

GRADE  
**5**

# Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

2023

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# Quick Reference Guide

GRADE  
5

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://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards>.

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://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction>.

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

# ARTS EDUCATION – DANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### CREATION AND PERFORMANCE

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

- 5.CP.1.1 Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements.
- 5.CP.1.2 Use collaborative skills to improvise and create dance.
- 5.CP.1.3 Create short dances that communicate abstract ideas.
- 5.CP.1.4 Generate strategies for problem solving in dance.

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

- 5.CP.2.1 Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance.
- 5.CP.2.2 Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences.
- 5.CP.2.3 Monitor personal goals to improve performance quality in dance.

### DANCE MOVEMENT SKILLS

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#### ***5.DM.1 Understand how to use movement skills in dance.***

- 5.DM.1.1 Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique.
- 5.DM.1.2 Exemplify how to maintain a sense of body shape while moving and in stillness.
- 5.DM.1.3 Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions.
- 5.DM.1.4 Illustrate phrasing in a selected piece of music using dance movement.
- 5.DM.1.5 Use a variety of spatial designs and relationships with clarity and intent while dancing.

### RESPONDING

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#### ***5.R.1 Use a variety of thinking skills to analyze and evaluate dance.***

- 5.R.1.1 Analyze the relationship between dance elements when observing dance.
- 5.R.1.2 Illustrate the roles and responsibilities of the viewer in interpreting dances.

### CONNECTING

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#### ***5.C.1 Understand cultural, historical, and interdisciplinary connections with dance.***

- 5.C.1.1 Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States.
- 5.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

# ARTS EDUCATION – MUSIC

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MUSICAL LITERACY

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

- 5.ML.1.1 Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.
- 5.ML.1.2 Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.
- 5.ML.1.3 Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.

#### ***5.ML.2 Interpret the sound and symbol systems of music.***

- 5.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.
- 5.ML.2.2 Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.
- 5.ML.2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.
- 5.ML.2.4 Use standard symbols to notate rhythm, meter, pitch, and dynamics.

#### ***5.ML.3 Create music using a variety of sound and notational sources.***

- 5.ML.3.1 Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.
- 5.ML.3.2 Create compositions and arrangements within specified guidelines.
- 5.ML.3.3 Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.

### MUSICAL RESPONSE

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#### ***5.MR.1 Understand the interacting elements to respond to music and music performances.***

- 5.MR.1.1 Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.
- 5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.
- 5.MR.1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.
- 5.MR.1.4 Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

### CONTEXTUAL RELEVANCY

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#### ***5.CR.1 Understand global, interdisciplinary, and 21st century connections with music.***

- 5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.
- 5.CR.1.2 Understand the relationships between music and concepts from other areas.

# ARTS EDUCATION – THEATRE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMMUNICATION

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#### **5.C.1 Use movement, voice, and writing to communicate ideas and feelings.**

- 5.C.1.1 Use a variety of postures, gaits, and mannerisms to express a variety of characters in the presentations of stories.
- 5.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations.
- 5.C.1.3 Construct original scripts using dialogue that communicates ideas and feelings.

#### **5.C.2 Use performance to communicate ideas and feelings.**

- 5.C.2.1 Use improvisation to create characters and solve problems.
- 5.C.2.2 Interpret various characters from different genres of given texts through the use of the body and voice.

### ANALYSIS

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#### **5.A.1 Analyze literary texts and performances.**

- 5.A.1.1 Analyze texts or scripts in terms of setting, characters, sequence of events, main idea, problem, solution, and their interrelationships.
- 5.A.1.2 Evaluate how intended meanings are conveyed through formal and informal productions.

### AESTHETICS

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

- 5.AE.1.1 Select technical materials, such as set, props, colors, and effects that are appropriate for, and support, performances.
- 5.AE.1.2 Understand how to use costumes, props, masks, set pieces, lighting, and sound to support dramatic presentations.

### CULTURE

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

- 5.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of the United States.
- 5.CU.1.2 Create theatrical works that exemplify aspects of the culture, beliefs, and history of the United States.

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

- 5.CU.2.1 Use strategies to critique self and others in a respectful and constructive manner.
- 5.CU.2.2 Understand the role of the director in relation to staging techniques, such as cheating out, blocking, and levels.



# ARTS EDUCATION – VISUAL ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### VISUAL LITERACY

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#### **5.V.1 Use the language of visual arts to communicate effectively.**

- 5.V.1.1 Use appropriate art vocabulary to describe art movements.
- 5.V.1.2 Create art that reflects personal voice and choice.
- 5.V.1.3 Classify works of art in terms of whether they are realistic, abstract, or non-objective.
- 5.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design.
- 5.V.1.5 Apply the Principles of Design in creating compositions.

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

- 5.V.2.1 Evaluate solutions to artistic problems, including their effectiveness.
- 5.V.2.2 Use ideas and imagery from the global environment as sources for creating art.
- 5.V.2.3 Create realistic, imaginative, abstract, and non-objective art.

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

- 5.V.3.1 Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.
- 5.V.3.2 Use appropriate media for the creation of original art.
- 5.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

### CONTEXTUAL RELEVANCY

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#### **5.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.**

- 5.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States
- 5.CX.1.2 Recognize key contributions of North American artists in history.
- 5.CX.1.3 Classify North American artists in terms of styles, genre, and/or movements.
- 5.CX.1.4 Explain how traditions and values influence ideas, issues, and themes found in art.
- 5.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of North American art and artists.

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

- 5.CX.2.1 Analyze the relationship between arts and daily life in product design, print, and digital media.
- 5.CX.2.2 Exemplify how information and skills learned in art can be applied in other disciplines.
- 5.CX.2.3 Understand the balance of individual roles and collaborative skills to create art.
- 5.CX.2.4 Interpret visual images from media sources and the immediate environment.

### CRITICAL RESPONSE

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#### **5.CR.1 Use critical analysis to generate responses to a variety of prompts.**

- 5.CR.1.1 Judge art through the application of art concepts and vocabulary.
- 5.CR.1.2 Critique personal art based on established criteria and expressive qualities.

# COMPUTER SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMPUTING SYSTEMS

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#### ***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

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#### ***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

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#### ***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

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#### ***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**

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**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 STANDARD COURSE OF STUDY

*The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver the integrated 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

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**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

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**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

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**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

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- 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

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- 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

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- 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

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- 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

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#### ***Key Ideas and Evidence***

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

#### ***Craft and Structure***

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.
- RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

#### ***Integration of Ideas and Analysis***

- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.
- RL.5.8 Not applicable to literature.
- RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

#### ***Range of Reading and Level of Complexity***

- RL.5.10 By the end of grade 5, read and understand literature at the high end of 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

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#### ***Key Ideas and Evidence***

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### ***Craft and Structure***

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### ***Integration of Ideas and Analysis***

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### ***Range of Reading and Level of Complexity***

- RI.5.10 By the end of grade 5, read and understand informational texts at the high end of 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.5.2 Create readable documents through legible handwriting (cursive).

### ***Phonics and Word Recognition***

- RF.5.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.5.5 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - 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**

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### ***Text Types, Purposes, and Publishing***

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Organize information and ideas around a topic to plan and prepare to write.
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses.
  - Provide a concluding statement or section related to the opinion presented.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
  - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.



- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.4 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.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.
- SL.5.5 Include multimedia components and visual displays in 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.5.1 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**

<b>Skill</b>	<b>4-5</b>
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"><li>• Continue to ensure subject/verb agreement</li></ul>
<b>Nouns</b>	<ul style="list-style-type: none"><li>• Use abstract nouns (such as <i>courage</i>)</li><li>• Continue to use regular and irregular plural nouns</li></ul>
<b>Verbs</b>	<ul style="list-style-type: none"><li>• Form and use progressive verb tenses</li><li>• Use modal auxiliaries (such as <i>may</i> or <i>must</i>)</li><li>• Continue to form and use the perfect verb tenses</li><li>• Convey sense of various times, sequences, states, and conditions</li><li>• Recognize and correct inappropriate shifts in verb tense</li></ul>
<b>Adjectives</b>	<ul style="list-style-type: none"><li>• Form and use comparative and superlative and accurately choose which to use—adjective or adverb</li><li>• Order adjectives within sentences according to conventional patterns</li></ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"><li>• Continue to use coordinating and subordinating conjunctions</li><li>• Use correlative conjunctions (such as <i>either/or</i>)</li></ul>
<b>Adverbs</b>	<ul style="list-style-type: none"><li>• Form and use comparative and superlative adverbs</li><li>• Use relative adverbs</li></ul>
<b>Sentences</b>	<ul style="list-style-type: none"><li>• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences</li><li>• Produce, expand, and rearrange simple, compound, and complex sentences</li></ul>
<b>Prepositions</b>	<ul style="list-style-type: none"><li>• Form and use prepositional phrases</li></ul>
<b>Pronouns</b>	<ul style="list-style-type: none"><li>• Ensure pronoun-antecedent agreement</li><li>• Use relative pronouns</li></ul>
<b>Determiners</b>	

<b>Commonly Confused Words</b>	<ul style="list-style-type: none"> <li>• Correctly use frequently confused words (such as <i>to, two, too</i>)</li> </ul>
<b>Interjections</b>	<ul style="list-style-type: none"> <li>• Continue to use interjections</li> </ul>
<b>Phrases &amp; Clauses</b>	<ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses</li> <li>• Recognize independent and dependent phrases and clauses</li> </ul>
<b>Usage</b>	

- L.5.2 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	4-5
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles</li> <li>• Continue to use correct capitalization</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series</li> <li>• Continue to use commas in addresses</li> <li>• Continue to use commas in dialogue</li> <li>• Continue to use quotation marks in dialogue</li> <li>• Use a comma before a coordinating conjunction in a compound sentence</li> <li>• Use commas and quotations to mark direct speech and quotations from a text</li> <li>• Use a comma to separate an introductory element from the rest of a sentence</li> <li>• Use a comma to set off the words <i>yes</i> and <i>no</i></li> <li>• Use a comma to set off a tag question from the rest of the sentence</li> <li>• Use a comma to indicate a direct address</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Continue to use conventional spelling for high frequency words and other studied words</li> <li>• Continue to use conventional spelling for adding suffixes to base words</li> <li>• Continue to use spelling patterns and generalizations when writing words</li> <li>• Spell grade-appropriate words correctly</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Continue to consult reference materials as needed to check and correct spellings</li> </ul>

#### ***Knowledge of Language***

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Compare and contrast the varieties of English used in stories, dramas, or poems.

#### ***Vocabulary Acquisition and Use***

- L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.
- a. Interpret figurative language, including similes and metaphors, in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

# ENGLISH/LANGUAGE ARTS

## EXTENDED CONTENT STANDARDS

### READING STANDARDS FOR LITERATURE

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#### ***Key Ideas and Evidence***

- RL.5.1 Identify words in the text that answer a question about explicit information.
- RL.5.2 Identify the theme of a story, drama or poem.
- RL.5.3 Compare two characters in a familiar story.

#### ***Craft and Structure***

- RL.5.4 Determine the meaning of words and phrases as they are used in a text.
- RL.5.5 Identify how a series of events fit together to create a particular story.
- RL.5.6 Determine the point of view of the narrator.

#### ***Integration of Ideas and Analysis***

- RL.5.7 Identify illustrations, tactual, or multimedia elements that add to understanding of a text.
- RL.5.9 Compare stories with similar topics or themes.

#### ***Range of Reading and Level of Complexity***

- RL.5.10 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

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#### ***Key Ideas and Evidence***

- RI.5.1 Identify words in the text to answer a question about explicit information.
- RI.5.2 Identify the main idea of a text when it is not explicitly stated.
- RI.5.3 Compare two individuals, events, or ideas in an informational text.

#### ***Craft and Structure***

- RI.5.4 Determine the meanings of domain-specific words and phrases.
- RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
- RI.5.6 Compare two texts on the same topic.

#### ***Integration of Ideas and Analysis***

- RI.5.7 Locate information in print or digital sources.
- RI.5.8 Identify details and examples that supports specific points in a text.
- RI.5.9 Compare details presented in three or more texts on the same topic.

#### ***Range of Reading and Level of Complexity***

- RI.5.10 Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text.

### READING STANDARDS FOR FOUNDATIONAL SKILLS

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#### ***Key Ideas and Evidence***

- RF.5.2 Purposefully selects or produces letters to create written documents.

#### ***Craft and Structure***

- RF.5.4 Apply letter-sound knowledge to decode words.
  - a. Read common sight words and decode single syllable words.

- RF.5.5 Engage in purposeful reading of text.
- Read text comprised of familiar words with accuracy and understanding.
  - Use context to confirm or self-correct word recognition when reading.

## WRITING STANDARDS

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### *Text Types, Purposes, and Publishing*

- W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons.
- Introduce the topic or text and state an opinion about it.
  - Provide reasons to support the opinion.
- W.5.2 Write to share information supported by details.
- Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.
  - Provide facts, details, or other information related to the topic.
- W.5.3 Write about an event of personal experience that includes three or more events in a sequence.
- W.5.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

### *Research*

- W.5.5 Conduct short research projects using two or more sources.
- W.5.6 Gather and sort relevant information on a topic from print or digital sources into given categories.

## SPEAKING AND LISTENING STANDARDS

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### *Collaboration and Communication*

- SL.5.1 Communicate with others in group interactions.
- Come to discussion prepared to share information.
  - Carry out assigned role in a discussion.
  - Ask questions related to information in a discussion.
  - Make comments that contribute to the discussion and link to the remarks of others.
- SL.5.2 Identify the explicitly stated main idea of text presented orally or through other media.
- SL.5.3 Identify the reasons and evidence supporting a specific point.
- SL.5.4 Communicate opinion on a familiar topic or text, providing facts or details related to it.
- SL.5.5 Select or create audio recordings and visual/tactile displays to enhance presentation.

## LANGUAGE

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### *Conventions of Standard English*

- L.5.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
- L.5.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
- L.5.3 Use language to achieve desired meaning when communicated by combining words when asked.
- L.5.4 Demonstrate knowledge of word meanings drawn from grade 5 content.
- L.5.5 Demonstrate understanding of word relationships and use.
- Demonstrate understanding of words that have similar meanings.
  - Use simple, common idioms (e.g., You bet! It's a deal., cool.).
- L.5.6 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

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#### **5.MEH.1 Apply positive stress management strategies.**

- 5.MEH.1.1 Implement positive stress management strategies.
- 5.MEH.1.2 Evaluate the effectiveness of stress management strategies.

#### **5.MEH.2 Understand help-seeking strategies for depression and mental disorders.**

- 5.MEH.2.1 Interpret feelings of depression and sadness as normal responses to loss.
- 5.MEH.2.2 Summarize how to seek assistance from reliable resources for depression and sadness.

### PERSONAL AND CONSUMER HEALTH

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#### **5.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.**

- 5.PCH.1.1 Explain the influence of personal values on health behaviors.
- 5.PCH.1.2 Design a personal action plan for sufficient rest and sleep.

#### **5.PCH.2 Analyze health products and sources of health information.**

- 5.PCH.2.1 Recognize dependable resources for health information.
- 5.PCH.2.2 Differentiate between safe and unsafe products.

#### **5.PCH.3 Apply measures for cleanliness and disease prevention.**

- 5.PCH.3.1 Implement a personal dental health plan to include brushing, flossing, nutrition, and injury prevention.
- 5.PCH.3.2 Carry out activities that avoid harmful effects of the sun.

#### **5.PCH.4 Understand body systems and organs, functions, and their care.**

- 5.PCH.4.2 Summarize the functions of the organs which make up the digestive system.
- 5.PCH.4.3 Interpret the relationship between and among the vessels and organs of the circulatory system.

### INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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#### **5.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

- 5.ICR.1.1 Illustrate the dangers of communicating with unknown individuals.
- 5.ICR.1.2 Summarize things you can do to seek assistance when encountering a stranger.
- 5.ICR.1.3 Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.
- 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

#### **5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.**

- 5.ICR.2.1 Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.
- 5.ICR.2.2 Differentiate between accurate and inaccurate sources of information about puberty and development.
- 5.ICR.2.3 Summarize the functions of the male and female reproductive systems.

- 5.ICR.2.4 Illustrate how societal influences can impact behavioral choices and feelings regarding one's reproductive health.
- 5.ICR.2.5 Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.

## **NUTRITION AND PHYSICAL ACTIVITY**

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### ***5.NPA.1 Apply tools (MyPlate) to plan healthy nutrition and fitness.***

- 5.NPA.1.1 Use MyPlate to make healthy choices of foods and beverages.
- 5.NPA.1.2 Use recommendations in MyPlate to increase physical activity.

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

- 5.NPA.2.1 Summarize the influences of family, culture, and the media on food choices.
- 5.NPA.2.2 Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

### ***5.NPA.3 Understand the benefits of nutrition and fitness to disease prevention.***

- 5.NPA.3.1 Contrast dieting and healthy weight management, including limiting high-fat and high-sugar foods.
- 5.NPA.3.2 Explain the benefits of regular physical activity on physical, mental, emotional, and social health.
- 5.NPA.3.3 Summarize normal weight gain and body changes during puberty.

## **ALCOHOL, TOBACCO, AND OTHER DRUGS**

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### ***5.ATOD.1 Understand health risks associated with use of alcohol.***

- 5.ATOD.1.1 Explain the short-term and long-term effects of alcohol abuse.
- 5.ATOD.1.2 Explain the effects of alcohol abuse on others.

### ***5.ATOD.2 Understand why people use alcohol.***

- 5.ATOD.2.1 Explain possible internal and external influences to use alcohol.
- 5.ATOD.2.2 Evaluate the effect of advertising strategies of alcohol companies on people's use of alcohol.

### ***5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.***

- 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.
- 5.ATOD.3.2 Design strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.

# HEALTHFUL LIVING – PHYSICAL EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MOTOR SKILL DEVELOPMENT

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

- PE.5.MS.1.1 Executive combinations of more complex locomotor skills and manipulative skills specific to individual, dual and team activities.
- PE.5.MS.1.2 Use increasingly complex skills with power and accuracy.
- PE.5.MS.1.3 Illustrate mature form in combining locomotor and manipulative skills for traditional and non traditional activities.
- PE.5.MS.1.4 Create movement sequences that are smooth and fluid and have several different rhythmic patterns.

### MOVEMENT CONCEPTS

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

- PE.5.MC.2.1 Select scientific principles and/or concepts that have an effect on the quality of complex movement.
- PE.5.MC.2.2 Evaluate movement and game skills in order to provide feedback that will lead to improvement.
- PE.5.MC.2.3 Identify basic offensive and defensive strategies in modified game situations.
- PE.5.MC.2.4 Analyze the five components of health-related physical fitness in terms of their relationship to various activities.

### HEALTH-RELATED FITNESS

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

- PE.5.HF.3.1 Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness assessment.
- PE.5.HF.3.2 Implement strategies to achieve health-related physical fitness.
- PE.5.HF.3.3 Select physical activities that develop/ maintain each of the five components of health-related fitness.

### PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.5.PR.4.1 Use self-control to work independently in developing responsibility and respect for self and others.
- PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.
- PE.5.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.



# MATHEMATICS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### STANDARDS FOR MATHEMATICAL PRACTICE

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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

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#### *Write and interpret numerical expressions.*

- NC.5.OA.2 Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving:
- Parentheses, using the order of operations.
  - Commutative, associative and distributive properties.

#### *Analyze patterns and relationships.*

- NC.5.OA.3 Generate two numerical patterns using two given rules.
- Identify apparent relationships between corresponding terms.
  - Form ordered pairs consisting of corresponding terms from the two patterns.
  - Graph the ordered pairs on a coordinate plane.

### NUMBER AND OPERATIONS IN BASE TEN

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#### *Understand the place value system.*

- NC.5.NBT.1 Explain the patterns in the place value system from one million to the thousandths place.
- Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
  - Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.
- NC.5.NBT.3 Read, write, and compare decimals to thousandths.
- Write decimals using base-ten numerals, number names, and expanded form.
  - Compare two decimals to thousandths based on the value of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

#### *Perform operations with multi-digit whole numbers.*

- NC.5.NBT.5 Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.
- NC.5.NBT.6 Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.

**Perform operations with decimals.**

NC.5.NBT.7 Compute and solve real-world problems with multi-digit whole numbers and decimal numbers.

- Add and subtract decimals to thousandths using models, drawings or strategies based on place value.
- Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.
- Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths.
- Use estimation strategies to assess reasonableness of answers.

**NUMBER AND OPERATIONS – FRACTIONS**

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**Use equivalent fractions as a strategy to add and subtract fractions.**

NC.5.NF.1 Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.

- Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
- Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem with an equation.

**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

NC.5.NF.3 Use fractions to model and solve division problems.

- Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts.
- Model and interpret a fraction as the division of the numerator by the denominator.
- Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.

NC.5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers.

- Use area and length models to multiply two fractions, with the denominators 2, 3, 4.
- Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
- Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.

NC.5.NF.7 Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.

## MEASUREMENT AND DATA

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### ***Convert like measurement units within a given measurement system.***

- NC.5.MD.1 Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.

### ***Represent and interpret data.***

- NC.5.MD.2 Represent and interpret data.
- Collect data by asking a question that yields data that changes over time.
  - Make and interpret a representation of data using a line graph.
  - Determine whether a survey question will yield categorical or numerical data, or data that changes over time.

### ***Understand concepts of volume.***

- NC.5.MD.4 Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
- NC.5.MD.5 Relate volume to the operations of multiplication and addition.
- Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths.
  - Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.
  - Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.

## GEOMETRY

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### ***Understand the coordinate plane.***

- NC.5.G.1 Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.

### ***Classify quadrilaterals.***

- NC.5.G.3 Classify quadrilaterals into categories based on their properties.
- Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category.
  - Classify quadrilaterals in a hierarchy based on properties.

# 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

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#### ***Understand the properties of multiplication.***

NC.5.OA.3 Identify and extend numerical patterns.

### NUMBER AND OPERATIONS IN BASE TEN

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#### ***Generalize place value understanding for multi-digit numbers.***

NC.5.NBT.1 Identify equivalent groupings for quantities up to 99.

#### ***Generalize place value understanding for multi-digit numbers.***

NC.5.NBT.3 Compare whole numbers up to 100 using symbols ( $<$ ,  $>$ ,  $=$ ).

#### ***Compute with multi-digit whole numbers and decimal numbers.***

NC.5.NBT.5 Multiply whole numbers up to  $5 \times 5$ .

NC.5.NBT.6 Use fair and equal shares to solve division problems.

### NUMBER AND OPERATIONS – FRACTIONS

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#### ***Add and subtract fractions.***

NC.5.NF.1 Identify models of halves ( $\frac{1}{2}$ ,  $\frac{2}{2}$ ), fourths ( $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ), thirds ( $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{3}{3}$ ), and tenths ( $\frac{1}{10}$ ,  $\frac{2}{10}$ ,  $\frac{3}{10}$ ,  $\frac{4}{10}$ ,  $\frac{5}{10}$ ,  $\frac{6}{10}$ ,  $\frac{7}{10}$ ,  $\frac{8}{10}$ ,  $\frac{9}{10}$ ,  $\frac{10}{10}$ ).

## MEASUREMENT AND DATA

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### ***Convert like measurement units within a given measurement system.***

NC.5.MD.1 Use standard units to measure weight and length of objects.

### ***Represent and interpret data.***

NC.5.MD.2 Represent and interpret data on a picture, line plot, or bar graph.

### ***Understand concepts of volume.***

NC.5.MD.5 Determine the volume of a rectangular prism by counting units of measure (unit cubes).

## GEOMETRY

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### ***Understand the coordinate plane.***

NC.5.G.1 Use the x and y axis to locate a point or object on a graph.

### ***Classify two-dimensional figures into categories based on their properties.***

NC.5.G.3 Sort two-dimensional figures and identify the attributes (angles, number of sides, corners) they have in common.

# SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### FORCES AND MOTION

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#### **5.P.1 Understand force, motion and the relationship between them.**

- 5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.
- 5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.
- 5.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.
- 5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.

### MATTER: PROPERTIES AND CHANGE

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#### **5.P.2 Understand the interactions of matter and energy and the changes that occur.**

- 5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff).
- 5.P.2.2 Compare the weight of an object to the sum of the weight of its parts before and after an interaction.
- 5.P.2.3 Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.

### ENERGY: CONSERVATION AND TRANSFER

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#### **5.P.3 Explain how the properties of some materials change as a result of heating and cooling.**

- 5.P.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation)
- 5.P.3.2 Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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#### **5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.**

- 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
- 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.
- 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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#### **5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.**

- 5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.
- 5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.

## **ECOSYSTEMS**

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### ***5.L.2 Understand the interdependence of plants and animals with their ecosystem.***

- 5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.
- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

## **EVOLUTION AND GENETICS**

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### ***5.L.3 Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.***

- 5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.
- 5.L.3.2 Give examples of likenesses that are inherited and some that are not.

# SCIENCE

## EXTENDED CONTENT STANDARDS

### FORCES AND MOTION

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#### ***EX.5.P.1 Understand how force can change motion of objects.***

- EX.5.P.1.1 Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).
- EX.5.P.1.2 Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).

### MATTER, PROPERTIES AND CHANGE

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#### ***EX.5.P.2 Understand the structure and properties of matter before and after they undergo a change.***

- EX.5.P.2.1 Identify processes (e.g. burning or cooking) that result in a chemical change in matter.
- EX.5.P.2.2 Compare physical and chemical changes of matter.
- EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible).

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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#### ***EX.5.E.1 Understand dangerous weather conditions.***

- EX.5.E.1.1 Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards).
- EX.5.E.1.2 Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, hurricanes).

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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#### ***EX.5.L.1 Understand how internal and external structures of the human body perform functions necessary for life.***

- EX.5.L.1.1 Identify internal structures of the human body (e.g. heart, lungs, bones, stomach, muscles) and their functions.
- EX.5.L.1.2 Understand how the functions of internal and external structures (e.g. eyes, nose, ears, mouth) of the human body are essential for life.

### ECOSYSTEMS

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#### ***EX.5.L.2 Understand the interdependence of plants and animals with their ecosystem.***

- EX.5.L.2.1 Identify common ecosystems (e.g. oceans, lakes, deserts, forests, etc).
- EX.5.L.2.2 Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, arctic).
- EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.



# 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

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#### **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

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#### **5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.**

- 5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.
- 5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.

### CIVICS AND GOVERNMENT

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#### **5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.**

- 5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.
- 5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.

**5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.**

- 5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.
- 5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.

## **ECONOMICS**

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**5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.**

- 5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.
- 5.E.1.2 Compare economic decisions in terms of benefits and consequences.
- 5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.
- 5.E.1.4 Summarize the role of trade between the United States and other countries.

**5.E.2 Understand the impact of personal financial decisions.**

- 5.E.2.1 Explain how personal financial decisions affect everyday life.
- 5.E.2.2 Explain the importance of developing a basic budget for spending and saving.
- 5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.

## **GEOGRAPHY**

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**5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.**

- 5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.
- 5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.
- 5.G.1.3 Explain how technological innovation has impacted the geography of the United States.
- 5 G.1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.

## **HISTORY**

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**5.H.1 Understand the role of various people, events, and ideas in shaping the United States.**

- 5.H.1.1 Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States
- 5.H.1.2 Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.
- 5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.
- 5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.
- 5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.
- 5.H.1.6 Explain the significance of national symbols and traditions 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

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#### **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

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#### **5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.**

- ECS.5.B.1.1 Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of the United States.
- ECS.5.B.1.2 Demonstrate an understanding of how the values and beliefs of various indigenous, religious, and racial groups have impacted the American identity.

### CIVICS AND GOVERNMENT

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#### **5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.**

- ECS.5.C&G.1.1 Identify the roles and responsibilities of the three branches of government.
- ECS.5.C&G.1.2 Recognize how the protection of freedom, equality, and justice is impacted by the three branches of government.

**5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.**

ECS.5.C&G.2.1 Demonstrate an understanding of the ways in which women, indigenous, religious, marginalized, and racial groups use civic participation and advocacy to encourage government protection of rights.

ECS.5.C&G.2.2 Identify ways in which rights are protected under the United States Constitution.

## **ECONOMICS**

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**5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.**

ECS.5.E.1.1 Demonstrate an understanding of the factors that led to economic growth and decline for the United States over time.

ECS.5.E.1.2 Compare economic decisions in terms of benefits and consequences.

ECS.5.E.1.3 Identify the factors of production that influence the economic growth of the United States.

ECS.5.E.1.4 Demonstrate an understanding of the concept of trade between the United States and other countries.

**5.E.2 Understand the impact of personal financial decisions.**

ECS.5.E.2.1 Identify how personal financial decisions affect everyday life.

ECS.5.E.2.2 Recognize the importance of developing a basic budget for spending and saving.

ECS.5.E.2.3 Show how personal financial decisions impact economic growth and decline in the United States.

## **GEOGRAPHY**

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**5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.**

ECS.5.G.1.1 Demonstrate how the development of the United States has been impacted by location, physical environment, and human activity.

ECS.5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.

ECS.5.G.1.3 Demonstrate an understanding of how technological innovation and inventions have impacted the geography of the United States.

ECS.5.G.1.4 Summarize the reasons for forced and voluntary migration to, from, and within the United States.

## **HISTORY**

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**5.H.1 Understand the role of various people, events, and ideas in shaping the United States.**

ECS.5.H.1.1 Demonstrate an understanding of how the experiences and achievements of minorities, indigenous groups, and marginalized people have impacted the United States.

ECS.5.H.1.2 Identify the changing roles of women, indigenous, racial and other minority groups in the United States.

ECS.5.H.1.3 Identify ways in which revolution, reform, and resistance have shaped the United States.

ECS.5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.

ECS.5.H.1.5 Compare two or more perspectives of various historical events.

ECS.5.H.1.6 Identify the significance of national symbols and traditions from various perspectives.

# 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

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**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

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**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**

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***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

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**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

# GUIDANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

### SOCIO-EMOTIONAL

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- SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
- SE.2 Understand the relationship between self and others in the broader world.
- SE.3 Use communication strategies effectively for a variety of purposes and audiences.

### COGNITIVE

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- C.1 Use creative strategies to make decisions and solve problems.
- C.2 Use analytical strategies to understand situations and make appropriate decisions.

### CAREER

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- CR.1 Understand the meaning and importance of career self-awareness and career goals.
- CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
- CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
- CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

#### **Proficiency Levels**

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

#### **PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)**

### SOCIO-EMOTIONAL

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

- RED.SE.1.1 Understand the importance of self-control and responsibility.
- RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.
- RED.SE.1.3 Contrast rights and responsibilities.

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

- RED.SE.2.1 Identify ways of making and keeping friends.
- RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

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

- RED.SE.3.1 Use oral and written communication skills to share information with others.
- RED.SE.3.2 Use non-verbal communication skills to share information with others.

## COGNITIVE

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

- RED.C.1.1 Identify problems that you have encountered or are likely to encounter.
- RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.

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

- RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.
- RED.C.2.2 Recognize situations in which peer pressure influences decisions.

## CAREER

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

- RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.
- RED.CR.1.2 Use the internet to access career-planning information.
- RED.CR.1.3 Explore awareness of personal abilities, skills, and interests.

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

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

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

- RED.CR.3.1 Recognize how the use of conflict management skills with peers and adults can affect future life success.
- RED.CR.3.2 Recognize that a positive attitude toward work and learning affects future life success.
- RED.CR.3.3 Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

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

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

## PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

## SOCIO-EMOTIONAL

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

- EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
- EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

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

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

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

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

## COGNITIVE

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

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

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

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

## CAREER

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

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

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

- EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

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

- EEE.CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

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

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

## PROFICIENCY LEVEL: PROGRESSING (P)

## SOCIO-EMOTIONAL

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

- P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

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

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

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

- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

## COGNITIVE

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

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

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

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

## CAREER

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

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

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

- P.CR.3.1 Describe the effect of work on lifestyle.
- P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

- P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

## PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

## SOCIO-EMOTIONAL

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

- EI.SE.1.1 Explain the impact of personal responsibility on others.
- EI.SE.1.2 Contrast rights, privileges, and responsibilities.

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

- EI.SE.2.1 Exemplify respect for individual and cultural differences.
- EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

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

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

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

## **COGNITIVE**

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

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

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

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

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

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

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

## **CAREER**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **PROFICIENCY LEVEL: INDEPENDENT (I)**

### **SOCIO-EMOTIONAL**

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

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

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

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

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one’s own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

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**COGNITIVE**

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

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

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**CAREER**

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

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

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

- I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

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

- I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.
- I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

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

- I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.
- I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.



# WORLD LANGUAGES

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

### **Connections to Language & Literacy – CLL (Comparisons)**

### **Connections to Other Disciplines – COD (Connections)**

### **Communities – CMT (Communities)**

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

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

1. Dual & Heritage Language Programs – Dual Language Immersion
2. Foreign Language in the Elementary School (FLES) Programs

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 Levels**

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

## **PROFICIENCY LEVEL: NOVICE LOW (NL)**

### **CONNECTIONS TO LANGUAGE & LITERACY**

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

- NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.
- NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

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

- NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
- NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.
- NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.
- NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
- NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

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

- NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.
- NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.
- NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

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

- NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
- NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
- NL.CLL.4.3 Recognize examples of cognates and loan words.

## CONNECTIONS TO OTHER DISCIPLINES

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

- NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.
- NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

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

- NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
- NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.
- NL.COD.2.3 Recognize words in groups from other disciplines.

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

- NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.
- NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.
- NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

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

- NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.
- NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

## COMMUNITIES

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

- NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
- NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

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

- NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.
- NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

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

- NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
- NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

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

- NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.
- NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.
- NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.
- NL.CMT.4.4 Identify products from the target cultures that are used globally.

## PROFICIENCY LEVEL: NOVICE MID (NM)

## CONNECTIONS TO LANGUAGE & LITERACY

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

- NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

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

- NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.
- NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.
- NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).
- NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.
- NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

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

- NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.
- NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

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

- NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
- NM.CLL.4.2 Exemplify instances of cognates and loan words.
- NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

**CONNECTIONS TO OTHER DISCIPLINES**

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

- NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.
- NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

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

- NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.
- NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.
- NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

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

- NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
- NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.
- NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

- NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.
- NM.COD.4.2 Identify information about target culture perspectives and practices.

**COMMUNITIES**

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

- NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.
- NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

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

- NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.
- NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.
- NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

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

- NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
- NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

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

- NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.
- NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
- NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.
- NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

**PROFICIENCY LEVEL: NOVICE HIGH (NH)**

**CONNECTIONS TO LANGUAGE & LITERACY**

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

- NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.
- NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.
- NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.
- NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

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

- NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.
- NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.
- NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

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

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.
- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

- NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.
- NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.
- NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

**CONNECTIONS TO OTHER DISCIPLINES**

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

- NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.
- NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
- NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

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

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.
- NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
- NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

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

- NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.
- NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

- NH.COD.4.1 Understand cultural practices and perspectives from the target culture.
- NH.COD.4.2 Identify the products of the target culture.

## COMMUNITIES

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

- NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.
- NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

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

- NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.
- NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

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

- NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.
- NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

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

- NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.
- NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.
- NH.CMT.4.3 Identify key characteristics of target culture traditions.

## PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

### CONNECTIONS TO LANGUAGE & LITERACY

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

- IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.
- IL.CLL.1.2 Use questions to exchange information in familiar situations.

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

- IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.
- IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.
- IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.
- IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

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

- IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.
- IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.
- IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.
- IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

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

- IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.
- IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.
- IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

**CONNECTIONS TO OTHER DISCIPLINES**

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

- IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
- IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

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

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

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

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

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

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

## COMMUNITIES

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

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

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

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

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

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

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

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

## PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

## CONNECTIONS TO LANGUAGE & LITERACY

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

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

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

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

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

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

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

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.



## CONNECTIONS TO OTHER DISCIPLINES

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

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

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

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

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

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
- IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

- IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.
- IM.COD.4.2 Understand how practices and perspectives impact the target culture.

## COMMUNITIES

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

- IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.
- IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

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

- IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.
- IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

- IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.
- IM.CMT.3.2 Use the language in school or community activities related to the target culture.

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

- IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.
- IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.
- IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

**CONNECTIONS TO LANGUAGE & LITERACY**

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

- IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.
- IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.
- IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

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

- IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.
- IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.
- IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.
- IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

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

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

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

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

**CONNECTIONS TO OTHER DISCIPLINES**

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

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

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

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

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

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

***IH.COD.4 Compare the students’ culture and the target culture.***

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

**COMMUNITIES**

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

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

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

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

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

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

***IH.CMT.4 Compare the students’ culture and the target culture.***

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

**PROFICIENCY LEVEL: ADVANCED LOW (AL)**

**CONNECTIONS TO LANGUAGE & LITERACY**

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

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

***AL.CLL.2 Understand words and concepts presented in the language.***

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

**AL.CLL.3 Use the language to present information to an audience.**

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

**AL.CLL.4 Compare the students' culture and the target culture.**

- AL.CLL.4.1 Compare dialectical differences in media from various target cultures.
- AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

## CONNECTIONS TO OTHER DISCIPLINES

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**AL.COD.1 Use the language to engage in interpersonal communication.**

- AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.
- AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.
- AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

**AL.COD.2 Understand words and concepts presented in the language.**

- AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.
- AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.
- AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

**AL.COD.3 Use the language to present information to an audience.**

- AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.
- AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

**AL.COD.4 Compare the students' culture and the target culture.**

- AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.
- AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

## COMMUNITIES

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**AL.CMT.1 Use the language to engage in interpersonal communication.**

- AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.
- AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

**AL.CMT.2 Understand words and concepts presented in the language.**

- AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.
- AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

**AL.CMT.3 Use the language to present information to an audience.**

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

**AL.CMT.4 Compare the students' culture and the target culture.**

AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.

AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

**PROFICIENCY LEVEL: ADVANCED MID (AM)**

**CONNECTIONS TO LANGUAGE & LITERACY**

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**AM.CLL.1 Use the language to engage in interpersonal communication.**

AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

**AM.CLL.2 Understand words and concepts presented in the language.**

AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.

AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.

AM.CLL.2.3 Understand how to interpret long, complex texts.

AM.CLL.2.4 Compare literary and technical writing styles.

**AM.CLL.3 Use the language to present information to an audience.**

AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.

AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.

AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

**AM.CLL.4 Compare the students' culture and the target culture.**

AM.CLL.4.1 Use dialectical differences to adapt and give presentations.

AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

**CONNECTIONS TO OTHER DISCIPLINES**

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**AM.COD.1 Use the language to engage in interpersonal communication.**

AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

**AM.COD.2 Understand words and concepts presented in the language.**

AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

**AM.COD.3 Use the language to present information to an audience.**

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.
- AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.
- AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

**AM.COD.4 Compare the students' culture and the target culture.**

- AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.
- AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

## COMMUNITIES

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**AM.CMT.1 Use the language to engage in interpersonal communication.**

- AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.
- AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

**AM.CMT.2 Understand words and concepts presented in the language.**

- AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.
- AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

**AM.CMT.3 Use the language to present information to an audience.**

- AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.
- AM.CMT.3.2 Use specialized and precise language in school and community events.

**AM.CMT.4 Compare the students' culture and the target culture.**

- AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.
- AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.



