GRADE
5

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2025

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Quick Reference Guide

GRADE 5

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

TABLE OF CONTENTS

Introduction 5

North Carolina Standard Course of Study by Grade Level

- Arts Education 6
  - Dance 6
  - General Music 7
  - Vocal and Instrumental Music 9
  - Theatre Arts 13
  - Visual Arts 14
- Computer Science 15
- Digital Learning 17
- English Language Arts 19
- English Language Arts Extended Content Standards 25
- Healthful Living 27
  - Health Education 27
  - Physical Education 29
- Mathematics 30
- Mathematics Extended Content Standards 33
- Science 35
- Science Extended Content Standards 37
- Social Studies 38
- Social Studies Extended Content Standards 40
- Student Success 42

North Carolina Standard Course of Study by Proficiency Level

- English Language Development (for Multilingual Learners) 44
- World Languages 50

INTRODUCTION

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

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

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

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

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

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

5.CN.1.1 Describe styles and dancers who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in the United States.

5.CN.1.2 Compare dance skills and processes with those of other arts disciplines.

5.CN.1.3 Apply strategies to address anatomical and psychological challenges encountered by dancers.

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

5.CN.2.1 Identify the characteristics and behaviors of dancers that connect to college, career, and post-secondary skills.

5.CN.2.2 Give examples of choreographic works or artists that were innovative for their time.

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

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

5.CR.1.1 Improvise movement to fulfill a simple movement score using one or more dance elements.

5.CR.1.2 Create short dances using basic choreographic forms that communicate abstract ideas.

5.CR.1.3 Depict the movement qualities in a dance phrase by drawing a picture, writing, or using symbols.

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

5.CR.2.1 Adapt a dance sequence by changing the movement qualities.

5.CR.2.2 Cite artists correctly when using or adapting their original dance or musical accompaniment.

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

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

5.PR.1.1 Integrate personal goals and instructor and peer feedback to improve dance performance.

5.PR.1.2 Demonstrate technical skills with muscular strength, flexibility, stamina, and coordination.

5.PR.1.3 Demonstrate focus when performing extended dance phrases.

5.PR.2 Develop dance presentations.

5.PR.2.1 Compare themes, topics, and music choices for a whole class dance performance.

5.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing dance within the appropriate cultural context.

5.PR.2.3 Select production elements that strengthen the artistic intent and audience experience.

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

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

5.RE.1.1 Identify the elements of dance observed in a choreographic work.

5.RE.1.2 Describe alternative meanings that could be interpreted from the same choreographic work.

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

5.RE.2.1 Identify aspects of a dance that align and contrast with personal preference.

5.RE.2.2 Generate criteria to provide feedback for self and others.

ARTS EDUCATION – GENERAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

5.CN.1.1 Describe styles and musicians who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in the United States.

5.CN.1.2 Describe how other disciplines inspire, and can be a part of, music creation or performance.

5.CN.1.3 Identify how music is used in the media to evoke emotions.

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

5.CN.2.1 Identify the characteristics and behaviors of musicians that connect to college, career, and post-secondary skills.

5.CN.2.2 Cite examples of musical works or musicians that were innovative for their time.

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

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

5.CR.1.1 Improvise a 4-12 measure melody over a changing harmonic accompaniment.

5.CR.1.2 Notate or record original rhythmic ideas and melodic ideas using several voices or instruments that incorporate grade-level appropriate rhythms and pitches.

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

5.CR.2.1 Accompany an existing melody with an original rhythmic or melodic ostinato.

5.CR.2.2 Cite artists correctly when utilizing or adapting their original music.

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

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

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

5.PR.1.2 Read standard notation to sing or play music using any major or minor key, and syncopation in 2/4, 3/4, or common time meters, including rhythms in 6/8 meter.

5.PR.1.3 Sing or play songs with two-part harmony.

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

5.PR.2 Develop musical presentations.

5.PR.2.1 Compare music to perform and the production elements needed to support the context and purpose of a performance, working collaboratively.

5.PR.2.2 Evaluate the etiquette of the audience and performers in a variety of contexts.

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

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

5.RE.1.1 Analyze symbols and terminology for the continua of tempos and dynamics, and a variety of forms and articulations in aural and written musical works.

5.RE.1.2 Speculate on the composer's purpose in choosing specific qualities for a musical work using musical vocabulary.

5.RE.1.3 Analyze the timbres of a variety of instruments and voices within a musical work.

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

5.RE.2.1 Defend personal preferences for particular musical works.

5.RE.2.2 Evaluate musical performances and compositions using student-generated criteria.

ARTS EDUCATION – VOCAL AND INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

NOVICE VOCAL AND INSTRUMENTAL MUSIC (N)

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

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

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

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

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

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

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

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

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

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

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

N.CR.1.1 Improvise short rhythmic phrases.

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

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

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

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

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

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

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

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

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

N.PR.1.4 Sight-read musical patterns.

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

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

N.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

DEVELOPING VOCAL AND INSTRUMENTAL MUSIC (D)

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

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

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

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

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

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

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

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

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

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

D.CR.1.1 Improvise short melodic phrases.

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

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

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

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

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

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

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

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

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

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

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

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

D.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

INTERMEDIATE VOCAL AND INSTRUMENTAL MUSIC (I)

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

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

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

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

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

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

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

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

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

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

I.CR.1.1 Improvise on an existing melody.

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

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

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

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

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

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

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

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

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

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

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

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

I.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

ARTS EDUCATION – THEATRE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

5.CN.1.1 Describe how theatre and major historical events in the United States influenced each other.

5.CN.1.2 Compare theatre skills and processes with those of other disciplines.

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

5.CN.2.1 Describe roles of the front of house and business staff.

5.CN.2.2 Describe the tools used by front of house and business staff.

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

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

5.CR.1.1 Improvise characters within comprehensive stories with support or coaching.

5.CR.1.2 Create original works using elements of playwriting and performance skills.

5.CR.1.3 Create simple technical designs to support dramatic presentations.

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

5.CR.2.1 Adapt a variety of literary genres into theatrical performances.

5.CR.2.2 Cite artists correctly when utilizing or adapting their original artwork.

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

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

5.PR.1.1 Refine artistic choices for performance from peer and director critique.

5.PR.1.2 Perform as an actor using blocking, characterization, and memorization.

5.PR.2 Develop theatrical presentations.

5.PR.2.1 Develop a short monologue or small group scene with support.

5.PR.2.2 Demonstrate audience skills of observing, responding, and understanding in a variety of spaces.

5.PR.2.3 Enhance performance spaces using technical elements that support dramatic presentation.

5.PR.2.4 Demonstrate staging choices in a variety of spaces.

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

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

5.RE.1.1 Analyze story structure presented in various theatrical works.

5.RE.1.2 Interpret the artist's purpose, citing evidence from within the theatrical work.

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

5.RE.2.1 Defend personal preferences for theatrical works.

5.RE.2.2 Construct respectful critique of theatrical work created by self and peers.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

5.CN.1.1 Describe how the visual arts has affected, and been affected by, the customs, traditions, and history of indigenous and other cultural groups in the United States.

5.CN.1.2 Describe how information and skills learned in visual arts can be applied in other content areas.

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

5.CN.2.1 Identify how art skills can be utilized in various careers.

5.CN.2.2 Give examples of visual artworks or artists that were innovative for their time.

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

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

5.CR.1.1 Choose unique media and techniques inspired by ideas and imagery from the global environment.

5.CR.1.2 Create original realistic, imaginative, abstract, and non-objective art.

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

5.CR.2.1 Create artwork based on the ideas of other artists.

5.CR.2.2 Cite artists correctly when utilizing or adapting their original artwork.

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

5.PR.1 Present visual artworks.

5.PR.1.1 Apply changes to personal art based on self and peer-evaluation.

5.PR.1.2 Create an artist statement using given criteria.

5.PR.2 Develop visual arts presentations.

5.PR.2.1 Select personal artwork for a portfolio that meets given criteria.

5.PR.2.2 Compare the purpose and types of personal experiences provided by art museums, galleries, and other venues.

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

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

5.RE.1.1 Classify American artists in terms of style, genre, or movements.

5.RE.1.2 Compare a personal interpretation of a work of art with the interpretation of peers.

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

5.RE.2.1 Defend personal preferences for particular works of art.

5.RE.2.2 Identify appropriate criteria for evaluating works of art depending on styles, genres, and media in historical and cultural contexts.

COMPUTER SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices

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

Hardware & Software

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

Troubleshooting

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

NETWORKS & THE INTERNET

Network Communication & Organization

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

Cybersecurity

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

DATA & ANALYSIS

Storage

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

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

Collection, Visualization & Transformation

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

Inference & Models

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

ALGORITHMS & PROGRAMMING

Algorithms

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

Variables

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

Control

35-AP-03 Construct programs that include sequences.

35-AP-04 Construct programs using simple loops.

35-AP-05 Construct programs that implement conditionals.

Modularity

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

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

Program Development

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

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

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

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

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

IMPACTS OF COMPUTING

Culture

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

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

Social Interactions

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

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

Safety, Law & Ethics

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

DIGITAL LEARNING

NORTH CAROLINA STANDARDS FOR STUDENTS

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

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EMPOWERED LEARNER

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

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

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

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

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

DIGITAL CITIZEN

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

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

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

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

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

KNOWLEDGE CONSTRUCTOR

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

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

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

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

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

INNOVATIVE DESIGNER

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

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

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

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

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

COMPUTATIONAL THINKER

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

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

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

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

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

CREATIVE COMMUNICATOR

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

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

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

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

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

GLOBAL COLLABORATOR

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

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

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

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

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

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.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

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.

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

Fluency

RF.5.5 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STRAND

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

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

a. Organize information and ideas around a topic to plan and prepare to write.
b. 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.
c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
d. Link ideas within and across categories of information using words, phrases, and clauses.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Provide a concluding statement or section related to the information or explanation presented.
g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, 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.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, 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.

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

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. 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

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

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

Knowledge of Language

L.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

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

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

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.
- a. Read text comprised of familiar words with accuracy and understanding.
- b. Use context to confirm or self-correct word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text and state an opinion about it.
- b. Provide reasons to support the opinion.

W.5.2 Write to share information supported by details.
- a. Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.
- b. 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

Collaboration and Communication

SL.5.1 Communicate with others in group interactions.
- a. Come to discussion prepared to share information.
- b. Carry out assigned role in a discussion.
- c. Ask questions related to information in a discussion.
- d. 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

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.
- a. Demonstrate understanding of words that have similar meanings.
- b. 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

5.MEH.1 Summarize strategies to address persistent, challenging, or negative thoughts and emotions.

5.MEH.1.1 Identify ways to cope with challenging situations.

5.MEH.1.2 Identify a parent, guardian, or trusted adult to talk with about feelings.

5.MEH.1.3 Describe how the expression of emotions or feelings can help or hurt oneself or others.

5.MEH.2 Investigate positive stress management strategies.

5.MEH.2.1 Compare and contrast personal current and newly identified stress management strategies.

5.MEH.2.2 Implement new positive stress management strategies.

5.MEH.3 Develop growth mindset strategies for everyday problems.

5.MEH.3.1 Explain how practicing a growth mindset can help solve challenging problems.

5.MEH.3.2 Explain the importance of adjusting strategies and persistent effort to solve problems.

PERSONAL AND CONSUMER HEALTH

5.PCH.1 Utilize personal behaviors and practices that promote health and prevent disease.

5.PCH.1.1 Develop a personal hygiene plan.

5.PCH.1.2 Outline personal strategies to obtain sufficient sleep and regular physical activity.

5.PCH.1.3 Discuss the benefits of sunlight, and the importance of taking measures to prevent sunburn.

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

5.PCH.2.1 Implement safety strategies to avoid causing injury to self and others.

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

5.PCH.3.1 Summarize the functions of the organs which make up the digestive system.

5.PCH.3.2 Interpret the relationship between and among the vessels and organs of the circulatory system.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

5.ICHR.1 Analyze healthy and effective interpersonal communications and relationships to enhance wellbeing.

5.ICHR.1.1 Recognize the dangers of communicating with known and unknown peers and adults within the community and online.

5.ICHR.1.2 Identify a parent, guardian, or trusted adult and resources for assistance with unhealthy communication with peers, adults, and strangers within the community and online.

5.ICHR.1.3 Categorize the factors of a healthy relationship with peers, family, and adults.

5.ICHR.1.4 Model appropriate strategies for conflict resolution for conflict/bullying.

5.ICHR.2 Summarize the changes that occur during puberty and adolescence.

5.ICHR.2.1 Define physical, mental-emotional, and cognitive changes.

5.ICHR.2.2 Identify valid accurate sources of information about puberty and development.

5.ICHR.2.3 Explain physical changes during puberty.

5.ICHR.2.4 Identify how peers, adults, resources, and cultural influences can impact behavioral choices and feelings during puberty.

5.ICHR.2.5 Analyze media messages as they relate to their influence on perceptions about desirable bodies.

NUTRITION AND PHYSICAL ACTIVITY

5.NPA.1 Use tools and resources to interpret nutrition information.

5.NPA.1.1 Name the primary nutrients that each food group provides.

5.NPA.1.2 Using the USDA Food Groups plan a meal with 3-5 food groups included.

5.NPA.1.3 Calculate nutrients based on the components of a Nutrition Facts label.

5.NPA.2 Investigate external factors that affect which foods we eat.

5.NPA.2.1 Describe how family and culture influence food choices, other eating practices, and enjoyment of food.

5.NPA.2.2 Describe how school and community settings influence food choices and other eating practices and behaviors.

5.NPA.2.3 Describe how media/technology influence what and how we eat.

5.NPA.3 Evaluate the benefits of different activities for your body to promote wellness.

5.NPA.3.1 Develop a plan to implement a variety of physical activities into your daily routine that includes warm-up, stretching, and proper hydration.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

5.ANCOD.1 Understand health risks associated with using alcohol, nicotine, cannabis, and other drugs.

5.ANCOD.1.1 Explain the short-term and long-term effects of alcohol, nicotine, and cannabis misuse.

5.ANCOD.1.2 Understand the effects of alcohol, nicotine, cannabis, and other drug misuse on others.

5.ANCOD.2 Recognize why people misuse alcohol, nicotine, cannabis, and other drug products.

5.ANCOD.2.1 Identify personal and societal influences to use alcohol, nicotine, cannabis, and other drug products.

5.ANCOD.2.2 Analyze the use of various marketing strategies to influence people to use alcohol, nicotine, cannabis, and other drug products.

5.ANCOD.3 Apply risk reduction behaviors to protect oneself and others from alcohol, nicotine, cannabis, and other drug misuse.

5.ANCOD.3.1 Use refusal skills to resist the pressure to experiment with alcohol, nicotine, cannabis, and other drugs.

5.ANCOD.3.2 Create a plan for maintaining a drug-free lifestyle that includes challenges to the plan and ways of overcoming the challenges.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILLS

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

PE.5.MS.1.1 Demonstrate mature form in locomotor skills required in a variety of small-sided practice tasks.

PE.5.MS.1.2 Demonstrate mature form of a variety of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking) in small-sided practice tasks.

PE.5.MS.1.3 Demonstrate combinations of locomotor and manipulative skills in small-sided practice tasks.

PE.5.MS.1.4 Demonstrate combinations of rhythmic movement patterns and/or dance steps with smooth transitions.

MOVEMENT CONCEPTS

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

PE.5.MC.2.1 Apply combinations of movement concepts with skills to improve performance.

PE.5.MC.2.2 Explain basic offensive and defensive strategies used in small-sided practice tasks.

PE.5.MC.2.3 Demonstrate understanding of manipulative skills through successful evaluation of performance.

HEALTH-RELATED FITNESS

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

PE.5.HF.3.1 Identify differences between health-related and skill-related fitness components.

PE.5.HF.3.2 Identify differences in aerobic and anaerobic activities.

PE.5.HF.3.3 Develop personal goals to improve three or more of the health-related fitness components.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.5.PR.4.1 Demonstrate engagement in physical activity with responsible interpersonal behavior.

PE.5.PR.4.2 Demonstrate understanding of the social benefits gained from participating in physical activities to achieve common goals.

PE.5.PR.4.3 Demonstrate age-appropriate safety principles independently when engaging in various physical activities.

MATHEMATICS

NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

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

OPERATIONS AND ALGEBRAIC THINKING

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

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 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

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

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

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

Understand the properties of multiplication.

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

NUMBER AND OPERATIONS IN BASE TEN

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 × 5.

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

NUMBER AND OPERATIONS – FRACTIONS

Add and subtract fractions.

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

MEASUREMENT AND DATA

Convert like measurement units within a given measurement system.

NC.5MD.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

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

MATTER AND ITS INTERACTIONS

PS.5.1 Understand the interactions of matter and energy and the changes that occur.

PS 5.1.1 Carry out investigations to compare the weight of objects before and after an interaction.

PS 5.1.2 Carry out investigations to explain whether the mixing of two or more substances results in new substances.

PS 5.1.3 Carry out investigations to compare how heating and cooling affect some materials and how this relates to their purpose and practical applications.

MOTION AND STABILITY—FORCES AND INTERACTIONS

PS.5.2 Understand force, motion, and the relationship between them.

PS.5.2.1 Carry out investigations to explain how factors such as gravity, friction, and change in mass affect the motion of objects.

PS.5.2.2 Use mathematics and computational thinking to infer the motion of an object (including position, direction, and speed).

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.5.1 Understand how structures and systems of the human body perform functions necessary for life.

LS.5.1.1 Use models to recognize the organizational structure of humans as a multicellular organism (cell, tissue, organ, system, organism).

LS.5.1.2 Use models to compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, nervous) as it relates to their functions necessary for life.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

LS.5.2 Understand the interdependence of plants and animals within their ecosystem.

LS.5.2.1 Engage in argument from evidence to compare the characteristics of several common ecosystems (including estuaries and salt marshes, oceans, lakes and ponds, rivers and streams, forests, and grasslands) in terms of their ability to support a variety of populations.

LS.5.2.2 Use models to classify organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers.

LS.5.2.3 Use models to infer the effects that may result from the interconnected relationships of plants and animals to their ecosystem.

HEREDITY—INHERITANCE AND VARIATION OF TRAITS

LS.5.3 Understand some characteristics of an organism are inherited and other characteristics are acquired.

LS.5.3.1 Ask questions to compare instincts and learned behaviors.

LS.5.3.2 Ask questions to compare inherited and acquired traits.

EARTH'S SYSTEMS

ESS.5.1 Understand how Earth systems (hydrosphere and atmosphere) impact patterns of weather and climate.

ESS.5.1.1 Analyze and interpret data to compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

ESS.5.1.2 Analyze and interpret weather data to explain current and upcoming weather conditions (including severe weather such as hurricanes and tornadoes) in a given location.

ESS.5.1.3 Construct an explanation to summarize the ocean's influences on weather and climate in North Carolina.

ESS.5.1.4 Use models to explain how the sun's energy drives the processes of the water cycle (including evaporation, transpiration, condensation, precipitation).

SCIENCE
EXTENDED CONTENT STANDARDS

MATTER AND ITS INTERACTIONS

ECS.PS.5.1 Understand the interactions of matter and energy and the changes that occur.

ECS.PS.5.1.2 Carry out investigations to classify whether the mixing of two or more substances results in a new substance.

ECS.PS.5.1.3 Carry out investigations to communicate how heating and cooling of materials happens.

MOTION AND STABILITY—FORCES AND INTERACTIONS

ECS.PS.5.2 Understand force, motion, and the relationship between them.

ECS.PS.5.2.1 Use mathematical thinking to communicate the speed of an object.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

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

ECS.LS.5.1.1 Use models to communicate the organizational structure of humans (cell, tissue, organ, system, organism).

ECS.LS.5.1.2 Use models to identify the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal).

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

ECS.LS.5.2 Understand the interdependence of plants and animals with their ecosystem.

ECS.LS.5.2.1 Obtain, evaluate, and communicate characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.

ECS.LS.5.2.2 Use models to classify organisms within an ecosystem as producers, consumers, or decomposers.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

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

ECS.LS.5.2.1 Obtain, evaluate, and communicate characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.

ECS.LS.5.2.2 Use models to classify organisms within an ecosystem as producers, consumers, or decomposers.

EARTH'S SYSTEMS

ECS.EES.5.1 Understand how Earth systems (hydrosphere and atmosphere) impact patterns of weather and climate.

ECS.EES.5.1.1 Analyze and interpret data to communicate daily and seasonal changes in weather conditions.

ECS.EES.5.1.2 Analyze and interpret weather data to communicate current and upcoming weather conditions.

ECS.EES.5.1.4 Use models to communicate the water cycle.

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions

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

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

Supporting Questions

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

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

Gathering and Evaluating Sources

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

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

Developing Claims and Using Evidence

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

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

I.1.9 Make inferences from information in sources.

Communicating Ideas

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

Taking Informed Action

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

BEHAVIORAL SCIENCES

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

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

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

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

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

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

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

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

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

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

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.

STUDENT SUCCESS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

MINDSETS

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

BEHAVIORS

Learning Strategies

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

Self-Management Skills

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

Social Skills

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

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

1) Equity of Opportunity and Access;

2) Integration of Content and Language;

3) Collaboration Among Stakeholders; and

4) Functional Approach to Language Development.

Equity of Opportunity and Access

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

Integration of Content and Language

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

Collaboration Among Stakeholders

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

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

Functional Approach to Language Development

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

NC ELD Standard Course of Study Framework

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

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

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

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

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

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

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

Fourth and Fifth Grade Standards

In the upper elementary grades, students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. The oral and written language of fourth and fifth graders is becoming more sophisticated, and Multilingual Learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for Multilingual Learners to interact in pairs and small groups to enhance their learning (WIDA 2020).

ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

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

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

ELD-SI.4-12.Narrate

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

ELD-SI.4-12.Inform

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

ELD-SI.4-12.Explain

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

ELD-SI.4-12.Argue

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

ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

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

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

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

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

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

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

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

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

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

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

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

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

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

ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

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

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

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

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

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

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

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

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

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

ELD STANDARD 4: LANGUAGE FOR SCIENCE

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

ELD-SC.4-5.Explain.Interpretive. *Interpret scientific explanations by:*

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

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

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

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

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

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

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

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

ELD-SS.4-5.Explain.Interpretive. *Interpret social studies explanations by:*

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

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

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

ELD-SS.4-5.Argue.Interpretive. *Interpret social studies arguments by:*

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

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

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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

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

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

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

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

Proficiency Levels

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

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

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

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