing from Sources	Writing emphasizes the use of evidence to inform or make an argument rather than the personal narrative. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	Focus on command of evidence from text guided by rubrics and prompts
Shift 6 Academic Vocabulary	Teachers develop students’ ability to access more complex texts across the content areas by focusing strategically on comprehension of pivotal and commonly found words.	

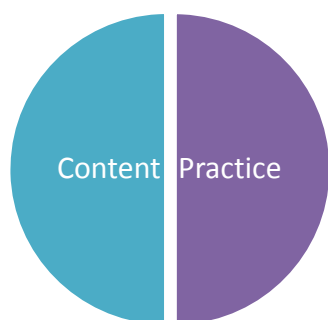


High School Mathematics Common Core State Standards

This document provides a brief overview of the new Common Core Standards for Mathematics. More detailed information can be accessed at: <http://www.corestandards.org/>.

Common Core State Standards: Overview

The Common Core State Standards (CCSS) define the knowledge and skills students should have within their K-12 education careers so they graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.



The CCSS for Mathematics are divided into two equally important parts. The first part is the Standards for Mathematical Practice. These standards describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The practice standards are the same for both elementary and secondary levels, providing a coherent vision to be applied to the teaching and learning of the second part of the CCSS for mathematics, the mathematical content standards.

A-SSE.1

Format and Structure

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Alignment

The content standards are very tightly aligned K-12. From this chart, we can see how each level builds on the previous one. At the high school level, modeling is infused throughout all domains as indicated in the chart.

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

K	1	2	3	4	5	6	7	8	9-12
Counting and Cardinality									
Operations and Algebraic Thinking	Operations and Algebraic Thinking		Expressions and Equations		Algebra				Modeling
Number & Operations in Base Ten	Number & Operations <ul style="list-style-type: none">• Base Ten• Fractions		The Number System		Number and Quantity				
Measurement and Data	Measurement and Data		Geometry		Geometry				
Geometry	Geometry								
						Statistics and Probability		Statistics and Probability	
						Ratios and Proportional Relationships		Functions	Functions

Modeling

High School Science Essential Standards: At a Glance

This document provides a brief overview of the new Essential Standards for High School Science. More detailed information can be accessed at: <http://www.ncpublicschools.org/acre/standards/new-standards/>.

The Essential Standards: Overview

The new Essential Standards reflect a more integrated approach to inquiry based instruction. The process of inquiry, experimentation, and technological design should be taught in conjunction with the core concepts, not in isolation. This integration will allow students to recognize that the “what” is known is tied to the “how” it is known.

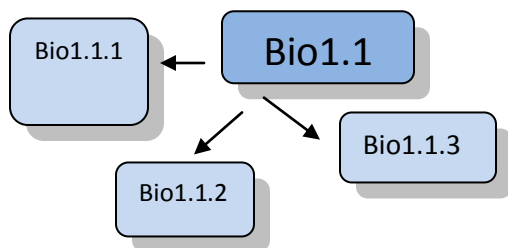
The Essential Standards: Written as Strands

The new Essential Standards are organized by strands: life science, physical science, and earth science. These strands are divided into sub-strands that spiral from kindergarten to high school. Here are the expectations by strand for students in grades 9-12.

Strands	Life Science (L)	Physical Science (P)	Earth Science (E)
Course level expectations 9-12	Students should develop an understanding of: the cell, molecular basis of heredity, biological evolution, and interdependence of organisms, matter, energy and organization in living systems.	Students should develop an understanding of: structure and properties of matter, chemical reactions, motions and forces, conservation of energy and interactions of energy and matter.	Students should develop an understanding of: energy in the earth system, geochemical cycles, origin and evolution of the earth system and origin of the universe.

The Essential Standards: Structure and Nomenclature

Each Essential Standard has Clarifying Objectives that allow for more specificity in the instruction of content and skills. As an example, review the provided Essential Standard and Clarifying Objective:



Bio1.1 **Essential Standard:** Understand the relationship between the structure and functions of cells and their organelles.
(Bio.= Biology course 1=the Essential Standard)

Bio 1.1.1 **Clarifying Objective:** summarize the structure and function of organelles in eukaryotic cells (Bio. = Biology course, Clarifying objective 1.)

Scope and Sequence

Biology Example:

Course	Topics gained	Topics lost
Biology	Prokaryotic and eukaryotic cells	Classification of plants and animals to middle school
	Ways organisms interact with each other, such as predation, competition, parasitism and mutualism.	Techniques of Field Ecology, this can be integrated into laboratory experiences.
	Predict offspring ratios based on a variety of inheritance patterns	Test crosses in genetics, students are expected to do monohybrid crosses only.

New Essential Standards

All high school science courses, such as Biology, Chemistry, Physics, Earth Science, and Physical Science will have new standards for the 2012-2013 school year. All high school science essential standards and related documents can also be accessed on the science wiki page at wcpssscience.pbworks.com

High School Social Studies Essential Standards: At A Glance

New strands that span K-12 Social Studies courses:



New High School graduation requirements:

Freshmen entering high school in 2012-13 will be required to pass: World History, Civics & Economics, American History I, and American History II. Students may substitute AP US History for AH I and AH II, but they are required to take a fourth social studies course to receive the fourth credit necessary to fulfill the graduation requirements for social studies. Sophomores, Juniors, and Seniors will be grandfathered and permitted to take the current US History course to meet the graduation requirements.

Concept-based curriculum:

The shift to a concept-based curriculum will help students to recognize patterns and make connections in their learning that transfer to other disciplines and courses.

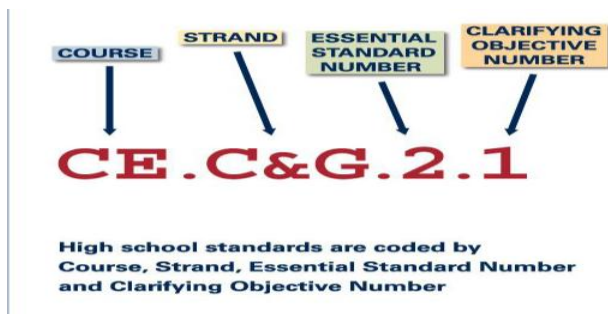
Content changes within the courses:

- ✓ **American History** will be divided into two courses:
 - **American History I** - European exploration of the New World – Reconstruction Era
 - **American History II** - End of Reconstruction Era - Present.
- ✓ **Civics and Economics**: A substantial unit on Personal Financial Literacy has been added to the course.
- ✓ **World History**: The key focus of study is from the mid-fifteenth century to the present.

Common Core:

College and Career Anchor Standards for Reading and Writing will be taught in conjunction with the Social Studies Essential Standards beginning in 2012-13.

New nomenclature for Social Studies courses:



More detailed information can be accessed at <http://www.ncpublicschools.org/acre/>

