GRADE
4

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 4

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.

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

4.CN.1.1 Describe styles and dancers who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in North Carolina.

4.CN.1.2 Compare dance concepts with concepts from other content areas.

4.CN.1.3 Demonstrate ways to address anatomical and psychological challenges encountered by dancers.

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

4.CN.2.1 Describe dance careers and organizations in North Carolina.

4.CN.2.2 Compare how dance has changed and remained the same with advances in technology, digital media, and other innovations.

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

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

4.CR.1.1 Improvise movement based on multiple dance elements.

4.CR.1.2 Create dance phrases incorporating abstraction of everyday movement to fulfill a given choreographic form.

4.CR.1.3 Depict the spatial relationships between two or more dancers in a dance phrase by drawing a picture or using symbols.

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

4.CR.2.1 Adapt a dance sequence by changing the spatial relationships between dancers.

4.CR.2.2 Identify how to responsibly use resources for online access of dance and musical accompaniment.

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

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

4.PR.1.1 Set personal goals for improving dance performance based on instructor and peer feedback.

4.PR.1.2 Demonstrate technical skills with stamina and coordination.

4.PR.1.3 Demonstrate focus when performing short dance phrases.

4.PR.2 Develop dance presentations.

4.PR.2.1 Compare themes, topics, or music choices for a small group performance with support.

4.PR.2.2 Explain how safe and respectful behavior varies based on the dance setting and cultural context.

4.PR.2.3 Compare a variety of production elements that strengthen the artistic intent and audience experience.

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

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

4.RE.1.1 Describe dance phrases that exemplify multiple elements of dance.

4.RE.1.2 Compare a personal interpretation of a dance with the interpretation of peers.

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

4.RE.2.1 Contrast personal preferences for performing and viewing dance with those of peers.

4.RE.2.2 Evaluate dances using established criteria to provide feedback 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.

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

4.CN.1.1 Describe styles and musicians who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in North Carolina.

4.CN.1.2 Describe how other content areas can inspire programmatic music, soundscapes, or concepts.

4.CN.1.3 Describe personal emotions and memories evoked by a variety of music.

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

4.CN.2.1 Describe music careers in North Carolina.

4.CN.2.2 Compare how music has changed and remained the same with advances in technology and digital media.

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

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

4.CR.1.1 Improvise pentatonic melodies over an ostinato.

4.CR.1.2 Notate or record 4-8 measures of original rhythmic ideas and melodic ideas for two or more performers that incorporate grade-level appropriate rhythms and pitches.

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

4.CR.2.1 Align original poetry with a pre-existing melody; or a pre-existing piece of poetry with an original melody.

4.CR.2.2 Identify how to responsibly use resources for online access of music.

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

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

4.PR.1.1 Improve compositions and musical skills by applying feedback from peers or self based on student-generated criteria.

4.PR.1.2 Read standard notation to sing or play music using any major key, and dotted quarters and groups of three eighth notes and rests in 6/8 meter, and beamed sixteenth and eighth note rhythms in 2/4, 3/4, and 4/4 meters.

4.PR.1.3 Sing or play songs with occasional harmonizations.

4.PR.2 Develop musical presentations.

4.PR.1.4 Demonstrate the meaning of symbols and terminology for the continua of tempos and dynamics, including crescendos and decrescendos, and a variety of forms and articulations when performing music.

4.PR.2.1 Compare, with guidance, music to perform and the production elements needed to support the context and purpose of a performance.

4.PR.2.2 Create criteria for audience and performer etiquette in a variety of contexts.

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

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

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

4.RE.1.2 Compare different interpretations of the same musical work using musical vocabulary.

4.RE.1.3 Describe the timbres of a variety of instruments and voices used in diverse types of ensembles.

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

4.RE.2.1 Compare personal responses to a musical work before and after engaging with similar musical works.

4.RE.2.2 Generate criteria in collaboration with others for evaluating musical performances and compositions.

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.

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

4.CN.1.1 Describe diverse North Carolina theatrical groups by geographic region.

4.CN.1.2 Describe how theatre skills and processes can be used in the development of solutions to a variety of problems.

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

4.CN.2.1 Describe the role of theatre technicians.

4.CN.2.2 Describe traditional and innovative tools used by theatre technicians.

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

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

4.CR.1.1 Improvise comprehensive stories with support or coaching.

4.CR.1.2 Create a monologue using elements of playwriting with support.

4.CR.1.3 Create simple lighting or sound options to support theatrical work.

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

4.CR.2.1 Adapt various pieces of literature into theatrical works.

4.CR.2.2 Identify how to responsibly use resources for online access of theatre works.

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

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

4.PR.1.1 Improve theatrical elements based on peer feedback.

4.PR.1.2 Interpret multiple characters from stories using body and voice.

4.PR.2 Develop theatrical presentations.

4.PR.2.1 Develop a small group scene with support.

4.PR.2.2 Model appropriate audience behavior in a variety of spaces.

4.PR.2.3 Determine simple technical elements to support theatrical work.

4.PR.2.4 Adapt staging choices for a variety of performance spaces.

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

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

4.RE.1.1 Compare how the story elements are related in various theatrical works.

4.RE.1.2 Compare how themes are communicated in theatrical works.

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

4.RE.2.1 Respond to differing opinions and points of view with respect.

4.RE.2.2 Critique peer works using theatrical vocabulary and nonverbal cues.

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.

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

4.CN.1.1 Describe how the visual arts have influenced, and been influenced by the customs, traditions, and history of indigenous and other cultural groups in North Carolina.

4.CN.1.2 Use skills and concepts learned in other content areas and everyday life in visual arts.

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

4.CN.2.1 Describe visual arts careers in North Carolina.

4.CN.2.2 Explain how contemporary media and emerging technologies impact the field of visual arts.

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

4.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.

4.CR.1.1 Develop imaginative and expressive ideas using imagery from North Carolina as source material to create art.

4.CR.1.2 Create orginal abstract art that expresses ideas.

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

4.CR.2.1 Combine ideas from multiple sources to create artwork.

4.CR.2.2 Identify how to responsibly use resources for online access of visual artworks.

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

4.PR.1 Present visual artworks.

4.PR.1.1 Apply changes to personal art based on self-evaluation.

4.PR.1.2 Create an artist statement using the vocabulary of art.

4.PR.2 Develop visual arts presentations.

4.PR.2.1 Select artwork based on common ideas, themes, or media.

4.PR.2.2 Identify art museums, galleries, and other venues in North Carolina.

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

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

4.RE.1.1 Classify North Carolinian artists in terms of style, genre, or movements.

4.RE.1.2 Infer meaning from artwork.

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

4.RE.2.1 Compare personal responses to a work of art at different stages.

4.RE.2.2 Apply specific criteria to provide feedback for self-evaluation.

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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Ideas and Analysis

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.8 Not applicable to literature.

RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Complexity

RL.4.10 By the end of grade 4, read and understand literature within the 4-5 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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Ideas and Analysis

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 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.4.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.4.5 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.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
c. Provide reasons that are supported by facts and details.
d. Link opinion and reasons using words and phrases.
e. Provide a concluding statement or section related to the opinion presented.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.2 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 clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
d. Link ideas within categories of information using words and phrases.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Provide a concluding statement or section related to the information or explanation presented.
g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.3 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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
d. Use a variety of transitional words and phrases to manage the sequence of events.
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.

f. Provide a conclusion that follows from the narrated experiences or events.

g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

Language Standards – Grammar Continuum

Skill	Grades 4-5
Subject/Verb Agreement	• Continue to ensure subject/verb agreement
Nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns
Verbs	• Form and use progressive verb tenses • Use modal auxiliaries (such as *may* or *must*) • Continue to form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense
Adjectives	• Form and use comparative and superlative and accurately choose which to use—adjective or adverb • Order adjectives within sentences according to conventional patterns
Conjunctions	• Continue to use coordinating and subordinating conjunctions • Use correlative conjunctions (such as *either/or*)
Adverbs	• Form and use comparative and superlative adverbs • Use relative adverbs
Sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences
Prepositions	• Form and use prepositional phrases
Pronouns	• Ensure pronoun-antecedent agreement • Use relative pronouns
Determiners	
Commonly Confused Words	• Correctly use frequently confused words (such as *to*, *two*, *too*)
Interjections	• Continue to use interjections
Phrases & Clauses	• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses
Usage	

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

Language Standards – Conventions Continuum

Skill	Grades 4-5
Capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization
Punctuation	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works
Spelling	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly
References	• Continue to consult reference materials as needed to check and correct spellings

Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.4.1 Use details from the text to recount what the text says.

RL.4.2 Identify the theme of a familiar story, drama or poem.

RL.4.3 Use details from the text to describe characters in the story.

Craft and Structure

RL.4.4 Determine the meaning of words in a text.

RL.4.5 Identify elements that are characteristics of stories.

RL.4.6 Identify the narrator of a story with first person narration.

Integration of Ideas and Analysis

RL.4.7 Compare the text representation of a story to a visual, tactual, or oral version of the same story.

RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.

Range of Reading and Level of Complexity

RL.4.10 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.4.1 Identify explicit details in an informational text.

RI.4.2 Identify the main idea of a text when it is explicitly stated.

RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

RI.4.4 Determine meaning of words in text.

RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text.

RI.4.6 Compare own experience with a written account of the same experience.

Integration of Ideas and Analysis

RI.4.7 Answer questions about information presented visually, orally, or quantitatively.

RI.4.8 Identify one or more details supporting a specific point in an informational text.

RI.4.9 Compare details presented in two texts on the same topic.

Range of Reading and Level of Complexity

RI.4.10 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.4.2 Uses letters to create written documents.

Craft and Structure

RF.4.4 Apply letter-sound knowledge to decode words.

a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.

b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).

RF.4.5 Engage in purposeful reading of text.

a. Read text comprised of familiar words with accuracy and understanding.

b. Use letter knowledge and context to support word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons.

a. Select a topic or text and write an opinion about it.

b. List reasons to support the opinion.

W.4.2 Write to share information supported by details.

a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.

b. List words, facts, or details related to the topic.

W.4.3 Write about events or personal experiences.

a. Write about a personal experience including two events in sequence.

b. List words that describe an event or personal experience to use when writing about it.

W.4.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

W.4.5 Gather information about a topic from two or more sources for a research project.

W.4.6 Gather and sort information from personal experiences or a topic into given categories.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.4.1 Communicate with others in group interactions.

a. Contribute ideas from prior knowledge of a text during discussions about the same text.

b. With guidance and support, carry out assigned role in a discussion.

c. Answer specific questions related to information in a discussion.

d. Identify the key ideas in a discussion.

SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.

SL.4.3 Identify a point that the speaker makes.

SL.4.4 Communicate opinion on a familiar topic or text in an organized manner.

SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.

LANGUAGE

Conventions of Standard English

L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.

L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.

L.4.3 Use language to achieve desired outcomes when communicating.

a. Use language to express emotion.

b. Communicate effectively with peers and adults.

L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.

L.4.5 Demonstrate understanding of word relationships and use.

a. Use common idioms (e.g., no way, not a chance, you bet).

b. Demonstrate understanding of opposites.

L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

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

4.MEH.1.1 Identify strategies that can be adapted when dealing with a challenging problem.

4.MEH.1.2 Identify growth mindset strategies for everyday problems.

4.MEH.1.3 Explore individual character strengths that contribute to mental wellness.

4.MEH.2 Summarize positive and negative stressors to promote wellbeing.

4.MEH.2.1 Determine personal positive and negative stressors.

4.MEH.2.2 Explore personal positive stress management strategies.

PERSONAL AND CONSUMER HEALTH

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

4.PCH.1.1 Compare methods that prevent the spread of germs.

4.PCH.1.2 Describe factors which lead to sufficient sleep and regular physical activity.

4 PCH.1.3 Recognize and respond to obvious symptoms of common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.

4.PCH.1.4 Create a personal dental health plan.

4.PCH.2 Understand necessary steps to prevent and respond to unintentional injury.

4.PCH.2.1 Identify personal protection equipment needed for sports or recreational activities.

4.PCH.2.2 Illustrate skills for providing first aid for choking victims.

4.PCH.3 Understand body systems and organs, their functions, and their care.

4.PCH.3.1 Identify the basic components and functions of the respiratory system.

4.PCH.3.2 Summarize habits to care for the skin.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

4.ICHR.1 Apply healthy and effective interpersonal communications and relationships to enhance wellbeing.

4.ICHR.1.1 Demonstrate respect and empathy for others.

4.ICHR.1.2 Interpret non-verbal communications of others.

4.ICHR.1.3 Apply appropriate strategies for conflict resolution for conflict/bullying.

4.ICHR.1.4 List characteristics of healthy relationships including empathy, respect, patience, and kindness.

4.ICHR.2 Understand the changes that occur during puberty and adolescence.

4.ICHR.2.1 Summarize physical and emotional changes during puberty.

4.ICHR.2.2 Recognize that individuals experience puberty at different ages and for different lengths of time (early, average, late).

NUTRITION AND PHYSICAL ACTIVITY

4.NPA.1 Interpret tools to apply nutrition information.

4.NPA.1.1 Using a school lunch or breakfast menu, plan a meal that includes 3-5 different food groups.

4.NPA.1.2 Explain that foods are generally grouped into food groups based on the nutrients they provide.

4.NPA 2 Explore external factors that affect which foods we eat.

4.NPA.2.1 Evaluate influences that affect the food you eat.

4.NPA.2.2 List measures to prevent food borne illnesses, including washing hands and food storage methods.

4.NPA.3 Compare the benefits of different activities for your body to promote wellness.

4.NPA.3.1 Identify short- and long-term benefits of moderate and vigorous physical activity.

4.NPA.3.2 Describe the benefits of drinking water before, during, and after physical activity.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

4.ANCOD.1 Understand health risks associated with the use of nicotine products.

4.ANCOD.1.1 Summarize the short-term and long-term effects of nicotine products.

4.ANCOD.1.2 Explain why nicotine products are addictive.

4.ANCOD.2 Understand why people use nicotine products.

4.ANCOD.2.1 Identify possible personal and societal influences on nicotine use.

4.ANCOD.2.2 Analyze the use of various marketing strategies to influence people to purchase various nicotine products.

4.ANCOD.3 Apply risk reduction behaviors to protect self and others from alcohol, nicotine, cannabis, and other drug use.

4.ANCOD.3.1 Identify refusal skills to resist the pressure to experiment with a variety of nicotine products.

4.ANCOD.3.2 Select strategies to use in avoiding situations in which smoked and electronic nicotine products are being used to minimize exposure to secondhand smoke and aerosol.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILLS

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

PE.4.MS.1.1 Demonstrate mature form of locomotor skills required in a variety of physical activity settings.

PE.4.MS.1.2 Demonstrate mature form of a variety of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking) in varied physical activity settings.

PE.4.MS.1.3 Demonstrate combinations of locomotor and manipulative skills in a variety of physical activity settings.

PE.4.MS.1.4 Demonstrate combinations of movement patterns and/or dance steps in an original sequence.

MOVEMENT CONCEPTS

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

PE.4.MC.2.1 Demonstrate understanding of manipulative skill combinations in small-sided practice tasks.

PE.4.MC.2.2 Demonstrate understanding of simple offensive and defensive strategies and tactics.

PE.4.MC.2.3 Use evaluative tools to improve skill performance of self and others.

HEALTH-RELATED FITNESS

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

PE.4.HF.3.1 Identify each of the five health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and their associated exercises.

PE.4.HF.3.2 Identify personal opportunities for physical activity outside of physical education class.

PE.4.HF.3.3 Develop personal goals to improve two or more of the health-related fitness components.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.4.PR.4.1 Demonstrate personal and social responsibility in independent group situations.

PE.4.PR.4.2 Demonstrate understanding of how positive social interactions help achieve common goals when engaged with others in a variety of physical activities.

PE.4.PR.4.3 Demonstrate independent and safe practices when working with peers and equipment 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.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.

Use the four operations with whole numbers to solve problems.

NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.

- Use estimation strategies to assess reasonableness of answers.
- Interpret remainders in word problems.
- Represent problems using equations with a letter standing for the unknown quantity.

Gain familiarity with factors and multiples.

NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to:

- Recognize that a whole number is a multiple of each of its factors.
- Determine whether a given whole number is a multiple of a given one-digit number.
- Determine if the number is prime or composite.

Generate and analyze patterns.

NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit whole numbers.

NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.

NC.4.NBT.2 Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.

NC.4.NBT.7 Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

NC.4.NBT.4 Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.

NC.4.NBT.5 Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.

NC.4.NBT.6 Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.

NUMBER AND OPERATIONS – FRACTIONS

Extend understanding of fractions.

NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.

NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions by:

- Reasoning about their size and using area and length models.
- Using benchmark fractions 0, ½, and a whole.
- Comparing common numerator or common denominators.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
- Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

Use unit fractions to understand operations of fractions.

NC.4.NF.4 Apply and extend previous understandings of multiplication to:

- Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.
- Solve word problems involving multiplication of a fraction by a whole number.

Understand decimal notation for fractions, and compare decimal fractions.

NC.4.NF.6 Use decimal notation to represent fractions.

- Express, model and explain the equivalence between fractions with denominators of 10 and 100.
- Use equivalent fractions to add two fractions with denominators of 10 or 100.
- Represent tenths and hundredths with models, making connections between fractions and decimals.

NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.

MEASUREMENT AND DATA

Solve problems involving measurement.

NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement.

- Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, liter, milliliter.
- Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.

NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.

NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.

Solve problems involving area and perimeter.

NC.4.MD.3 Solve problems with area and perimeter.

- Find areas of rectilinear figures with known side lengths.
- Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.

NC.4.MD.4 Represent and interpret data using whole numbers.

- Collect data by asking a question that yields numerical data.
- Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.
- Determine whether a survey question will yield categorical or numerical data.

Understand concepts of angle and measure angles.

NC.4.MD.6 Develop an understanding of angles and angle measurement.

- Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.
- Measure and sketch angles in whole-number degrees using a protractor.
- Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

GEOMETRY

Classify shapes based on lines and angles in two-dimensional figures.

NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.

NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.

NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.

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.4.OA.1 Demonstrate the connection between repeated addition and multiplication. (2∗3= 2+2+2).

NC.4.OA.3 Solve one step word problem using addition or subtraction within 20.

Gain familiarity with factors and multiples.

NC.4.OA.4 Show one way to arrive at a product.

Explore patterns of numbers.

NC.4.OA.5 Use repeating patterns to make predictions.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit whole numbers.

NC.4.NBT.2 Use concrete and pictoral representations to count up to 100 items.

NC.4.NBT.7 Round any whole number 0-30 to the nearest ten.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

NC.4.NBT.4 Add and subtract two-digit whole numbers.

NUMBER AND OPERATIONS – FRACTIONS

Extend understanding of fractions.

NC.4.NF.1 Identify models of one half (1/2) and one fourth (1/4).

Use unit fractions to understand operations of fractions.

NC.4.NF.3 Represent one half as one of two parts to make 1 whole.

MEASUREMENT AND DATA STANDARD

Solve problems involving measurement.

NC.4.MD.1 Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).

NC.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares).

Understand angles.

NC.4.MD.6 Identify angles in geometric shapes.

GEOMETRY

Classify shapes based on lines and angles in two-dimensional figures.

NC.4.G.1 Recognize parallel lines and intersecting lines.

NC.4.G.2 Describe the attributes of two dimensional shapes.

NC.4.G.3 Use lines of symmetry to partition shapes into equal areas.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTION AND STABILITY—FORCES AND INTERACTIONS

PS.4.1 Understand how various forces affect the motion of an object.

PS.4.1.1 Ask questions to summarize the relationship of magnetic interactions between two objects not in contact with each other.

PS.4.1.2 Carry out investigations to explain how electrically charged objects push or pull on other objects to produce motion.

ENERGY

PS.4.2 Understand that energy can be transferred from place to place by sound, light, heat, and electric currents.

PS.4.2.1 Ask questions to identify basic forms of energy (light, sound, heat, and electrical) that cause motion or create change.

PS.4.2.2 Use models to explain a simple electrical circuit and the necessary components.

PS.4.2.3 Carry out investigations on common materials to classify them as insulators or conductors of electricity.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

PS.4.3 Understand the nature of light and how light interacts with objects.

PS.4.3.1 Carry out investigations to infer the path light travels from a light source to a mirror and how it is reflected (by the mirror) using different angles.

PS.4.3.2 Carry out investigations to explain how light is refracted and absorbed.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.4.1 Understand the effects of environmental changes, adaptations, and behaviors that enable organisms to survive in changing habitats.

LS.4.1.1 Use models to explain that plants and animals have external structures that function to support survival.

LS.4.1.2 Use models to explain that animals receive different types of information through their senses, process the information, and respond to the information in different ways.

LS.4.1.3 Engage in argument from evidence to explain how differences among animals of the same population sometimes gives individuals an advantage in surviving and reproducing in changing habitats.

BIOLOGICAL EVOLUTION—UNITY AND DIVERSITY

LS.4.2 Understand the use of fossils as evidence of the history of Earth and its changing life forms.

LS.4.2.1 Analyze and interpret data to compare fossils to one another and living organisms.

LS.4.2.2 Analyze and interpret data to explain how fossils suggest ideas about Earth's early environment.

EARTH'S PLACE IN THE UNIVERSE

ESS.4.1 Understand the causes of day and night and phases of the moon.

ESS.4.1.1 Use models to explain the cause of day and night based on the rotation of the Earth on its axis.

ESS.4.1.2 Use models to explain the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).

EARTH'S SYSTEMS

ESS.4.2 Understand patterns of change in the Earth's surface over time.

ESS.4.2.1 Carry out investigations to classify minerals using tests for the physical properties of hardness, color, luster, cleavage and streak.

ESS.4.2.2 Carry out investigations to classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed, and the processes that create them.

ESS.4.2.3 Use models to explain changes in Earth's surface over time (to include slow changes of erosion and weathering, and fast changes of earthquakes, landslides, and volcanic activity).

EARTH AND HUMAN ACTIVITY

ESS.4.3 Understand changes caused by human impact on the environment.

ESS.4.3.1 Ask questions to infer whether changes in an organism's environment are beneficial or harmful.

ESS.4.3.2 Engage in argument from evidence to explain how humans can adapt their behavior to live in changing environments (e.g. recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).

ESS.4.3.3 Obtain, evaluate and communicate information to compare solutions to environmental problems impacting plants and animals.

SCIENCE
EXTENDED CONTENT STANDARDS

MOTION AND STABILITY—FORCES AND INTERACTIONS

ECS.PS.4.1 Explain how various forces affect the motion of an object.

ECS.PS.4.1.1 Use models to communicate the relationships of magnetic interactions.

ECS.PS.4.1.2 Carry out investigations to identify how statically charged objects push or pull on other objects.

ENERGY

ECS.PS.4.2 Identify how energy can be transferred from place to place by sound, light, heat, and electric currents.

ECS.PS.4.2.1 Ask questions to communicate information about basic forms of energy (light, sound, heat, and electrical).

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

ECS.PS.4.3 Understand the nature of light and how light interacts with objects.

ECS.PS.4.3.1 Carry out investigations to communicate how light interacts with various materials.

ECS.PS.4.3.2 Carry out investigations to communicate how the path light travels from a light source to a mirror.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.4.1 Understand that living organisms have structural and behavioral adaptations for survival.

ECS.LS.4.2.1 Use models to compare fossils to one another and living organisms.

BIOLOGICAL EVOLUTION—UNITY AND DIVERSITY

ECS.LS.4.2 Understand how fossils found in rock layers suggest ideas about Earth's early environments.

ECS.LS.4.2.1 Use models to compare fossils to one another and living organisms.

EARTH'S PLACE IN THE UNIVERSE

ECS.EES.4.1 Understand the causes of day and night and phases of the moon.

ECS.EES.4.1.1 Use models to identify the cause of day and night based on the rotation of the Earth on its axis.

ECS.EES.4.1.2 Use models to communicate the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).

EARTH'S SYSTEMS

ECS.EES.4.2 Understand the structures of the Earth's surface using models.

ECS.EES.4.2.2 Conduct investigations to classify rocks as metamorphic, sedimentary, or igneous.

EARTH AND HUMAN ACTIVITY

ECS.EES.4.3 Identify changes caused by human impact on the environment.

ECS.EES.4.3.2 Use models to communicate how humans can adapt their behavior to live in changing environments (e.g. recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).

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

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.

4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina

CIVICS AND GOVERNMENT

4.C&G.1 Understand the role of citizens in local and state government.

4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.

4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.

4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

ECONOMICS

4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.

4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries.

4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina.

4.E.2 Understand the impact of personal financial decisions.

4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life.

4.E.2.2 Exemplify outcomes of positive and negative financial decisions.

GEOGRAPHY

4.G.1 Understand the role geography has played in the development of North Carolina.

4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.

4.G.1.2 Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools.

4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina.

HISTORY

4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.

4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.

4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.

4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.

4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.

4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.

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

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

ECS.4.B.1.1 Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of North Carolina.

ECS.4.B.1.2 Demonstrate an understanding of how the values and beliefs of various indigenous, religious, and racial groups have impacted North Carolina.

CIVICS AND GOVERNMENT

4.C&G.1 Understand the role of citizens in local and state government.

ECS.4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.

ECS.4.C&G.1.2 Demonstrate an understanding of the impact women, indigenous, religious, and racial groups have on local and state government.

ECS.4.C&G.1.3 Compare examples of rights and responsibilities reflected in the North Carolina Constitution.

ECONOMICS

4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

ECS.4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.

ECS.4.E.1.2 Identify the factors that led to economic growth and decline for North Carolina industries over time.

ECS.4.E.1.3 Identify factors of production that are influenced by the availability of resources in North Carolina.

4.E.2 Understand the impact of personal financial decisions.

ECS.4.E.2.1 Demonstrate an understanding of spending and saving and how it may affect everyday life.

ECS.4.E.2.2 Explain outcomes of positive and negative financial decisions.

GEOGRAPHY

4.G.1 Understand the role geography has played in the development of North Carolina.

ECS.4.G.1.1 Use geographic tools to compare various geographic regions in North Carolina.

ECS.4.G.1.2 Illustrate ways in which movement of people and goods has impacted the development of North Carolina using maps and other geographic tools.

ECS.4.G.1.3 Identify the reasons for forced and voluntary migration to, from, and within North Carolina.

HISTORY

4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

ECS.4.H.1.1 Demonstrate an understanding of how the experiences and achievements of minorities, indigenous groups, and marginalized people have impacted North Carolina.

ECS.4.H.1.2 Identify the changing roles of women, indigenous, racial and other minority groups throughout the history of North Carolina.

ECS.4.H.13 Identify ways in which revolution, reform, and resistance have shaped North Carolina.

ECS.4.H.1.4 Outline the role North Carolina has played in major conflicts and events throughout the history of America.

ECS.4.H.1.5 Demonstrate an understanding of two or more perspectives of various historical events in North Carolina.

ECS.4.H.1.6 Demonstrate an understanding of two or more perspectives of various historical symbols in North Carolina.

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).

Fourth and Fifth Grade Standards

In the upper elementary grades, students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. The oral and written language of fourth and fifth graders is becoming more sophisticated, and Multilingual Learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for Multilingual Learners to interact in pairs and small groups to enhance their learning (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.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

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.4-5.Narrate.Interpretive. *Interpret language arts narratives by:*

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive. *Construct language arts narratives that:*

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5.Inform.Interpretive. *Interpret informational texts in language arts by:*

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive. *Construct informational texts in language arts that:*

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

ELD-LA.4-5.Argue.Interpretive. *Interpret language arts arguments by:*

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive. *Construct language arts arguments that:*

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

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.4-5.Explain.Interpretive. *Interpret mathematical explanations by:*

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive. *Construct mathematical explanations that:*

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

ELD-MA.4-5.Argue.Interpretive. *Interpret mathematics arguments by:*

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive. *Construct mathematics arguments that:*

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate 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.4-5.Explain.Interpretive. *Interpret scientific explanations by:*

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

ELD-SC.4-5.Explain.Expressive. *Construct scientific explanations that:*

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

ELD-SC.4-5.Argue.Interpretive. *Interpret scientific arguments by:*

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive. *Construct scientific arguments that:*

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant 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.4-5.Explain.Interpretive. *Interpret social studies explanations by:*

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive. *Construct social studies explanations that:*

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5.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 multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive. *Construct social studies arguments that:*

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

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.

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