GRADE
3

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2025

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Quick Reference Guide

GRADE 3

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

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

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: **https://go.ncdpi.gov/ExtendedContentStandards**.

North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do by the end of a grade and/or course.

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: **https://go.ncdpi.gov/EIG**

a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, Social Studies and Student Success.
b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A summary and rubrics for proficiency placement are included for English Language Development. A summary and standards for all proficiency levels are included for World Languages.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

3.CN.1 Relate dance ideas and works with personal, societal, cultural, and historical, and daily life contexts, including diverse and marginalized groups.

3.CN.1.1 Describe dance forms found in the local community or region.

3.CN.1.2 Compare dance elements with elements from other arts disciplines.

3.CN.1.3 Identify strategies to address psychological challenges encountered by dancers.

3.CN.2 Explore advancements in the field of dance.

3.CN.2.1 Identify dance careers and organizations in the local community or region.

3.CN.2.2 Describe how innovations and technology used in the creation and presentation of dance have developed over time.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

3.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.

3.CR.1.1 Improvise movement based on one dance element.

3.CR.1.2 Combine simple dance sequences to create dance phrases.

3.CR.1.3 Depict directions or spatial pathways in a dance phrase by drawing a picture, map, or symbol.

3.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.

3.CR.2.1 Adapt a dance sequence by changing the directions or pathways of the movements.

3.CR.2.2 Identify dances that can be used by everyone fairly.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

3.PR.1 Perform dance works from a variety of styles, cultures, and genres.

3.PR.1.1 Improve choreography and dance skills by applying formal or informal feedback.

3.PR.1.2 Demonstrate foundational dance skills with coordination of multiple body parts.

3.PR.1.3 Demonstrate focus when dancing for and with others.

3.PR.2 Develop dance presentations.

3.PR.2.1 Identify criteria for the selection of a theme, topic, or music for a small group performance with support.

3.PR.2.2 Identify the expected safe and respectful behaviors for various dance settings and cultural contexts.

3.PR.2.3 Enhance performance by incorporating a single production element.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

3.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.

3.RE.1.1 Describe dance sequences that exemplify two or more elements of dance.

3.RE.1.2 Infer meaning from dance, citing evidence.

3.RE.2 Evaluate dance works using content-specific vocabulary.

3.RE.2.1 Explain preferences in observing various dance styles, forms, or genres.

3.RE.2.2 Identify positive feedback and areas for improvement for self and others.

ARTS EDUCATION – GENERAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

3.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

3.CN.1.1 Describe music found in the local community or region.

3.CN.1.2 Compare elements of music with elements of other disciplines.

3.CN.1.3 Describe personal emotions evoked by a variety of music.

3.CN.2 Explore advancements in the field of music.

3.CN.2.1 Identify music careers in the local community.

3.CN.2.2 Describe how music has changed over time with the introduction of new technology.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

3.CR.1 Create original musical ideas and works, independently and collaboratively.

3.CR.1.1 Improvise stylistically appropriate responses to given rhythmic or melodic phrases.

3.CR.1.2 Notate 4-8 measures of original rhythmic ideas and melodic ideas using iconic or standard notation that incorporate grade-level appropriate rhythms and pitches.

3.CR.2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.

3.CR.2.1 Arrange an existing piece by changing one or more musical elements.

3.CR.2.2 Identify music that can be used by everyone fairly.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

3.PR.1 Perform music from a variety of styles, cultures, and genres.

3.PR.1.1 Improve compositions and musical skills by applying formal or informal feedback.

3.PR.1.2 Read iconic or standard notation to sing or play music using any pentatonic scale, and whole note, dotted half note, whole rest, and beamed sixteenth note rhythms in 2/4, 3/4, and 4/4 meters.

3.PR.1.3 Sing or play partner songs.

3.PR.1.4 Demonstrate the meaning of symbols and terminology for a variety of tempos, articulations, forms, and dynamics when performing music.

3.PR.2 Develop musical presentations.

3.PR.2.1 Compare, with guidance, music to perform and the production elements needed to support a performance.

3.PR.2.2 Identify how audience and performer etiquette changes based on the context.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

3.RE.1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.

3.RE.1.1 Identify symbols and terminology for a variety of tempos, articulations, forms, and dynamics in aural and written musical works.

3.RE.1.2 Infer meaning from musical works using musical vocabulary.

3.RE.1.3 Identify a variety of instruments and voices by sound, including folk and orchestral instruments.

3.RE.2 Evaluate musical works using content-specific vocabulary.

3.RE.2.1 Contrast individual preferences for particular works or genres of music with preferences of peers.

3.RE.2.2 Apply specific criteria to construct respectful feedback about music and composition.

ARTS EDUCATION – VOCAL AND INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

NOVICE VOCAL AND INSTRUMENTAL MUSIC (N)

K-8 programs include elementary and middle school (MS) VIM courses and programs. Courses offered at the K-8 level may include Novice, Developing, and/or Intermediate level standards but are not eligible for high school credit. By studying these standards K-8 students may establish a proficiency level high enough to be placed in more advanced high school courses. Middle schoolers taking courses that use the VIM SCOS fulfill the Arts Education Graduation requirement. For more information on how to inplement the VIM Standard Course of Study, visit go.ncdpi.gov/VIMplementation-Guide.

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

N.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

N.CN.1.1 Explain how music expresses and reflects the values of civilizations around the world.

N.CN.1.2 Explain how concepts from other content areas can inspire the development of musical ideas.

N.CN.1.3 Name potential physical and psychological health issues that affect musicians.

N.CN.2 Explore advancements in the field of music.

N.CN.2.1 Identify musical skills, characteristics, and behaviors that contribute to post-secondary education and career readiness.

N.CN.2.2 Compare how various innovative tools and ideas have been used in a variety of musical works.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

N.CR.1 Create original musical ideas and works, independently and collaboratively.

N.CR.1.1 Improvise short rhythmic phrases.

N.CR.1.2 Compose simple original rhythmic ideas using an appropriate standard notation system.

N.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.

N.CR.2.1 Arrange a simple musical variation on a given musical phrase.

N.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of musicians to create original, transcribed, and arranged music.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

N.PR.1 Perform musical works from a variety of styles, cultures, and genres.

N.PR.1.1 Identify strategies to improve personal musical technique based on feedback.

N.PR.1.2 Reproduce appropriate musical technique with support.

N.PR.1.3 Sing or play audiated rhythms and pitches accurately.

N.PR.1.4 Sight-read musical patterns.

N.PR.1.5 Sing or play simple scales, syncopated rhythms, whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth note and rests in 2/4, 3/4, and 4/4 meters in unison or two-part repertoire.

N.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in novice repertoire.

N.PR.2 Develop musical presentations.

N.PR.2.1 List the processes that are a part of programming a musical performance.

N.PR.2.2 Define active listening and etiquette appropriate in both formal and informal performances.

N.PR.2.3 Identify the elements of design, production, and equipment as it pertains to developing a music performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

N.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.

N.RE.1.1 Identify form and dynamics in aural and written works of music.

N.RE.1.2 Identify the artistic choices made by peers and others.

N.RE.2 Evaluate musical works using content-specific vocabulary

N.RE.2.1 Compare personal responses to a variety of music.

N.RE.2.2 Evaluate musical performances, compositions, and technique using specific criteria.

DEVELOPING VOCAL AND INSTRUMENTAL MUSIC (D)

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

D.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

D.CN.1.1 Identify the influences and contributions the music of North Carolina and the United States has had on the broader music community.

D.CN.1.2 Explain how music skills and processes can be applied to solve a variety of musical problems.

D.CN.1.3 Identify activities that could cause physical and psychological health issues for musicians.

D.CN.2 Explore advancements in the field of music.

D.CN.2.1 Identify music skills, characteristics, and behaviors needed to create, produce, design, and market music.

D.CN.2.2 Identify how various tools, innovations, and processes influence the development of music.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

D.CR.1 Create original musical ideas and works, independently and collaboratively.

D.CR.1.1 Improvise short melodic phrases.

D.CR.1.2 Compose simple original melodic ideas in a given clef using an appropriate standard notation system.

D.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.

D.CR.2.1 Arrange an expanded musical variation on a given musical phrase.

D.CR.2.2 Explain how to share works of music legally and ethically, both in physical and digital spaces.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

D.PR.1 Perform musical works from a variety of styles, cultures, and genres.

D.PR.1.1 Apply the evaluations from instructor, peers, and self to improve a musical technique or performance.

D.PR.1.2 Demonstrate appropriate musical technique with support.

D.PR.1.3 Distinguish the auditory differences between consonant and dissonant tonalities.

D.PR.1.4 Sight-read rhythms and melodies.

D.PR.1.5 Sing or play various scales, accidentals, small intervals, ties within a measure, and anacrusis in 2/4, 3/4, 4/4, and 6/8 meters in unison or multi-part repertoire.

D.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor, when applicable, in the performance of tempos, forms, articulations, and dynamics found in developing repertoire.

D.PR.2 Develop musical presentations.

D.PR.2.1 Compare the advantages and disadvantages of repertoire when selecting from provided options for a musical performance.

D.PR.2.2 Demonstrate active listening and etiquette appropriate for both formal and informal performances.

D.PR.2.3 Generate ideas for the elements of design, production, and equipment for developing a music performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

D.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.

D.RE.1.1 Analyze form, dynamics, and phrasing in aural and written works of music.

D.RE.1.2 Explain how a musician's artistic choices are influenced by personal experience, culture, and environment.

D.RE.2 Evaluate musical works using content-specific vocabulary.

D.RE.2.1 Explain how culture, environment, and diverse types of music influence personal preference.

D.RE.2.2 Evaluate the quality and effectiveness of musical performances, compositions, and improvisations using specific criteria appropriate for the genre.

INTERMEDIATE VOCAL AND INSTRUMENTAL MUSIC (I)

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

I.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

I.CN.1.1 Explain how musicians, trends, and styles are impacted by societal, cultural, and historical events.

I.CN.1.2 Apply skills and knowledge gained from other content areas or personal experiences to solve musical challenges.

I.CN.1.3 Identify effective strategies for recognizing and preventing physical and psychological health issues that affect musicians.

I.CN.2 Explore advancements in the field of music.

I.CN.2.1 Compare the advantages and disadvantages of exploring music as a vocational, educational, or professional choice.

I.CN.2.2 Analyze the impact of contemporary media on the creation, notation, and production of music.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

I.CR.1 Create original musical ideas and works, independently and collaboratively.

I.CR.1.1 Improvise on an existing melody.

I.CR.1.2 Compose an original countermelody or harmonic accompaniment for given melodies using an appropriate standard notation system.

I.CR.2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively.

I.CR.2.1 Arrange an existing piece of music for an ensemble of 2-3 parts.

I.CR.2.2 Evaluate the ethics of making, producing, and distributing original, transcribed, and arranged music.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

I.PR.1 Perform musical works from a variety of styles, cultures, and genres.

I.PR.1.1 Set personal goals for improving music performance based on feedback.

I.PR.1.2 Demonstrate appropriate musical technique consistently without support.

I.PR.1.3 Sing or play audiated rhythmic/melodic patterns or intervals in tune.

I.PR.1.4 Sight-read countermelodies or rhythmic/harmonic accompaniments.

I.PR.1.5 Sing or play chromatic, major, or minor scales with simple key changes, triplets, and ties across the bar line in a variety of meters, including 2/2 and simple meter changes in homophonic or polyphonic repertoire.

I.PR.1.6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in intermediate repertoire.

I.PR.2 Develop musical presentations.

I.PR.2.1 Justify chosen musical programming for a specified audience.

I.PR.2.2 Identify personal goals to improve active listening and etiquette appropriate in various music performances.

I.PR.2.3 Identify components and practices necessary to facilitate an effective performance.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

I.RE.1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary.

I.RE.1.1 Analyze how tempo changes and form are used to structure compositions.

I.RE.1.2 Describe how the musician's intent impacts how an audience interprets music.

I.RE.2 Evaluate musical works using content-specific vocabulary.

I.RE.2.1 Explain how personal preferences impact the ability to view musical works objectively.

I.RE.2.2 Critique musical performances, compositions, arrangements, and improvisations, generating suggestions for improvement.

ARTS EDUCATION – THEATRE

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.

3.CN.1 Relate theatrical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

3.CN.1.1 Describe theatre in the local community or region.

3.CN.1.2 Describe how theatre incorporates and is inspired by other content area skills and concepts.

3.CN.2 Explore advancements in the field of theatre arts.

3.CN.2.1 Describe the role of the playwright.

3.CN.2.2 Define the literary tools of a playwright.

CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.

3.CR.1 Create original theatrical ideas and works, independently and collaboratively.

3.CR.1.1 Improvise a variety of resolutions to given problems using dramatic play.

3.CR.1.2 Create a cohesive scene using elements of playwriting with support.

3.CR.1.3 Create simple set design, costume design, or prop design to support the story of a play.

3.CR.2 Adapt original theatrical ideas and works, and those of peers and other artists, independently and collaboratively.

3.CR.2.1 Derive dialogue from familiar stories distinguishing unique characters.

3.CR.2.2 Identify theatre artworks that can be used by everyone fairly.

PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.

3.PR.1 Perform theatrical works from a variety of styles, cultures, and genres.

3.PR.1.1 Respond to peer and director feedback appropriately.

3.PR.1.2 Present characters from stories applying vocal and physical variety to dialogue with coaching and support.

3.PR.2 Develop theatrical presentations.

3.PR.2.1 Develop a whole class play with support.

3.PR.2.2 Adapt audience behavior in a variety of spaces.

3.PR.2.3 Utilize simple set pieces, costumes, and props to support a dramatic presentation.

3.PR.2.4 Compare how theatrical elements are influenced by different performance spaces.

RESPOND (RE)—Analyze and evaluate how the arts communicate.

3.RE.1 Analyze theatrical works from a variety of styles, cultures, and genres using content-specific vocabulary.

3.RE 1.1 Compare the story elements from various informal, recorded, or live classroom presentations.

3.RE.1.2 Identify themes in theatrical works.

3.RE.2 Evaluate theatrical works using content-specific vocabulary.

3.RE.2.1 Describe personal preferences for various styles of theatre.

3.RE.2.2 Demonstrate respect when providing feedback to peers.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

CONNECT (CN)—EXPLORE AND RELATE ARTISTIC IDEAS AND WORKS TO PAST, PRESENT, AND FUTURE SOCIETIES AND CULTURES.

3.CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

3.CN.1.1 Compare purposes of art in different cultures, time periods, and societies.

3.CN.1.2 Describe how the visual arts connect to other content areas and everyday life.

3.CN.2 Explore advancements in the field of visual arts.

3.CN.2.1 Categorize a variety of artists and art careers.

3.CN.2.2 Compare how art has changed and remained the same with advances in technology, innovations, and digital media.

CREATE (CR)—CREATE AND ADAPT NEW ARTISTIC IDEAS AND WORK INDIVIDUALLY OR COLLABORATIVELY.

3.CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.

3.CR.1.1 Use imaginative and expressive processes to generate ideas, plan solutions, and develop personal artwork.

3.CR.1.2 Create original art from realistic sources of inspiration.

3.CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.

3.CR.2.1 Create personal art in the style of another artist or artwork.

3.CR.2.2 Identify visual artworks that can be used by everyone fairly.

PRESENT (PR)—PRESENT, PERFORM, PRODUCE, AND DEVELOP ARTISTIC IDEAS AND WORKS.

3.PR.1 Present visual artworks.

3.PR.1.1 Improve composition and art skills based on constructive feedback from instructors, peers, and self.

3.PR.1.2 Explain themes, materials and processes used to create personal art.

3.PR.2 Develop visual arts presentations.

3.PR.2.1 Select personal artwork for display that meets given criteria.

3.PR.2.2 Describe how art exhibitions add value to communities.

RESPOND (RE)—ANALYZE AND EVALUATE HOW THE ARTS COMMUNICATE.

3.RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.

3.RE.1.1 Identify skills and techniques that artists use to create a work of art.

3.RE.1.2 Describe the “story” in works of art, citing evidence.

3.RE.2 Evaluate visual artworks using content-specific vocabulary

3.RE.2.1 Express preferences about artwork.

3.RE.2.2 Apply specific criteria to construct respectful feedback about art and composition.

COMPUTER SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices

35-CS-01 Evaluate the features available on digital devices to perform a variety of classroom tasks.

Hardware & Software

35-CS-02 Model how computer hardware and software work together as a system to accomplish tasks.

Troubleshooting

35-CS-03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

NETWORKS & THE INTERNET

Network Communication & Organization

35-NI-01 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

Cybersecurity

35-NI-02 Explain your digital footprint and how personal information can be protected.

DATA & ANALYSIS

Storage

35-DA-01 Identify the type of data encoded in a file based on file extension.

35-DA-02 Illustrate the process of file management and version control.

Collection, Visualization & Transformation

35-DA-03 Organize and present collected data visually to highlight relationships and support a claim.

Inference & Models

35-DA-04 Communicate using data to highlight or predict outcomes.

ALGORITHMS & PROGRAMMING

Algorithms

35-AP-01 Create multiple algorithms for the same task to determine which is the most accurate and efficient.

Variables

35-AP-02 Create programs that use variables to store and modify data.

Control

35-AP-03 Construct programs that include sequences.

35-AP-04 Construct programs using simple loops.

35-AP-05 Construct programs that implement conditionals.

Modularity

35-AP-06 Decompose problems into smaller, manageable, subproblems to facilitate the program development process.

35-AP-07 Modify, remix, or incorporate portions of an existing program into one's own work.

Program Development

35-AP-08 Apply an iterative process to the development of a program by including diverse perspectives and considering user preferences.

35-AP-09 Give appropriate attribution when creating or remixing programs while respecting intellectual property rights.

35-AP-10 Identify and debug errors in an algorithm or program to ensure it runs as intended.

35-AP-11 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.

35-AP-12 Describe choices made during program development using code comments, presentations, and demonstrations.

IMPACTS OF COMPUTING

Culture

35-IC-01 Compare computing technologies that have changed the world and how they both influence and are influenced by cultural practices.

35-IC-02 Explore the tools that can be used to improve accessibility and usability of technology products for the diverse needs and wants of users.

Social Interactions

35-IC-03 Seek diverse perspectives with collaboration for the purpose of improving computational artifacts.

35-IC-04 Exhibit positive digital citizenship and social responsibility in online interactions.

Safety, Law & Ethics

35-IC-05 Utilize public domain or creative commons media, and refrain from copying or using material created by others without permission.

DIGITAL LEARNING

NORTH CAROLINA STANDARDS FOR STUDENTS

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

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EMPOWERED LEARNER

1. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b. Students build networks and customize their learning environments in ways that support the learning process.

1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

DIGITAL CITIZEN

2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

KNOWLEDGE CONSTRUCTOR

3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

INNOVATIVE DESIGNER

4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c. Students develop, test and refine prototypes as part of a cyclical design process.

4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

COMPUTATIONAL THINKER

5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

5d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

CREATIVE COMMUNICATOR

6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d. Students publish or present content that customizes the message and medium for their intended audiences.

GLOBAL COLLABORATOR

7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RL.3.8 Not applicable to literature.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Complexity

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING FOUNDATIONAL SKILLS

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

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).

Phonics and Word Recognition

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.
c. Decode multisyllabic words.
d. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.5 Read with sufficient accuracy and fluency to support comprehension.

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

WRITING STRAND

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

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
c. Provide reasons that support the opinion.
d. Use linking words and phrases to connect opinion and reasons.
e. Provide a concluding statement or section.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
c. Develop the topic with facts, definitions, and details.
d. Use linking words and phrases to connect ideas within categories of information.
e. Provide a concluding statement or section.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
d. Use temporal transition words and phrases to signal event order.
e. Provide a sense of closure.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

Research

W.3.5 Conduct short research projects that build knowledge about a topic.

W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SPEAKING AND LISTENING STRAND

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

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

LANGUAGE STRAND

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

LANGUAGE STANDARDS

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

Language Standards – Grammar Continuum

Skill	Grades 2-3
Subject/Verb Agreement	• Ensure subject/verb agreement
Nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns
Verbs	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense
Adjectives	• Explain the function of adjectives • Accurately choose which to use – adjective or adverb
Conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions
Adverbs	• Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs
Sentences	• Produce, expand, and rearrange simple and compound sentences
Prepositions	• Explain the function of prepositions
Pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns
Determiners	• Correctly use *a*, *an*, and *the*
Commonly Confused Words	• Correctly use common homophones
Interjections	• Explain the function of and use interjections
Phrases & Clauses	
Usage	

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

Language Standards – Conventions Continuum

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

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.3.5 Demonstrate understanding of nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context.

b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.3.1 Answer who and what questions to demonstrate understanding of details in a familiar text.

RL.3.2 Associate details with events in stories from diverse cultures.

RL.3.3 Identify the feeling of characters in a story.

Craft and Structure

RL.3.4 Determine words and phrases that complete sentences in a text.

RL.3.5 Determine the beginning, middle, and end of a familiar story in order.

RL.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

RL.3.7 Identify parts of illustrations or tactual information that depicts a particular setting or event.

RL.3.9 Identify common elements in two stories in a series.

Range of Reading and Level of Complexity

RL.3.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

RI.3.1 Answer who and what, where, questions to demonstrate understanding of details in a text.

RI.3.2 Identify the main topic and retell key details of a text.

RI.3.3 Order two events from a text as “first” and “next.”

Craft and Structure

RI.3.4 Identify key words that complete sentences in a text

RI.3.5 Locate key facts or information in a familiar text.

RI.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to answer who and what questions.

RI.3.8 Identify two related points an author makes in a familiar informational text.

RI.3.9 Identify a common element between two familiar texts on the same topic.

Range of Reading and Level of Complexity

RI.3.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

RF.3.2 Uses letters to create written documents.

Craft and Structure

RF.3.4 Apply letter-sound knowledge to begin decoding words.

- a. In context, apply basic knowledge of letter-sound correspondences in decoding words
- b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).
- c. Recognize 40 or more written words.

RF.3.5 Engage in purposeful reading of familiar text.

- a. Use context to determine missing words in a familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.3.1 Write an opinion on topics or texts, supporting a point of view with reasons.

- a. Select a topic or text and write an opinion about it.
- b. Write one or more reasons to support the opinion.

W.3.2 Write to share information by selecting a topic and writing about it, including one or more facts or details.

W.3.3 Write about an event or personal experience, including the names of people involved.

W.3.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

W.3.5 Identify information about a topic for a research project.

W.3.6 Sort information on a topic or personal experience into two provided categories and write about each one.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.3.1 Communicate with others in group interactions.

- a. Engage in collaborative interactions about texts.
- b. Listen to others' ideas before responding.
- c. Indicate confusion or lack of understanding about information presented.

SL.3.2 Identify details in a text read aloud or information presented orally or through other media.

SL.3.3 Answer who, what, and where questions about the details provided by the speaker.

SL.3.4 Communicate opinion on a familiar topic or text including descriptive words.

SL.3.5 Create a multimedia presentation of a story or poem.

LANGUAGE

Conventions of Standard English

L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.

L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.

L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.

L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.

L.3.5 Demonstrate understanding of word relationships and use.

- a. Determine the literal meaning of words and phrases in context.
- b. Identify words that describe personal emotional states.

L.3.6 Use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

3.MEH.1 Explore characteristics of healthy expression of emotions, mental wellness, and personal awareness that contribute to wellbeing.

3.MEH.1.1 Identify the body's physical response and appropriate ways to express needs, wants, and feelings.

3.MEH.1.2 Elaborate on the influence of peers, social media, technology, and the family on feelings, emotions, and behaviors.

3.MEH.1.3 Explore strategies that can be applied to promote a growth mindset and resiliency.

3.MEH.1.4 Summarize how to access resources for assistance with feelings, various chal-lenges, and mental wellness.

3.MEH.2 Explain how challenges are opportunities for growth.

3.MEH.2.1 Describe how persistent effort and trying alternate strategies can help solve a problem.

3.MEH.2.2 List at least two resources for help to solve a challenging problem.

3.MEH.3 Define stress and understand how positive and negative stressors can affect wellbeing.

3.MEH.3.1 Explain how positive stress management techniques are beneficial for our overall wellness.

3.MEH.3.2 Construct a list of positive self-management techniques and resources you can use to cope with stress.

PERSONAL AND CONSUMER HEALTH

3.PCH.1 Apply personal behaviors and practices that promote health and prevent disease.

3.PCH.1.1 Recognize dental hygiene practices prevent plaque, gum disease and cavities.

3.PCH.1.2 Implement proper flossing to prevent tooth decay and gum disease.

3.PCH.1.3 Explain the importance of personal hygiene in supporting one's health.

3.PCH.1.4 Describe how sleep and regular physical activity benefit your health.

3.PCH.2 Explain necessary steps to prevent and respond to unintentional injury

3.PCH.2.1 Demonstrate methods for prevention of common unintentional injuries.

3.PCH.2.2 Summarize methods that increase and reduce injuries in and around water.

3.PCH.2.3 Identify ways to prevent injuries from firearms.

3.PCH.2.4 Implement a plan to escape fire at home while avoiding smoke inhalation.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

3.ICHR.1 Explain healthy and effective interpersonal communications and relationships to enhance wellbeing.

3.ICHR.1.1 Identify behaviors that promote healthy relationships with families and peers.

3.ICHR.1.2 Demonstrate effective communication skills and personal boundaries to enhance respect and well-being for others and self.

3.ICHR.1.3 Recognize the causes of conflict and apply appropriate strategies for resolution.

NUTRITION AND PHYSICAL ACTIVITY

3.NPA.1 Recall why the body needs a variety of foods.

3.NPA.1.1 Recall the food groups and what foods are in each food group, according to the USDA.

3.NPA.1.2 Identify food group components of a variety of example meals.

3.NPA.1.3 Plan activities for fitness and recreation during out of school hours.

3.NPA.2 Investigate factors that influence which foods we eat.

3.NPA.2.1 List the factors that influence which foods you eat.

3.NPA.2.2 List the body's signals when you are hungry and thirsty.

3.NPA.3 Examine the benefits of physical activity.

3.NPA.3.1 Categorize different activities for all levels of ability in order to promote overall wellness.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

3.ANCOD.1 Apply household safety procedures for products and medicines with adult supervision.

3.ANCOD.1.1 Summarize how medications can help with common health problems.

3.ANCOD.1.2 Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.

3.ANCOD.2 Apply strategies involving risk reduction behaviors to protect self and others from the negative effects of alcohol, nicotine, and other drugs.

3.ANCOD.2.1 Recognize refusal skills when confronted or pressured to use alcohol, nicotine, cannabis, or other drugs.

3.ANCOD.2.2 Identify refusal skills when personal safety is at risk.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILLS

3.MS.1 Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

PE.3.MS.1.1 Demonstrate combinations of locomotor skills (walk, run, jump, hop, skip, gallop, leap, slide) with maturing form and smooth transitions.

PE.3.MS.1.2 Demonstrate maturing form of a variety of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking) using different pathways, levels, or directions.

PE.3.MS.1.3 Demonstrate combinations of locomotor and manipulative skills with emerging form.

PE.3.MS.1.4 Demonstrate rhythmic sequences with smooth transitions.

MOVEMENT CONCEPTS

3.MC.2 Demonstrate understanding of concepts that apply to the learning and performance of movement.

PE.3.MC.2.1 Demonstrate combinations of the movement concepts of direction, levels, force, and time with skills as directed by the teacher.

PE.3.MC.2.2 Demonstrate understanding of the critical elements of manipulative skills through successful performance.

PE.3.MC.2.3 Use evaluative tools to demonstrate understanding of successful skill performance.

HEALTH-RELATED FITNESS

3.HF.3 Demonstrate the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.

PE.3.HF.3.1 Identify four or more of the five health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and their associated exercises.

PE.3.HF.3.2 Demonstrate understanding of physical activity as a way to become healthier.

PE.3.HF.3.3 Develop personal goals to improve one or more of the health-related fitness components.

PERSONAL/SOCIAL RESPONSIBILITY

3.PR.4 Demonstrate responsible personal and social behavior that respects self and others.

PE.3.PR.4.1 Demonstrate personal and social responsibility in a variety of class environments.

PE.3.PR.4.2 Demonstrate understanding of the positive social interactions that come when engaged with others in physical activity.

PE.3.PR.4.3 Demonstrate independent and safe practices when engaging in various physical activities.

MATHEMATICS

NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

NC.3.OA.1 For products of whole numbers with two factors up to and including 10:

- Interpret the factors as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.

NC.3.OA.2 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:

- Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.

NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.

- Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
- Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.

Understand properties of multiplication and the relationship between multiplication and division.

NC.3.OA.6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.

Multiply and divide within 100.

NC.3.OA.7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.

- Know from memory all products with factors up to and including 10.
- Illustrate and explain using the relationship between multiplication and division.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Solve two-step problems.

NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.

Explore patterns of numbers.

NC.3.OA.9 Interpret patterns of multiplication on a hundreds board and/or multiplication table.

NUMBER AND OPERATIONS IN BASE TEN

Use place value to add and subtract.

NC.3.NBT.2 Add and subtract whole numbers up to and including 1,000.

- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

Generalize place value understanding for multi-digit numbers.

NC.3.NBT.3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10-90.

NUMBER AND OPERATIONS – FRACTIONS

Understand fractions as numbers.

NC.3.NF.1 Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;

- Explain that a unit fraction is one of those parts.
- Represent and identify unit fractions using area and length models.

NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.

- Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.
- Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.

NC.3.NF.3 Represent equivalent fractions with area and length models by:

- Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.
- Explaining that a fraction with the same numerator and denominator equals one whole.
- Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

MEASUREMENT AND DATA

Solve problems involving measurement.

NC.3.MD.1 Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.

NC.3.MD.2 Solve problems involving customary measurement.

- Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.
- Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.
- Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.

Represent and interpret data.

NC.3.MD.3 Represent and interpret scaled picture and bar graphs:

- Collect data by asking a question that yields data in up to four categories.
- Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
- Solve one and two-step "how many more" and "how many less" problems using information from these graphs.

Understand the concept of area.

NC.3.MD.5 Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.

NC.3.MD.7 Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.

Understand the concept of perimeter.

NC.3.MD.8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

GEOMETRY

Reason with shapes and their attributes.

NC.3.G.1 Reason with two-dimensional shapes and their attributes.

- Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.
- Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

MATHEMATICS
EXTENDED CONTENT STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE

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

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

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

NC.3.OA.1 Use repeated addition, bar models, and arrays to find a total product when there are repeated equal groups.

Solve two-step word problems.

NC.3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Solve two-step word problems using addition, subtraction, and multiplication.

Explore patterns of numbers

NC.3.OA.9 Identify arithmetic patterns.

NUMBER AND OPERATIONS IN BASE TEN

Use place value to add and subtract.

NC.3.NBT.2 Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0-30.

Generalize place value understanding for multi-digit numbers.

NC.3.NBT.3 Count by tens using models such as objects, base ten blocks, ten-frames, or money.

NUMBER AND OPERATIONS — FRACTIONS

Understand fractions as numbers.

NC.3.NF.1 Differentiate a fractional part from a whole.

MEASUREMENT AND DATA

Solve problems involving measurement.

NC.3.MD.1 Tell time to the hour on a digital clock.

NC.3.MD.2 Measure the length of objects using standard units.

Represent and interpret data.

NC.3.MD.3 Use picture or bar graph data to answer questions about data.

Understand the concept of perimeter.

NC.3.MD.8 Recognize that perimeter is the distance around a shape.

GEOMETRY

Reason with shapes and their attributes.

NC.3.G.1 Identify the attributes of two dimensional shapes (circle, square, rectangle, triangle, oval, rhombus).

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MATTER AND ITS INTERACTIONS

PS.3.1 Understand the structure and properties of matter before and after they undergo a change.

PS.3.1.1 Engage in argument from evidence to infer that air is a substance that surrounds us, takes up space, and has mass.

PS.3.1.2 Carry out investigations to classify solids, liquids, and gases based on their basic properties.

PS.3 1.3 Engage in argument from evidence to explain observable changes to the properties of matter when heated or cooled.

MOTION AND STABILITY—FORCES AND INTERACTIONS

PS.3.2 Understand motion and factors that affect motion.

PS.3.2.1 Carry out investigations to infer changes in speed or direction resulting from forces acting on an object.

PS.3.2.2 Carry out investigations to compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

PS.3.2.3 Use models to explain the effect of Earth's gravity on the motion of any object on or near the Earth.

ENERGY

PS.3.3 Understand how energy can be transferred from one object to another.

PS.3.3.1 Ask questions to explain how heat is created by friction.

PS.3.3.2 Carry out investigations to explain how energy can be transferred from a warmer object to a cooler one by contact or at a distance.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.3.1 Understand human body systems and how they are essential for life: protection, movement, and support.

LS.3.1.1 Use models to infer the functions of the skeletal and muscular systems.

LS.3.1.2 Obtain, evaluate, and communicate scientific information to explain why skin is necessary for protection and for the body to remain healthy.

LS.3.2 Understand how plant structures aid in survival.

LS.3.2.1 Carry out investigations to explain the structures and functions of plants and how they are essential for life.

LS.3.2.2 Use models to exemplify the distinct stages of the life cycle of seed plants.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

LS.3.3 Understand how environmental factors aid in the survival of plants.

LS.3.3.1 Carry out investigations to explain how environmental conditions determine how well plants survive and grow.

LS.3.3.2 Construct an explanation to infer how the basic properties and components of soil determine its ability to support the growth and survival of many plants.

EARTH'S PLACE IN THE UNIVERSE

ESS.3.1 Remember the major components and patterns observed in the earth/moon/sun system.

ESS.3.1.1 Use models to recognize that the Earth is part of a system called the solar system that includes the sun (a star), planets, and many moons, and that the Earth is the third planet from the sun.

ESS.3.1.2 Carry out investigations to recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the sun during the day.

ESS.3.1.3 Obtain, evaluate and communicate information to recognize the patterns of the stars (including the sun) stay the same as they appear to move across the sky.

EARTH'S SYSTEMS

ESS.3.2 Understand the structures of the Earth's surface using models.

ESS.3.2.1 Use models to compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).

ESS.3.2.2 Use models to compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands).

SCIENCE
EXTENDED CONTENT STANDARDS

MATTER AND ITS INTERACTIONS

ECS.PS.3.1 Identify the structure and properties of matter before and after they undergo a change.

ECS.PS.3.1.2 Carry out investigations to classify solids, liquids and gasses based on their basic properties.

ECS.PS.3.1.3 Carry out investigations to communicate observable changes to matter when heated or cooled.

MOTION AND STABILITY—FORCES AND INTERACTIONS

ECS.PS.3.2 Understand motion and factors that affect motion.

ECS.PS.3.2.1 Carry out investigations to communicate changes in speed or direction resulting from forces acting on an object.

ECS.PS.3.2.2 Carry out investigations to communicate the speeds (faster or slower) of objects that travel the same distance in different amounts of time.

ENERGY

ECS.PS.3.3 Understand how energy can be transferred from one object to another.

ECS.PS.3.3.1 Use models to communicate how heat is created by friction.

ECS.PS.3.3.2 Carry out investigations to communicate how energy can be transferred from a warmer object to a colder object.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.3.1 Understand human body systems and how they are essential for life: protection, movement and support.

ECS.LS.3.1.1 Use models to identify the skeletal and muscular systems.

ECS.LS.3.1.2 Use models to communicate why skin is necessary.

ECS.LS.3.2 Understand how plant structures aid in survival.

ECS.LS.3.2.1 Carry out investigations to communicate the structures of plants and how they are essential for life. (Roots – absorb nutrients; Stems – provide support; Leaves – synthesize food; Flowers – attract pollinators and produce seeds for reproduction.)

ECS.LS.3.2.2 Use models to identify the stages of the life cycle of seed plants.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

ECS.LS.3.3 Understand how plants survive in their environments.

ECS.LS.3.3.1 Carry out investigations to communicate how plants survive and grow.

ECS.LS.3.3.2 Construct an explanation to communicate the basic properties of soil.

EARTH'S PLACE IN THE UNIVERSE

ECS.EES.3.1 Remember the major components and patterns observed in the earth/moon/sun system.

ECS.EES.3.1.1 Use models to communicate that the Earth is part of a system called the solar system that includes the Sun (a star), planets, and many moons, and that the Earth is the third planet from the sun.

ECS.EES.3.1.2 Carry out investigations to recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the sun during the day.

EARTH'S SYSTEMS

ECS.EES.3.2 Understand the structures of the Earth's surface using models or three-dimensional diagrams.

ECS.EES.3.2.1 Use models (e.g maps) to communicate Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).

ECS.EES.3.2.2 Use models to communicate Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands).

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

INQUIRY

Compelling Questions

I.1.1 Identify content required to provide an answer to compelling questions.

I.1.2 Construct compelling questions that promote inquiry with peers.

Supporting Questions

I.1.3 Understand how responses to supporting questions provide responses to compelling questions.

I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.

Gathering and Evaluating Sources

I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.

I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence

I.1.7 Construct claims in response to compelling and supporting questions.

I.1.8 Accurately use information from sources when making claims.

I.1.9 Make inferences from information in sources.

Communicating Ideas

I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.

Taking Informed Action

I.1.11 Identify ways to address problems related to the compelling question.

BEHAVIORAL SCIENCES

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.

3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.

CIVICS AND GOVERNMENT

3.C&G.1 Understand the structure and function of state and local government.

3.C&G.1.1 Compare the structure and function of both state and local government.

3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.

3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.

ECONOMICS

3.E.1 Understand how economic decisions and resources affect the local economy.

3.E.1.1 Explain how entrepreneurship develops local communities.

3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.

3.E.1.3 Summarize the role supply and demand plays in local economies.

GEOGRAPHY

3.G.1 Understand how geography impacts the development of regions and communities.

3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.

3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.

3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

HISTORY

3.H.1 Understand how various people and historical events have shaped local communities.

3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

3.H.1.2 Explain the lasting impact historical events have had on local communities.

3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade

INQUIRY

Compelling Questions

I.1.1 Identify content required to provide an answer to compelling questions.

I.1.2 Construct compelling questions that promote inquiry with peers.

Supporting Questions

I.1.3 Understand how responses to supporting questions provide responses to compelling questions.

I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.

Gathering and Evaluating Sources

I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.

I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence

I.1.7 Construct claims in response to compelling and supporting questions.

I.1.8 Accurately use information from sources when making claims.

I.1.9 Make inferences from information in sources.

Communicating Ideas

I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.

Taking Informed Action

I.1.11 Identify ways to address problems related to the compelling question.

BEHAVIORAL SCIENCES

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

ECS.3.B.1.1 Identify the values, beliefs, and cultures of various indigenous, religious, racial, and other groups in local communities and the state.

ECS.3.B.1.2 Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.

CIVICS AND GOVERNMENT

3.C&G.1 Understand the structure and function of state and local government.

ECS.3.C&G.1.1 Compare the structure and function of both state and local government.

ECS.3.C&G.1.2 Categorize the roles and responsibilities of leaders in state and local government.

ECS.3.C&G.1.3 Compare how state, local, and/or tribal governments help solve problems within communities.

ECONOMICS

3.E.1 Understand how economic decisions and resources affect the local economy.

ECS.3.E.1.1 Demonstrate an understanding of entrepreneurship.

ECS.3.E.1.2 Recognize how things that are produced and consumed in local communities are based on the types of natural resources that exist in a region.

ECS.3.E.1.3 Identify the role supply and demand plays in local economies.

GEOGRAPHY

3.G.1 Understand how geography impacts the development of regions and communities.

ECS.3.G.1.1 Explain how the location of places impacts the development of communities.

ECS.3.G.1.2 Demonstrate that climate and physical characteristics affect the ways in which people live.

ECS.3.G.1.3 Illustrate how geography impacts the movement of goods and people.

HISTORY

3.H.1 Understand how various people and historical events have shaped local communities.

ECS.3.H.1.1 Demonstrate an understanding of how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

ECS.3.H.1.2 Identify historical events in local communities.

ECS.3.H.1.3 Compare two or more interpretations of historical events or symbols relevant to their local communities.

STUDENT SUCCESS

NORTH CAROLINA STANDARD COURSE OF STUDY

The K-12 Student Success Standards empower students to achieve college and career readiness, equipping them for diverse post-secondary pathways. These standards help students develop the knowledge, attitudes, and skills needed to become proficient and adaptable learners in academics, careers, and social-emotional aspects, positioning them as global and post-secondary ready individuals.

Note: These standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework, which will guide each PSU in the development of the curriculum.

MINDSETS

- M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M3 Positive attitude toward work and learning
- M4 Self-confidence in ability to succeed
- M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

BEHAVIORS

Learning Strategies

- B-LS1 Critical thinking skills to make informed decisions
- B-LS2 Creative approach to learning, tasks and problem solving
- B-LS3 Time-management, organizational and study skills
- B-LS4 Self-motivation and self-direction for learning
- B-LS5 Media and technology skills to enhance learning
- B-LS6 High-quality standards for tasks and activities
- B-LS7 Long- and short- term academic, career and social/emotional goals
- B-LS8 Engagement in challenging coursework
- B-LS9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
- B-LS10 Participation in enrichment and extracurricular activities

Self-Management Skills

- B-SMS1 Responsibility for self and actions
- B-SMS2 Self-discipline and self-control
- B-SMS3 Independent work
- B-SMS4 Delayed gratification for long-term rewards
- B-SMS5 Perseverance to achieve long- and short- term goals
- B-SMS6 Ability to identify and overcome barriers
- B-SMS7 Effective coping skills
- B-SMS8 Balance of school, home and community activities
- B-SMS9 Personal safety skills
- B-SMS10 Ability to manage transitions and adapt to change

Social Skills

B-SS1	Effective oral and written communication skills and listening skills
B-SS2	Positive, respectful and supportive relationships with students who are similar and different from them
B-SS3	Positive relationships with adults to support success
B-SS4	Empathy
B-SS5	Ethical decision-making and social responsibility
B-SS6	Effective collaboration and cooperation skills
B-SS7	Leadership and teamwork skills to work effectively in diverse groups
B-SS8	Advocacy skills for self and others and ability to assert self, when necessary
B-SS9	Social maturity and behaviors appropriate to the situation and environment
B-SS10	Cultural awareness, sensitivity and responsiveness

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the North Carolina ELD Standard Course of Study (NC ELD SCOS) for implementation in the 2022-2023 school year. The NC ELD Standard Course of Study reflects that Multilingual Learners are best served when they learn content and language together in linguistically and culturally sustaining ways (WIDA 2020).

The NC ELD standards serve as the framework that guides each Public School Unit (PSU) in the development of the curriculum and instruction of their Multilingual Learners. These standards are not intended to be curriculum, nor do they indicate the whole of the curriculum to be written by a PSU. The ELD standards, together with cross-disciplinary academic content standards and disciplinary practices, define the language Multilingual Learners need as they move toward college, career, and civic readiness. Use of the NC ELD standards should be complemented by a well-developed, content-rich curriculum, and effective pedagogical approaches within an equitable educational program for Multilingual Learners (WIDA 2020).

The NC ELD SCOS is anchored by four *Big Ideas* that are interwoven throughout the standards. Like the Can-Do Philosophy, the *Big Ideas* support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to Multilingual Learners' strengths and needs (WIDA 2020). The four *Big Ideas* are:

1) Equity of Opportunity and Access;

2) Integration of Content and Language;

3) Collaboration Among Stakeholders; and

4) Functional Approach to Language Development.

Equity of Opportunity and Access

Multilingual Learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. The NC ELD Standard Course of Study upholds the goal of increasing equity for Multilingual Learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of Multilingual Learners at federal, state, and local levels (WIDA 2020).

Integration of Content and Language

The NC ELD Standard Course of Study represents the integration of content and language by illustrating explicit and specific content–language connections. Multilingual Learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content. The NC ELD Standard Course of Study introduces ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (WIDA 2020). The integration of content and language for Multilingual Learners promotes understanding the connections between content and language, making meaning within and across content areas, interaction of students with each other in challenging content activities, and coordination of design and delivery of curriculum, instruction, and assessment.

Collaboration Among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of Multilingual Learners. Communication and collaboration between ESL teachers and other educators—including general education teachers, EC specialists, and AIG specialists—is vital to the success of Multilingual Learners.

Although different classrooms may have different instructional foci, all classrooms with Multilingual Learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for Multilingual Learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of Multilingual Learners (WIDA 2020).

Functional Approach to Language Development

The ELD Standard Course of Study illustrates how particular linguistic tools achieve certain purposes. Individuals make choices with language to organize their ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help Multilingual Learners expand what they can do with language. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts (WIDA 2020).

NC ELD Standard Course of Study Framework

The NC ELD Standard Course of Study consists of four components that are the building blocks of language development and range from broad to narrow in scope. The four components work together to make a comprehensive picture of language development:

The Five ELD Standards Statements provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling. ELD Standard 1: Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings and works both independently from and in conjunction with ELD Standards 2-5 (WIDA 2020).

The Key Language Uses describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence (WIDA 2020). Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use:

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Arguments can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

The Language Expectations set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas (WIDA 2020). In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: interpretive and expressive.

- **The interpretive communication mode** encompasses listening, reading, and viewing
- **The expressive communication mode** encompasses speaking, writing, and representing

The Proficiency Level Descriptors (PLDs) describe a continuum of language development for activities that target *Language Expectations*. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency (WIDA 2020).

Second and Third Grade Standards

Second and third graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology). Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (WIDA 2020).

ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

Multilingual Learners communicate for Social and Instructional purposes within the school setting.

Given its broad scope and applicability, Language Expectations and Language Functions for Standard 1 (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for Standard 1 can be readily interwoven or paired with those in Standards 2-5 (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

ELD-LA.2-3.Narrate.Interpretive. Interpret language arts narratives by:

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that:

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3.Inform.Interpretive. Interpret informational texts in language arts by:

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive. Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

ELD-MA.2-3.Explain.Interpretive. Interpret mathematical explanations by:

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive. Construct mathematical explanations that:

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

ELD-MA.2-3.Argue.Interpretive. Interpret mathematics arguments by:

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive. Construct mathematics arguments that:

- Create conjecture using definitions
- Generalize commonalities across cases

- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

ELD STANDARD 4: LANGUAGE FOR SCIENCE

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

ELD-SC.2-3.Explain.Interpretive. Interpret scientific explanations by:

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive. Construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3.Argue.Interpretive. Interpret scientific arguments by:

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive. Construct scientific arguments that:

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

ELD-SS.2-3.Explain.Interpretive Interpret social studies explanations by:

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive Construct social studies explanations that:

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

ELD-SS.2-3.Argue.Interpretive Interpret social studies arguments by:

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion
- Evaluating source based on distinctions between fact and opinion

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

Interdisciplinary & Literacy Connections – ILC
Intercultural & Communities Connections – ICC

STANDARD 1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

STANDARD 2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

STANDARD 3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

The following program models are available at Grades K, 1, 2, 3, 4 and 5:

1. Dual & Heritage Language Programs – Dual Language Immersion (DL/I)
2. Foreign Language in the Elementary School (FLES) Programs
3. Foreign Language Exploratory (FLEX) Programs

Proficiency Levels

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

Please see the World Languages Proficiency Outcomes document for details about outcomes for different programs and courses: **https://go.ncdpi.gov/WLProficiencyOutcomes**

For more information regarding program models and proficiency outcomes, please see the Instructional Support Tools at: **https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study/world-languages**

PROFICIENCY LEVEL: NOVICE LOW (NL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

NL.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NL.ILC.1.1 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in informational texts.

NL.ILC.1.2 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in fictional texts.

NL.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NL.ILC.2.1 Express basic needs, using practiced or memorized words and/or phrases with the help of gestures or visuals.

NL.ILC.2.2 Express basic preferences or feelings, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.2.3 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NL.ILC.3.1 Introduce themselves using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.3.2 Express likes and dislikes using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ILC.3.3 Label very familiar people, places, and objects using practiced or memorized words and/or phrases, with the help of gestures or visuals.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

NL.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NL.ICC.1.1 Identify a few memorized or familiar words and/or phrases in historical and/or modern resources from the target cultures, when supported by gestures or visuals.

NL.ICC.1.2 Identify a few products and practices of the target cultures.

NL.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NL.ICC.2.1 Use culturally appropriate greetings and/or expressions of courtesy in interactions with peers from the target cultures and/or communities of learners.

NL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and/or phrases in familiar contexts.

NL.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NL.ICC.3.1 Label typical products or practices from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

NL.ICC.3.2 Copy and/or recite very simple poetry, songs, and/or quotes from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

PROFICIENCY LEVEL: NOVICE MID (NM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

NM.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NM.ILC.1.1 Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in informational texts.

NM.ILC.1.2 Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in fictional texts.

NM.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NM.ILC.2.1 Express basic needs, using practiced or memorized words and phrases, as well as simple sentences and questions.

NM.ILC.2.2 Express preferences or feelings and react to those of others, using practiced or memorized words, phrases, simple sentences, and questions.

NM.ILC.2.3 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using practiced or memorized words, phrases, and simple sentences.

NM.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NM.ILC.3.1 Present information about their interests and activities using practiced or memorized words, phrases and simple sentences.

NM.ILC.3.2 Express likes and dislikes on very familiar and everyday topics of interest, using practiced or memorized words, phrases and simple sentences.

NM.ILC.3.3 Provide information about very familiar and everyday topics using practiced or memorized words, phrases and simple sentences.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

NM.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NM.ICC.1.1 Identify some memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.

NM.ICC.1.2 Identify some products and practices of the target cultures.

NM.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NM.ICC.2.1 Use culturally appropriate expressions and rehearsed behaviors in interactions with peers from the target cultures and/or communities of learners.

NM.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and phrases, as well as simple sentences and questions in familiar contexts.

NM.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NM.ICC.3.1 Deliver short presentations that identify products or practices in the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.

NM.ICC.3.2 Present and/or recite simple poetry, songs, and/or stories from the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

NH.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NH.ILC.1.1 Identify the topic and some isolated facts in informational texts.

NH.ILC.1.2 Identify the topic and some isolated elements in fictional texts.

NH.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NH.ILC.2.1 Interact to meet basic needs related to everyday activities, by using simple sentences and questions.

NH.ILC.2.2 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, by using simple sentences and questions.

NH.ILC.2.3 Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by using simple sentences.

NH.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NH.ILC.3.1 Present information about their lives and activities, using simple sentences most of the time.

NH.ILC.3.2 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.

NH.ILC.3.3 Provide information about familiar and everyday topics, using simple sentences most of the time.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

NH.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

NH.ICC.1.1 Identify many memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.

NH.ICC.1.2 Identify many products and practices of the target cultures.

NH.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

NH.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by using culturally appropriate greetings and questions.

NH.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using simple sentences and questions in familiar contexts.

NH.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

NH.ICC.3.1 Deliver short presentations that describe products or practices in the target cultures and/or communities of language learners, using simple sentences most of the time.

NH.ICC.3.2 Provide information about very familiar topics from the target cultures and/or communities of language learners, using simple sentences most of the time.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

IL.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IL.ILC.1.1 Identify the topic and related information in informational texts.

IL.ILC.1.2 Identify the topic and related information in fictional texts.

IL.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IL.ILC.2.1 Interact to meet basic needs and to request and provide information in familiar situations, by creating simple sentences and asking appropriate follow-up questions.

IL.ILC.2.2 Respond by asking about some details related to preferences, feelings, or opinions on familiar topics, using simple sentences and asking appropriate follow-up questions.

IL.ILC.2.3 Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by creating simple sentences and asking appropriate follow-up questions.

IL.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IL.ILC.3.1 Present information about their lives, activities, and events, by creating simple sentences and some complex sentences.

IL.ILC.3.2 Express preferences on familiar and everyday topics of interest and explain why they feel that way, by creating simple sentences and some complex sentences.

IL.ILC.3.3 Present on familiar and everyday topics, creating simple sentences and some complex sentences.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

IL.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IL.ICC.1.1 Identify the topic and related information in historical and/or modern texts from the target cultures.

IL.ICC.1.2 Compare a few practices, products, and perspectives from the target cultures, when the topics are familiar.

IL.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IL.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by asking culturally appropriate questions and answering appropriately.

IL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by participating in conversations on familiar topics.

IL.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IL.ICC.3.1 Deliver short presentations that describe how practices influence some products or perspectives in the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.

IL.ICC.3.2 Present on familiar and everyday topics from the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

IM.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IM.ILC.1.1 Identify the main idea and key information in informational texts.

IM.ILC.1.2 Identify the main idea and key information in fictional texts.

IM.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IM.ILC.2.1 Interact to meet needs in a variety of familiar situations, by creating a series of sentences and asking a variety of follow-up questions.

IM.ILC.2.2 Express preferences or opinions and provide basic advice on a variety of familiar topics, by creating a series of sentences and asking a variety of follow-up questions.

IM.ILC.2.3 Exchange information on familiar and some researched topics, by creating a series of sentences and asking a variety of follow-up questions.

IM.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IM.ILC.3.1 Tell stories about familiar activities, events, and experiences, by creating a series of connected sentences including some complex sentences.

IM.ILC.3.2 State a viewpoint about familiar topics and give some reasons to support it, by creating a series of connected sentences including some complex sentences.

IM.ILC.3.3 Give presentations on familiar topics and some concrete, researched topics, by creating a series of connected sentences including some complex sentences.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

IM.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IM.ICC.1.1 Identify the main idea and key information in historical and/or modern texts from the target cultures.

IM.ICC.1.2 Compare some practices, products, and perspectives from the target cultures, when the topics are familiar and/or researched.

IM.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IM.ICC.2.1 Recognize essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.

IM.ICC.2.2 Engage actively with peers from the target culture and/or communities of learners by participating in conversations on familiar topics.

IM.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IM.ICC.3.1 Deliver short presentations that describe how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.

IM.ICC.3.2 Present on familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

IH.ILC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IH.ILC.1.1 Identify the purpose and some supporting details in informational texts.

IH.ILC.1.2 Identify the main story and some supporting details in fictional texts.

IH.ILC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IH.ILC.2.1 Interact to meet needs in a variety of situations, sometimes involving a complication, by creating connected sentences and asking a variety of questions.

IH.ILC.2.2 Explain preferences and opinions and provide advice on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.

IH.ILC.2.3 Exchange information in conversations and some discussions on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.

IH.ILC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IH.ILC.3.1 Tell stories about familiar events and experiences, by creating short paragraphs with some complex sentences and using various time frames.

IH.ILC.3.2 State a viewpoint and provide reasons to support it on familiar or researched topics, by creating short paragraphs with some complex sentences and using various time frames.

IH.ILC.3.3 Give detailed presentations on a variety of familiar topics and some concrete, researched topics, by creating short paragraphs with some complex sentences and using various time frames.

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

IH.ICC.1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

IH.ICC.1.1 Identify the purpose and some supporting details in historical and/or modern texts from the target cultures.

IH.ICC.1.2 Compare many cultural practices, products, and perspectives from the target cultures, when the topics are familiar and/or unfamiliar.

IH.ICC.2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

IH.ICC.2.1 Demonstrate understanding of essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.

IH.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in conversations on primarily familiar topics.

IH.ICC.3 Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

IH.ICC.3.1 Deliver presentations that summarize how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames.

IH.ICC.3.2 Present on a variety of familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames.