# Quick Reference Guide

## FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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

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## STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

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## NC DEPARTMENT OF PUBLIC INSTRUCTION

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# Quick Reference Guide

GRADE **6**

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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# INTRODUCTION

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

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: **https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards**.

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

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: **https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction**.

a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, and Social Studies.

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

# ARTS EDUCATION – DANCE
## NORTH CAROLINA STANDARD COURSE OF STUDY

## CREATION AND PERFORMANCE

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

6.CP.1.1  Understand the role of improvisation in choreography.

6.CP.1.2  Create short dances that have a beginning, middle, and end, and that vary the use of the dance elements.

6.CP.1.3  Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images.

6.CP.1.4  Use collaborative and cooperative skills to contribute constructively to the creation of dance.

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

6.CP.2.1  Use safe and respectful behaviors as a dance class participant.

6.CP.2.2  Use concentration and focus while dancing.

6.CP.2.3  Understand how self-assessment, teacher feedback, and peer feedback can be used to refine dance performance.

## DANCE MOVEMENT SKILLS

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

6.DM.1.1  Understand the purpose of beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination.

6.DM.1.2  Compare qualities within the elements of time, space, weight, and flow in dance.

6.DM.1.3  Execute technical skills from a variety of dance forms.

6.DM.1.4  Analyze the components of time in dance.

## RESPONDING

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

6.R.1.1  Analyze the relationship between  dance elements when observing dance.

6.R.1.2  Interpret the meanings of dances created by peers and others.

## CONNECTING

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

6.C.1.1  Understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

6.C.1.2  Exemplify connections between dance and concepts in other curricular areas.

6.C.1.3  Understand how dance promotes health and physical well-being.

6.C.1.4  Identify the various roles a person may play when putting together and presenting a dance production.

# ARTS EDUCATION – MUSIC
## NORTH CAROLINA STANDARD COURSE OF STUDY

## MUSICAL LITERACY

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

6.ML.1.1  Use steady tone when performing music.

6.ML.1.2  Recognize the fundamental techniques necessary to sing and play an instrument.

6.ML.1.3  Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music.

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

6.ML.2.1  Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.

6.ML.2.2  Interpret, through instrument and/or voice, standard notation symbols for pitch.

6.ML.2.3  Recognize standard notation symbols for music.

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

6.ML.3.1  Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.

6.ML.3.2  Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written.

## MUSICAL RESPONSE

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

6.MR.1.1  Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.

6.MR.1.2  Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology.

6.MR.1.3  Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.

## CONTEXTUAL RELEVANCY

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

6.CR.1.1  Understand music in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

6.CR.1.2  Understand the relationships between music and concepts from other areas.

6.CR.1.3  Understand potential health and wellness issues for musicians.

# ARTS EDUCATION – THEATRE ARTS
## NORTH CAROLINA STANDARD COURSE OF STUDY

## COMMUNICATION

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

6.C.1.1  Use physical movement and acting skills to express a variety of emotions to an audience.

6.C.1.2  Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

6.C.1.3  Understand how to read and write scripts.

**6.C.2  Use performance to communicate ideas and feelings.**

6.C.2.1  Use improvisation and acting skills to role play various scenarios and given situations.

6.C.2.2  Interpret various selections of literature through formal and informal presentations.

## ANALYSIS

**6.A.1  Analyze literary texts and performances.**

6.A.1.1  Analyze plays in terms of theme, characters, conflict, and their interrelationships.

6.A.1.2  Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

## AESTHETICS

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

6.AE.1.1  Understand how the major technical elements of theatre, such as lights, sound, set, and costumes, are used to support and enhance a theatrical production.

6.AE.1.2  Understand how to use technical theatre components of costumes, props, masks, and set pieces to support formal or informal dramatic presentations.

## CULTURE

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

6.CU.1.1  Understand theatre arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

6.CU.1.2  Create theatrical works that exemplify the style and culture of Europe and South America.

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

6.CU.2.1  Summarize the rules and purpose of audience etiquette.

6.CU.2.2  Understand the roles of actors and directors in creating performances.

# ARTS EDUCATION – VISUAL ARTS
## NORTH CAROLINA STANDARD COURSE OF STUDY

## VISUAL LITERACY

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

6.V.1.1  Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.

6.V.1.2  Understand how the Elements of Art can aid in the planning and creation of personal art.

6.V.1.3  Identify artists' styles.

6.V.1.4  Recognize how artists use the Elements of Art and Principles of Design in creating art.

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

6.V.2.1  Generate solutions to artistic problems.

6.V.2.2  Use observation skills of the immediate environment to create original imagery.

6.V.2.3  Understand that original imagery is a means of self-expression used to communicate ideas and feelings.

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

6.V.3.1  Use tools and media appropriately to maintain a safe and orderly work space.

6.V.3.2  Create art using a variety of 2-D and 3-D media, including digital.

6.V.3.3  Create art in different media using various techniques and processes.

## CONTEXTUAL RELEVANCY

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

6.CX.1.1  Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

6.CX.1.2  Analyze art from various historical periods in terms of style, subject matter, and movements.

6.CX.1.3  Analyze the effect of geographic location and physical environment on the media and subject matter of art with an emphasis on South American and European art.

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

6.CX.2.1  Exemplify how skills and concepts developed in art are part of, and can be applied to, daily life.

6.CX.2.2  Understand the connections between art and other disciplines.

6.CX.2.3  Understand how collaborative planning is used to create art.

6.CX.2.4  Understand the role of art in creating digital images, technological products, and design.

## CRITICAL RESPONSE

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

6.CR.1.1  Generate responses to art using personal preferences, prior knowledge, and relationship to self.

6.CR.1.2  Use formative, self-evaluation strategies and results to improve the quality of art.

# COMPUTER SCIENCE
## NORTH CAROLINA STANDARD COURSE OF STUDY

## COMPUTING SYSTEMS

### Devices
68-CS-01   Understand the design of computing devices based on an analysis of how users interact with the devices.

### Hardware & Software
68-CS-02   Design projects that combine hardware and software components to collect and exchange data.

### Troubleshooting
68-CS-03   Systematically identify and fix problems with computing devices and components.

## NETWORKS & THE INTERNET

### Network Communication & Organization
68-NI-01   Analyze different ways that data is transferred across a network and the role of protocols in transmitting data.

### Cybersecurity
68-NI-02   Explain how physical and digital security measures protect electronic information.

68-NI-03   Explain permission and authorizations to access resources to computer systems online.

68-NI-04   Apply multiple methods of encryption to model the secure transmission of information.

## DATA & ANALYSIS

### Storage
68-DA-01   Represent data using multiple encoding schemes.

### Collection, Visualization & Transformation
68-DA-02   Collect data using computational tools.

68-DA-03   Transform the collected data to make it more useful and reliable.

### Inference & Models
68-DA-04   Refine computational models based on the data they have generated and/or data collected.

## ALGORITHMS & PROGRAMMING

### Algorithms
68-AP-01   Implement flowcharts and/or pseudocode to address complex problems as algorithms.

### Variables
68-AP-02   Create clearly named variables that represent different data types.

### Control
68-AP-03   Design and iteratively develop programs that combine control structures including nested loops and compound conditionals.

68-AP-04   Construct programs that include events.

### Modularity

68-AP-05    Organize problems and subproblems into parts.

68-AP-06    Explain the design, implementation, and review of programs.

68-AP-07    Create procedures with parameters to organize code and make it easier to reuse groups of instructions.

### Program Development

68-AP-08    Assess feedback from team members and users to refine a solution that meets user needs.

68-AP-09    Incorporate existing code and media into original programs and give attribution.

68-AP-10    Systematically test and refine programs using a range of test cases.

68-AP-11    Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.

68-AP-12    Document programs in order to make them easier to follow, test, and debug.

## IMPACTS OF COMPUTING

### Culture

68-IC-01    Compare tradeoffs associated with computing technologies that affect everyday activities and career options.

68-IC-02    Describe how equity, access, and influence impact the distribution of computing resources in a global society.

68-IC-03    Discuss issues of bias and accessibility in the design of existing technologies.

68-IC-04    Collaborate, model, and promote effective research strategies for assessing and evaluating innovative resources.

### Social Interactions

68-IC-05    Collaborate with many contributors to create a computational artifact.

68-IC-06    Utilize tools and methods for collaboration on a project to increase connectivity of peers.

68-IC-07    Examine the benefits and drawbacks of a digital footprint and online identity.

68-IC-08    Understand how online interactions make an impact on the social, emotional, and physical aspect of others.

### Safety, Law & Ethics

68-IC-09    Compare tradeoffs between allowing information to be public and keeping information private and secure.

68-IC-10    Explore how laws and regulations impact the development and use of software.

# DIGITAL LEARNING
## NORTH CAROLINA STANDARD COURSE OF STUDY

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

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## EMPOWERED LEARNER

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.6.1   Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2   Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3   Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### Craft and Structure
RL.6.4   Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.

RL.6.5   Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6   Explain how an author develops the point of view of the narrator or speaker in a text.

### Integration of Ideas and Analysis
RL.6.7   Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8   Not applicable to literature.

RL.6.9   Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

### Range of Reading and Level of Complexity
RL.6.10  By the end of grade 6, read and understand literature within the 6-8 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.6.1   Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2   Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3   Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

### Craft and Structure

RI.6.4  Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.

RI.6.5  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6  Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### Integration of Ideas and Analysis

RI.6.7  Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9  Compare and contrast one author's presentation of events with that of another.

### Range of Reading and Level of Complexity

RI.6.10  By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.


## 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.6.1  Write arguments to support claims with clear reasons and relevant evidence.

   a. Organize information and ideas around a topic to plan and prepare to write.

   b. Introduce claim(s) and organize the reasons and evidence clearly.

   c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

   d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

   e. Establish and maintain a formal style.

   f. Provide a concluding statement or section that follows from the argument presented.

   g. With some 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.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.

    c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    d. Use appropriate transitions to clarify the relationships among ideas and concepts.

    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    f. Establish and maintain a formal style.

    g. Provide a concluding statement or section that follows from the information or explanation presented.

    h. With some 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.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

    c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

    d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

    e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

    g. With some 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.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.

### Research

W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.

W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for 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.6.1   Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b.   Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

   c.   Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

   d.   Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2   Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

SL.6.3   Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Presentation of Knowledge and Ideas

SL.6.4   Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.

SL.6.5   Include multimedia components and visual displays in presentations to clarify information.

## 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.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

### *Language Standards – Grammar Continuum*

| Skill | 6-8 |
|---|---|
| **Subject/Verb Agreement** | • Continue to ensure subject/verb agreement |
| **Nouns** | |
| **Verbs** | • Explain the function of verbals (such as *gerunds* or *participles*)<br>• Form and use verbs in active & passive voice<br>• Form and use indicative, imperative, interrogative, conditional moods<br>• Recognize and correct inappropriate shifts in voice and mood<br>• Form and use transitive/intransitive verbs |
| **Adjectives** | • Form and use compound adjectives |
| **Conjunctions** | |
| **Adverbs** | • Use adverbs that modify adjectives<br>• Use adverbs that modify adverbs |
| **Sentences** | • Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences<br>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas |
| **Prepositions** | |
| **Pronouns** | • Ensure that pronouns are in the proper case (*subjective*, *objective*, *possessive*)<br>• Use intensive pronouns<br>• Recognize and correct inappropriate shifts in pronoun number & person<br>• Recognize and correct vague pronouns<br>• Continue to ensure pronoun-antecedent agreement<br>• Recognize and apply the nominative case and objective case |
| **Determiners** | |
| **Commonly Confused Words** | • Continue to correctly use frequently confused words |
| **Interjections** | |
| **Phrases & Clauses** | • Explain the function of phrases and clauses in general and their function in specific sentences<br>• Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers<br>• Form and use indirect/direct objects |
| **Usage** | • Recognize variations from standard English in their own and others' writing and speaking<br>• Identify and use strategies to improve expression in conventional language |

L.6.2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

*Language Standards – Conventions Continuum*

| Skill | 6-8 |
|---|---|
| **Capitalization** | |
| **Punctuation** | • Use punctuation to set off nonrestrictive/parenthetical elements<br>• Use a comma to separate coordinate adjectives<br>• Use punctuation to indicate a pause or break<br>• Use an ellipsis to indicate an omission<br>• Use a semicolon to link two or more closely related independent clauses<br>• Use a colon to introduce a list or quotation<br>• Apply hyphen conventions |
| **Spelling** | • Consistently apply conventional rules to spell words correctly |
| **References** | • Continue to consult reference materials as needed to check and correct spellings |

### Knowledge of Language

L.6.3    Use knowledge of language and its conventions when writing, speaking, reading, or listening.

    a.    Vary sentence patterns for meaning, reader/listener interest, and style.

    b.    Maintain consistency in style and tone.

### Vocabulary Acquisition and Use

L.6.4    Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.6.5    Demonstrate understanding of figurative language and nuances in word meanings.

    a.    Interpret figures of speech in context based on grade 6 reading and content.

    b.    Distinguish among the connotations of words with similar denotations.

L.6.6    Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# ENGLISH/LANGUAGE ARTS
## EXTENDED CONTENT STANDARDS

## READING STANDARDS FOR LITERATURE

### Key Ideas and Evidence
RL.6.1  Determine what a text says explicitly as well as what simple inferences must be drawn.

RL.6.2  Identify details in a text that are related to the theme.

RL.6.3  Identify how a character responds to a challenge in a story.

### Craft and Structure
RL.6.4  Determine how different words could change the meaning of a text.

RL.6.5  Determine the structure of a text.

RL.6.6  Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling.

### Integration of Ideas and Analysis
RL.6.7  Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.

RL.6.9  Compare texts with similar topics or themes.

### Range of Reading and Level of Complexity
RL.6.10  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.6.1  Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

RI.6.2  Determine the central idea of a passage; details or facts related to it.

RI.6.3  Identify information in the text that provides details about individuals, events, or ideas introduced in the text

### Craft and Structure
RI.6.4  Determine how word choice changes the meaning of a text.

RI.6.5  Determine how the title fits the structure of the text.

RI.6.6  Determine an author's purpose or point of view.

### Integration of Ideas and Analysis
RI.6.7  Find similarities across information presented in different formats.

RI.6.8  Determine claims in a text that are and are not supported by reasons or evidence.

RI.6.9  Compare how two texts describe the same event.

### Range of Reading and Level of Complexity
RI.6.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

## WRITING STANDARDS

### Text Types, Purposes, and Publishing

W.6.1 Write claims about topics or text.
   a. Write a claim about a topic or text.
   b. Write one or more reasons to support a claim about a topic or text.

W.6.2 Write to share information supported by details.
   a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
   b. Provide facts, details, or other information related to the topic.

W.6.3 Write about events or personal experiences.
   a. Write a narrative about a real or imagined experience introducing the experience and including two or more events.
   b. Use words that establish the time frame.
   c. Use words that convey specific details about the experience or event.

W.6.4 Use digital tools create to produce and publish writing while interacting and collaborating with others.

### Research

W.6.5 Conduct short research projects to answer a question.

W.6.6 Gather information from multiple print and digital sources that relates to a given topic.

## SPEAKING AND LISTENING STANDARDS

### Collaboration and Communication

SL.6.1 Engage in collaborative discussions.
   a. Come to discussions prepared to share information.
   b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
   c. Ask and answer questions specific to the topic, text, or issue under discussion.
   d. Restate key ideas expressed in the discussion.

SL.6.2 Identify information presented in diverse media and formats that relates to a topic, text, or issue under study.

SL.6.3 Identify the points the speaker makes by reasons and evidence supporting the claims made by the speaker.

SL.6.4 Communicate findings including descriptions, facts, or details related to main idea or theme.

SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.

## LANGUAGE

### Conventions of Standard English

L.6.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.

L.6.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.

L.6.3 Use language to achieve desired outcomes by attempting to repair communication when a reader or listener does not understand the initial attempt.

L.6.4 Demonstrate knowledge of word meanings drawn from grade 6 content using context clues.

L.6.5 Demonstrate understanding of word relationships and use.
   a. Determine the meaning of simple similes (e.g., The man was big as a tree.).
   b. Demonstrate understanding of words by identifying other words with similar and different meanings.

L.6.6 Use general academic and domain-specific words and phrases across contexts.

# HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA STANDARD COURSE OF STUDY

## MENTAL AND EMOTIONAL HEALTH

**6.MEH.1  Apply structured thinking (decision making and goal setting) to benefit emotional well-being.**

    6.MEH.1.1  Implement a structured decision making model to enhance health behaviors.

    6.MEH.1.2  Execute a goal setting plan to enhance health behaviors.

**6.MEH.2  Analyze the potential outcome of positive stress management techniques.**

    6.MEH.2.1  Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.

    6.MEH.2.2  Differentiate between positive and negative stress management strategies.

**6.MEH.3  Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.**

    6.MEH.3.1  Interpret failure in terms of its potential for learning and growth.

    6.MEH.3.2  Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure.

## PERSONAL AND CONSUMER HEALTH

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

    6.PCH.1.1  Explain the increase of incidence of disease and mortality over the last decades.

    6.PCH.1.2  Differentiate between communicable and chronic diseases.

    6.PCH.1.3  Recall symptoms associated with common communicable and chronic diseases.

    6.PCH.1.4  Select methods of prevention based on the modes of transmission of communicable diseases.

    6.PCH.1.5  Explain methods of protecting eyes and vision.

    6.PCH.1.6  Summarize protective measures for ears and hearing.

    6.PCH.1.7  Summarize the triggers and symptoms for asthma and strategies for controlling asthma.

**6.PCH.2  Analyze health information and products.**

    6.PCH.2.1  Analyze claims for health products and services.

    6.PCH.2.2  Evaluate the validity of claims made in advertisements for health products and services.

**6.PCH.3  Analyze measures necessary to protect the environment.**

    6.PCH.3.1  Differentiate between individual behaviors that can harm or help the environment.

    6.PCH.3.2  Implement plans to work collaboratively to improve the environment.

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

**6.ICR.1  Understand healthy and effective interpersonal communication and relationships.**

    6.ICR.1.1  Classify behaviors as either productive or counterproductive to group functioning.

    6.ICR.1.2  Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.

    6.ICR.1.3  Use strategies to communicate care, consideration, and respect for others.

**6.ICR.2  Apply strategies and skills for developing and maintaining healthy relationships.**

    6.ICR.2.1  Explain the impact of early sexual activity outside of marriage on physical, mental, emotional, and social health.

    6.ICR.2.2  Summarize the responsibilities of parenthood.

6.ICR.2.3  Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.

6.ICR.2.4  Use resources in the family, school, and community to report sexual harassment and bullying.

6.ICR.2.5  Summarize strategies for predicting and avoiding conflict.

6.ICR.2.6  Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.

6.ICR.2.7  Explain the signs of an abusive relationship and access resources for help.

### 6.ICR.3  Understand the changes that occur during puberty and adolescence.

6.ICR.3.1  Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.

6.ICR.3.2  Summarize the relationship between conception and the menstrual cycle.

## NUTRITION AND PHYSICAL ACTIVITY

### 6.NPA.1  Analyze tools such as Dietary Guidelines and Food Facts Label as they relate to the planning of healthy nutrition and fitness.

6.NPA.1.1  Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.

6.NPA.1.2  Evaluate Food Facts label with the advertisement of nutrition choices and allowable claims on food labels.

6.NPA.1.3  Apply MyPlate meal-planning guides to ethnic and vegetarian choices.

### 6.NPA.2  Apply strategies to consume a variety of nutrient dense foods and beverages in moderation.

6.NPA.2.1  Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.

6.NPA.2.2  Differentiate the health effects of beverages which are nutrient dense with those high in sugar and calories.

6.NPA.2.3  Implement a plan to consume adequate amounts of foods high in fiber.

### 6.NPA.3  Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.

6.NPA.3.1  Explain the relationships between food consumption, physical activity, and healthy weight management.

6.NPA.3.2  Implement a personal wellness plan in nutrition and fitness to enhance quality of life.

## ALCOHOL, TOBACCO, AND OTHER DRUGS

### 6.ATOD.1  Analyze the factors that influence the use alcohol, tobacco, and other drugs.

6.ATOD.1.1  Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.

6.ATOD.1.2  Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.

### 6.ATOD.2  Understand the health risks associated with alcohol, tobacco, and other drug use.

6.ATOD.2.1  Explain the immediate social and physical consequences of tobacco use, including spit tobacco.

6.ATOD.2.2  Summarize the short-term and long-term effects of being exposed to secondhand smoke.

### 6.ATOD.3  Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

6.ATOD.3.1  Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.

6.ATOD.3.2  Summarize the short-term and long-term benefits of resistance to drug abuse.

# HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA STANDARD COURSE OF STUDY

## MOTOR SKILL DEVELOPMENT

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

PE.6.MS.1.1  Use some specialized skills that are refined and appropriate for modified game play.

PE.6.MS.1.2  Integrate locomotor and manipulative skills with partner, in small-group, and in small-sided game situations.

PE.6.MS.1.3  Explain the importance of practice to improve skill level.

PE.6.MS.1.4  Use movement combinations in rhythmic activities.

## MOVEMENT CONCEPTS

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

PE.6.MC.2.1  Apply principles of practice and conditioning that enhance movement performance.

PE.6.MC.2.2  Explain the mechanics of various skills or sequences of movement to improve performance.

PE.6.MC.2.3  Explain when and why to use strategies and tactics within game play.

PE.6.MC.2.4  Use information from a variety of sources, both internal and external, to guide and improve personal health.

## HEALTH-RELATED FITNESS

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

PE.6.HF.3.1  Apply strategies that result in the achievement of gender- and age-related standards on approved fitness assessments.

PE.6.HF.3.2  Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.

PE.6.HF.3.3  Evaluate personal fitness programs in terms of the basic principles of training.

## PERSONAL/SOCIAL RESPONSIBILITY

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

PE.6.PR.4.1  Use appropriate strategies to seek greater independence from adults when completing assigned tasks.

PE.6.PR.4.2  Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

PE.6.PR.4.3  Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.

# 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.

## RATIO AND PROPORTIONAL RELATIONSHIPS

***Understand ratio concepts and use ratio reasoning to solve problems.***

NC.6.RP.1    Understand the concept of a ratio and use ratio language to:
- Describe a ratio as a multiplicative relationship between two quantities.
- Model a ratio relationship using a variety of representations.

NC.6.RP.2    Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.

NC.6.RP.3    Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by:
- Creating and using a table to compare ratios.
- Finding missing values in the tables.
- Using a unit ratio.
- Converting and manipulating measurements using given ratios.
- Plotting the pairs of values on the coordinate plane.

NC.6.RP.4    Use ratio reasoning to solve real-world and mathematical problems with percents by:
- Understanding and finding a percent of a quantity as a ratio per 100.
- Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity.
- Finding the whole, given a part and the percent.

## THE NUMBER SYSTEM

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

NC.6.NS.1    Use visual models and common denominators to:
- Interpret and compute quotients of fractions.
- Solve real-world and mathematical problems involving division of fractions.

***Compute fluently with multi-digit numbers and find common factors and multiples.***

NC.6.NS.2    Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.

NC.6.NS.3    Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.

NC.6.NS.4  Understand and use prime factorization and the relationships between factors to:
- Find the unique prime factorization for a whole number.
- Find the greatest common factor of two whole numbers less than or equal to 100.
- Use the greatest common factor and the distributive property to rewrite the sum of two whole numbers, each less than or equal to 100.
- Find the least common multiple of two whole numbers less than or equal to 12 to add and subtract fractions with unlike denominators.

***Apply and extend previous understandings of numbers to the system of rational numbers.***

NC.6.NS.5  Understand and use rational numbers to:
- Describe quantities having opposite directions or values.
- Represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand the absolute value of a rational number as its distance from 0 on the number line to:
  - Interpret absolute value as magnitude for a positive or negative quantity in a real-world context.
  - Distinguish comparisons of absolute value from statements about order.

NC.6.NS.6  Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.
  a.  On a number line:
  - Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that the opposite of the opposite of a number is the number itself.
  - Find and position rational numbers on a horizontal or vertical number line.
  b.  On a coordinate plane:
  - Understand signs of numbers in ordered pairs as indicating locations in quadrants.
  - Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
  - Find and position pairs of rational numbers on a coordinate plane.

NC.6.NS.7  Understand ordering of rational numbers.
  a.  Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
  b.  Write, interpret, and explain statements of order for rational numbers in real-world contexts.

NC.6.NS.8  Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

***Apply and extend previous understandings of addition and subtraction.***

NC.6.NS.9  Understand additive inverses when adding and subtracting integers.
- Describe situations in which opposite quantities combine to make 0.
- Understand $p + q$ as the number located a distance $q$ from $p$, in the positive or negative direction depending on the sign of $q$. Show that a number and its additive inverse create a zero pair.
- Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference.
- Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences.

# EXPRESSIONS AND EQUATIONS

***Apply and extend previous understandings of arithmetic to algebraic expressions.***

NC.6.EE.1 Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.

NC.6.EE.2 Write, read, and evaluate algebraic expressions.

- Write expressions that record operations with numbers and with letters standing for numbers.
- Identify parts of an expression using mathematical terms and view one or more of those parts as a single entity.
- Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems.

NC.6.EE.3 Apply the properties of operations to generate equivalent expressions without exponents.

NC.6.EE.4 Identify when two expressions are equivalent and justify with mathematical reasoning.

***Reason about and solve one-variable equations.***

NC.6.EE.5 Use substitution to determine whether a given number in a specified set makes an equation true.

NC.6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.

NC.6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form:

- $x + p = q$ in which $p$, $q$ and $x$ are all nonnegative rational numbers; and,
- $p \cdot x = q$ for cases in which $p$, $q$ and $x$ are all nonnegative rational numbers.

***Reason about one variable inequalities.***

NC.6.EE.8 Reason about inequalities by:

- Using substitution to determine whether a given number in a specified set makes an inequality true.
- Writing an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.
- Recognizing that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.
- Representing solutions of inequalities on number line diagrams.

***Represent and analyze quantitative relationships between dependent and independent variables.***

NC.6.EE.9 Represent and analyze quantitative relationships by:

- Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another.
- Analyze the relationship between quantities in different representations (context, equations, tables, and graphs).

# GEOMETRY

***Solve real-world and mathematical problems involving area, surface area, and volume.***

NC.6.G.1 Create geometric models to solve real-world and mathematical problems to:

- Find the area of triangles by composing into rectangles and decomposing into right triangles.
- Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles.

NC.6.G.2    Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems.

NC.6.G.3    Use the coordinate plane to solve real-world and mathematical problems by:

- Drawing polygons in the coordinate plane given coordinates for the vertices.
- Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.

NC.6.G.4    Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

## STATISTICS AND PROBABILITY

### *Develop understanding of statistical variability.*

NC.6.SP.1    Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

NC.6.SP.2    Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

NC.6.SP.3    Understand that both a measure of center and a description of variability should be considered when describing a numerical data set.

a.  Determine the measure of center of a data set and understand that it is a single number that summarizes all the values of that data set.

– Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set.

– Understand the median as a measure of center that is the numerical middle of an ordered data set.

b.  Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.

### *Summarize and describe distributions.*

NC.6.SP.4    Display numerical data in plots on a number line.

- Use dot plots, histograms, and box plots to represent data.
- Compare the attributes of different representations of the same data.

NC.6.SP.5    Summarize numerical data sets in relation to their context.

a.  Describe the collected data by:

– Reporting the number of observations in dot plots and histograms.

– Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement.

b.  Analyze center and variability by:

– Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations.

– Justifying the appropriate choice of measures of center using the shape of the data distribution.

# MATHEMATICS
## EXTENDED CONTENT STANDARDS

## STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
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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."

## RATIO AND PROPORTIONAL RELATIONSHIPS

***Understand ratio concepts and use ratio reasoning to solve problems.***

NC.6.RP.1 Demonstrate a ratio relationship with whole numbers using pictures or numbers.

NC.6.RP.3 Find equivalent ratios by multiplying or dividing the quantities by the same whole number.

## THE NUMBER SYSTEM

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

NC.6.NS.1 Compare the relationships between two unit fractions.

***Compute fluently with multi-digit numbers and find common factors and multiples.***

NC.6.NS.2 Apply the concept of fair share and equal shares to divide.

NC.6.NS.3 Solve two-factor multiplication problems with products up to 50 using concrete objects and using a calculator.

***Apply and extend previous understandings of numbers to the system of rational numbers.***

NC.6.NS.5 Use integers to describe real world context, include zero and negative numbers.

## EXPRESSIONS AND EQUATIONS

***Apply and extend previous understandings of arithmetic to algebraic expressions.***

NC.6.EE.1 Identify equivalent number sentences.

NC.6.EE.3 Apply the properties of addition to identify equivalent numerical expressions.

*Reason about one-variable inequalities.*

NC.6.EE.7   Identify an equation that represents a real-world problem in which variables are used to represent numbers.

## GEOMETRY

*Solve real-world and mathematical problems involving area, surface area, and volume.*

NC.6.G.1    Solve real-world and mathematical problems about area using unit squares.

NC.6.G.2    Solve real-world and mathematical problems about volume using unit cubes.

## STATISTICS AND PROBABILITY

*Develop understanding of statistical variability.*

NC.6.SP.1   Display data on a graph or table that shows variability in the data.

*Summarize and describe distributions.*

NC.6.SP.4   Summarize data distributions shown in graphs or tables.

# SCIENCE
## NORTH CAROLINA STANDARD COURSE OF STUDY

## FORCES AND MOTION

**6.P.1  Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.**

6.P.1.1  Compare the properties of waves to the wavelike property of energy in earthquakes, light and sound.

6.P.1.2  Explain the relationship among visible light, the electromagnetic spectrum, and sight.

6.P.1.3  Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound and hearing.

## MATTER: PROPERTIES AND CHANGE

**6.P.2  Understand the structure, classifications and physical properties of matter.**

6.P.2.1  Recognize that all matter is made up of atoms and atoms of the same element are all alike, but are different from the atoms of other elements.

6.P.2.2  Explain the effect of heat on the motion of atoms through a description of what happens to particles during a change in phase.

6.P.2.3  Compare the physical properties of pure substances that are independent of the amount of matter present including density, melting point, boiling point, and solubility to properties that are dependent on the amount of matter present to include volume, mass and weight.

## ENERGY: CONSERVATION AND TRANSFER

**6.P.3  Understand characteristics of energy transfer and interactions of matter and energy.**

6.P.3.1  Illustrate the transfer of heat energy from warmer objects to cooler ones using examples of conduction, radiation and convection and the effects that may result.

6.P.3.2  Explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature.

6.P.3.3  Explain the suitability of materials for use in technological design based on a response to heat (to include conduction, expansion, and contraction) and electrical energy (conductors and insulators).

## EARTH IN THE UNIVERSE

**6.E.1  Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.**

6.E.1.1  Explain how the relative motion and relative position of the sun, Earth and moon affect the seasons, tides, phases of the moon, and eclipses.

6.E.1.2  Explain why Earth sustains life while other planets do not based on their properties (including types of surface, atmosphere and gravitational force) and location to the Sun.

6.E.1.3  Summarize space exploration and the understandings gained from them.

## EARTH SYSTEMS, STRUCTURES AND PROCESSES

**6.E.2  Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.**

6.E.2.1  Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.

6.E.2.2  Explain how crustal plates and ocean basins are formed, move and interact using earthquakes, heat flow and volcanoes to reflect forces within the earth.

6.E.2.3  Explain how the formation of soil is related to the parent rock type and the environment in which it develops.

6.E.2.4  Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship.

## STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

**6.L.1  Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.**

6.L.1.1  Summarize the basic structures and functions of flowering plants required for survival, reproduction and defense.

6.L.1.2  Explain the significance of the processes of photosynthesis, respiration, and transpiration to the survival of green plants and other organisms.

## ECOSYSTEMS

**6.L.2  Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.**

6.L.2.1  Summarize how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within food chains and food webs (terrestrial and aquatic) from producers to consumers to decomposers.

6.L.2.2  Explain how plants respond to external stimuli (including dormancy and forms of tropism) to enhance survival in an environment.

6.L.2.3  Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, Tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.

# SCIENCE
## EXTENDED CONTENT STANDARDS

### FORCES AND MOTION

***EX.6.P.1   Identify properties of waves.***

EX.6.P.1.1  Recognize that vibrations produce waves.

EX.6.P.1.2  Identify types of waves (e.g. water, light, seismic, sound).

### MATTER, PROPERTIES AND CHANGE

***EX.6.P.2  Compare the structure and properties of matter before and after they undergo a change.***

EX.6.P.2.1  Identify the melting point and boiling points of water.

EX.6.P.2.2  Understand the difference between mass and volume.

EX.6.P.2.3  Compare densities of water with other solid and liquid matter (e.g. oil and water, water and ice).

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

***EX.6.E.1  Compare structures of the Earth's surface.***

EX.6.E.1.1  Identify Earth's land features (e.g. mountains, valleys, volcanoes, islands).

EX.6.E.1.2  Compare Earth's land features (e.g. mountains, valleys) by using models, pictures, diagrams, and maps.

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

***EX.6.L.1  Understand the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.***

EX.6.L.1.1  Identify functions of the parts of a plant.

EX.6.L.1.2  Understand how the functions of plant structures (e.g. leaves, stem, roots, bloom) are essential for life.

### ECOSYSTEMS

***EX.6.L.3  Understand the role of producers and consumers in an ecosystem.***

EX.6.L.3.1  Define producers and consumers.

EX.6.L.3.2  Classify living things as either producers or consumers.

# 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     Construct a compelling question through a disciplinary lens individually and with peers.

### Supporting Questions
I.1.2     Construct supporting questions based upon disciplinary concepts.

### Gathering and Evaluating Sources
I.1.3     Analyze details, central ideas, and inferences from sources using discipline-specific strategies.

I.1.4     Assess the credibility of 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.1.5     Identify evidence that draws information from multiple perspectives.

I.1.6     Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.

### Communicating Ideas
I.1.7     Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.

I.1.8     Construct responses to supporting and opposing perspectives supported by evidence.

I.1.9     Determine the credibility of disciplinary arguments of peers.

### Taking Informed Action
I.1.10     Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.

I.1.11     Use a range of civic approaches to address problems being investigated.

## BEHAVIORAL SCIENCES

### 6.B.1  Understand ways in which culture influences civilizations.
6.B.1.1  Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.

6.B.1.2  Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.

6.B.1.3  Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time.

## CIVICS AND GOVERNMENT

**6.C&G.1  Understand the purpose of government and authority.**

6.C&G.1.1   Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas.

6.C&G.1.2   Compare how different types of  government maintain  power and authority.

6.C&G.1.3   Compare the requirements for citizenship under various civilizations, empires, and societies.

6.C&G.1.4   Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.

6.C&G.1.5   Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.

6.C&G.1.6   Explain the reasons for the rise and fall of  governments and authority  in civilizations and empires of Africa, Asia, Europe, and the Americas.

## ECONOMICS

**6.E.1  Understand the economic activities of civilizations prior to 1400.**

6.E.1.1   Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas.

6.E.1.2   Explain the economic reasons for the rise and fall of civilizations, empires,  and societies in Africa, Asia, Europe, and the Americas.

## GEOGRAPHY

**6.G.1  Understand the geographical factors that influence human migration and settlement.**

6.G.1.1   Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.

6.G.1.2   Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.

6.G.1.3   Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas.

6.G.1.4   Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources.

## HISTORY

**6.H.1  Understand the development of civilizations and societies from various perspectives.**

6.H.1.1   Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.

6.H.1.2   Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.

6.H.1.3   Compare multiple perspectives of various historical events  in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources.

# 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 6-8 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 8 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    Construct a compelling question through a disciplinary lens individually and with peers.

### *Supporting Questions*
I.1.2    Construct supporting questions based upon disciplinary concepts.

### *Gathering and Evaluating Sources*
I.1.3    Analyze details, central ideas, and inferences from sources using discipline-specific strategies.

I.1.4    Assess the credibility of 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.1.5    Identify evidence that draws information from multiple perspectives.

I.1.6    Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.

### *Communicating Ideas*
I.1.7    Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.

I.1.8    Construct responses to supporting and opposing perspectives supported by evidence.

I.1.9    Determine the credibility of disciplinary arguments of peers.

### *Taking Informed Action*
I.1.10    Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.

I.1.11    Use a range of civic approaches to address problems being investigated.

## BEHAVIORAL SCIENCES

### *6.B.1  Understand ways in which culture influences civilizations.*
ECS.6.B.1.1    Identify examples of how religion, tradition, and/or cultural practice influence the development of civilizations in Africa, Asia, Europe and the Americas.

ECS.6.B.1.2    Demonstrate an understanding of how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.

ECS.6.B.1.3    Identify systems of social structure within various civilizations in Africa, Asia, Europe and the Americas over time.

## CIVICS AND GOVERNMENT

**6.C&G.1  Understand the purpose of government and authority.**

ECS.6.C&G.1.1  Identify the structures of governmental systems in civilizations in Africa, Asia, Europe, and the Americas.

ECS.6.C&G.1.2  Compare how different types of government maintain power and authority.

ECS.6.C&G.1.3  Compare the requirements for citizenship under various civilizations.

ECS.6.C&G.1.4  Compare the laws and legal systems over time in various civilizations in Africa, Asia, Europe and the Americas.

ECS.6.C&G.1.5  Summarize the beliefs and/or practices that shaped power and authority in various civilizations in Africa, Asia, Europe and the Americas.

ECS.6.C&G.1.6  Identify reasons for the rise and fall of governments and authority in civilizations of Africa, Asia, Europe, and the Americas.

## ECONOMICS

**6.E.1  Understand the economic activities of civilizations prior to 1400.**

ECS.6.E.1.1  Identify examples of how trade routes and economic networks contribute to the development of civilizations in Africa, Asia, Europe, and the Americas.

ECS.6.E.1.2  State the economic reasons for the rise and fall of civilizations in Africa, Asia, Europe, and the Americas.

## GEOGRAPHY

**6.G.1  Understand the geographical factors that influence human migration and settlement.**

ECS.6.G.1.1  Identify the human and physical characteristics that impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.

ECS.6.G.1.2  Identify reasons the movement and settlement patterns affected the development of civilizations in Africa, Asia, Europe, and the Americas.

ECS.6.G.1.3  Identify examples of how innovation influenced the migration and settlement of people and/or the flow of goods and ideas in various civilizations in Africa, Asia, Europe, and the Americas.

ECS.6.G.1.4  Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and/or natural resources.

## HISTORY

**6.H.1  Understand the development of civilizations and societies from various perspectives.**

ECS.6.H.1.1  Identify examples of how various events, people, and/or groups impacted how societies changed in Africa, Asia, Europe, and the Americas.

ECS.6.H.1.2  Identify examples of how the achievements of ancient civilizations had a lasting impact on present day societies of Africa, Asia, Europe, and the Americas.

ECS.6.H.1.3  Compare two or more perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and/or secondary sources.

# 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).

## Standards for Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias. The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge (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.6-8.Narrate.Interpretive.** *Interpret language arts narratives by:*
- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

**ELD-LA.6-8.Narrate.Expressive.** *Construct language arts narratives that:*
- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

**ELD-LA.6-8.Inform.Interpretive.** *Interpret informational texts in language arts by:*
- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

**ELD-LA.6-8.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, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

**ELD-LA.6-8.Argue.Interpretive.** *Interpret language arts arguments by:*
- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

**ELD-LA.6-8.Argue.Expressive.** *Construct language arts arguments that:*
- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

## 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.6-8.Explain.Interpretive.*** *Interpret mathematical explanations by:*
- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

***ELD-MA.6-8.Explain.Expressive.*** *Construct mathematical explanations that:*
- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

***ELD-MA.6-8.Argue.Interpretive.*** *Interpret mathematics arguments by:*
- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

***ELD-MA.6-8.Argue.Expressive.*** *Construct mathematics arguments that:*
- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique 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.6-8.Explain.Interpretive.*** *Interpret scientific explanations by:*
- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

***ELD-SC.6-8.Explain.Expressive.*** *Construct scientific explanations that:*
- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

***ELD-SC.6-8.Argue.Interpretive.*** *Interpret scientific arguments by:*
- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

***ELD-SC.6-8.Argue.Expressive.*** *Construct scientific arguments that:*
- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

## 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.6-8.Explain.Interpretive.*** *Interpret social studies explanations by:*
- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

***ELD-SS.6-8.Explain.Expressive.*** *Construct social studies explanations that:*
- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

***ELD-SS.6-8.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 support claims
- Evaluating point of view and credibility of source based on relevance and intended use

***ELD-SS.6-8.Argue.Expressive.*** *Construct social studies arguments that:*
- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

# GUIDANCE
## NORTH CAROLINA STANDARD COURSE OF STUDY

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

## SOCIO-EMOTIONAL

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

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

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

## COGNITIVE

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

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

## CAREER

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

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

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

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

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

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

### SOCIO-EMOTIONAL

***RED.SE.1  Understand the meaning and importance of personal responsibility and self-awareness.***
RED.SE.1.1  Understand the importance of self-control and responsibility.

RED.SE.1.2  Identify ways of controlling behaviors associated with emotional states, feelings, and moods.

RED.SE.1.3  Contrast rights and responsibilities.

***RED.SE.2  Understand the relationship between self and others in the broader world.***
RED.SE.2.1  Identify ways of making and keeping friends.

RED.SE.2.2  Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

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

RED.SE.3.1  Use oral and written communication skills to share information with others.

RED.SE.3.2  Use non-verbal communication skills to share information with others.

## COGNITIVE

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

RED.C.1.1  Identify problems that you have encountered or are likely to encounter.

RED.C.1.2  Identify creative strategies and non-creative strategies to make decisions and to solve problems.

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

RED.C.2.1  Identify situations from your daily life in terms of problems and solution strategies.

RED.C.2.2  Recognize situations in which peer pressure influences decisions.

## CAREER

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

RED.CR.1.1  Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.

RED.CR.1.2  Use the internet to access career-planning information.

RED.CR.1.3  Explore awareness of personal abilities, skills, and interests.

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

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

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

RED.CR.3.1  Recognize how the use of conflict management skills with peers and adults can affect future life success.

RED.CR.3.2  Recognize that a positive attitude toward work and learning affects future life success.

RED.CR.3.3  Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.

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

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

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

## SOCIO-EMOTIONAL

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

EEE.SE.1.1  Contrast appropriate and inappropriate physical contact.

EEE.SE.1.2  Illustrate personal responsibility in a variety of settings and situations.

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

EEE.SE.2.1  Contrast the influence of self and others in relationship building.

EEE.SE.2.2  Explain why it is important to follow rules in order to build relationships.

EEE.SE.2.3  Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

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

    EEE.SE.3.1  Use written communication strategies and techniques in communication to share ideas and information with others.

    EEE.SE.3.2  Summarize written communications in order to share ideas and information with others.

## COGNITIVE

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

    EEE.C.1.1  Create strategies for solving problems that have been problems for some time.

    EEE.C.1.2  Use creative strategies to achieve academic, personal, social, and professional goals.

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

    EEE.C.2.1  Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

    EEE.C.2.2  Apply critical thinking skills systematically to solve problems and make decisions.

    EEE.C.2.3  Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

## CAREER

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

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

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

    EEE.CR.2.1  Identify personal preferences and interests that influence career choice and success.

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

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

    EEE.CR.3.1  Understand the relationship between educational achievement and career success.

    EEE.CR.3.2  Exemplify (give examples of) how educational achievement influences career success.

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

    EEE.CR.4.1  Explain how working cooperatively with others as a team member can influence career choices and success.

    EEE.CR.4.2  Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

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### *PROFICIENCY LEVEL: PROGRESSING (P)*

## SOCIO-EMOTIONAL

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

    P.SE.1.1  Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.

    P.SE.1.2  Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

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

P.SE.2.1  Interpret the meaning of self-concept.

P.SE.2.2  Explain how understanding differences among people can increase self-understanding.

P.SE.2.3  Use responsible risk-taking behaviors to support positive relationship building.

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

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

P.SE.3.2  Explain how body language and vocal expression affect the effectiveness of communication.

P.SE.3.3  Use communication skills that build and sustain relationships with a wide range of people.

## COGNITIVE

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

P.C.1.1  Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.

P.C.1.2  Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

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

P.C.2.1  Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.

P.C.2.2  Use time-management and task-management skills to complete academic work of high quality in a timely manner.

## CAREER

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

P.CR.1.1  Explain how personal skills, interests, and abilities relate to current career plans.

P.CR.1.2  Develop a competency plan in your chosen career areas.

P.CR.1.3  Develop skills to locate, evaluate, and interpret career information.

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

P.CR.2.1  Maintain a career-planning portfolio.

P.CR.2.2  Use research and information resources to obtain career information.

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

P.CR.3.1  Describe the effect of work on lifestyle.

P.CR.3.2  Explain how work can help to achieve personal success and satisfaction.

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

P.CR.4.1  Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.4.2  Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

## SOCIO-EMOTIONAL

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

EI.SE.1.1  Explain the impact of personal responsibility on others.

EI.SE.1.2  Contrast rights, privileges, and responsibilities.

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

EI.SE.2.1  Exemplify respect for individual and cultural differences.

EI.SE.2.2  Understand the importance of dependability, productivity, and initiative when working with others.

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

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

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

## COGNITIVE

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

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

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

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

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

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

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

## CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

## PROFICIENCY LEVEL: INDEPENDENT (I)

## SOCIO-EMOTIONAL

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

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

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

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

   I.SE.2.1  Exemplify how peer pressure can be both a negative and positive influence.

   I.SE.2.2  Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

   I.SE.2.3  Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

   I.SE.3.1  Use communication strategies to take a position and to defend a stand on controversial issues.

   I.SE.3.2  Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

## COGNITIVE

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

   I.C.1.1  Design new strategies by making modifications to previously used strategies, as needed.

   I.C.1.2  Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

   I.C.2.1  Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

   I.C.2.2  Use past experiences and general information to make decisions in a variety of situations.

## CAREER

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

   I.CR.1.1  Demonstrate respect for individual uniqueness and differences in the workplace.

   I.CR.1.2  Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

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

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

   I.CR.2.2  Apply job readiness skills to seek employment opportunities and related academic opportunities.

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

I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.

I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

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

I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.

I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

# WORLD LANGUAGES
## NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

**Communities – CMT (Communities)**

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

*The following program models are available at Grades 6, 7 and 8:*
1. Dual & Heritage Language Programs – Dual Language Immersion
2. Dual & Heritage Language Programs – Heritage Language
3. Middle School Programs
4. High School Courses for Credit taught at the Middle School grades

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

**Proficiency Levels**
- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

## PROFICIENCY LEVEL: NOVICE LOW (NL)

### CONNECTIONS TO LANGUAGE & LITERACY

***NL.CLL.1  Use the language to engage in interpersonal communication.***
   NL.CLL.1.1  Use single words and simple, memorized phrases to express needs, preferences, and feelings.
   NL.CLL.1.2  Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
   NL.CLL.1.3  Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

### NL.CLL.2 Understand words and concepts presented in the language.
NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.

NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.

NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.

NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.

NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

### NL.CLL.3 Use the language to present information to an audience.
NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.

NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

### NL.CLL.4 Compare the students' culture and the target culture.
NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.

NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.

NL.CLL.4.3 Recognize examples of cognates and loan words.

## CONNECTIONS TO OTHER DISCIPLINES

### NL.COD.1 Use the language to engage in interpersonal communication.
NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.

NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

### NL.COD.2 Understand words and concepts presented in the language.
NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.

NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.

NL.COD.2.3 Recognize words in groups from other disciplines.

### NL.COD.3 Use the language to present information to an audience.
NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.

NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.

NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

### NL.COD.4 Compare the students' culture and the target culture.
NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.

NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

## COMMUNITIES

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

NL.CMT.1.1  Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.

NL.CMT.1.2  Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

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

NL.CMT.2.1  Recognize single words and simple, memorized phrases from media in the language community.

NL.CMT.2.2  Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

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

NL.CMT.3.1  Identify arts, sports, games and media from the target culture.

NL.CMT.3.2  Understand roles in school or community traditions related to the target culture.

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

NL.CMT.4.1  Recognize simple language that communicates knowledge of the target language and cultures to others.

NL.CMT.4.2  Use simple, appropriate gestures, body language, and cultural practices.

NL.CMT.4.3  Recognize simple patterns of behavior or interaction from the target culture.

NL.CMT.4.4  Identify products from the target cultures that are used globally.

## *PROFICIENCY LEVEL: NOVICE MID (NM)*

## CONNECTIONS TO LANGUAGE & LITERACY

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

NM.CLL.1.1  Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.1.2  Use memorized responses to simple questions, statements, commands, or other stimuli.

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

NM.CLL.2.1  Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2  Understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.3  Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

NM.CLL.2.4  Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.

NM.CLL.2.5  Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

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

NM.CLL.3.1  Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.3.2  Use the language to recite and act out simple poetry and songs from the target culture.

NM.CLL.3.3  Use appropriate pronunciation and voice inflection in spoken presentations.

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

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CLL.4.2 Exemplify instances of cognates and loan words.

NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

## CONNECTIONS TO OTHER DISCIPLINES

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

NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.

NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

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

NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.

NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.

NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

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

NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.

NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.

NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.

NM.COD.4.2 Identify information about target culture perspectives and practices.

## COMMUNITIES

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

NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.

NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

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

NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.

NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

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

NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

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

NM.CMT.4.1  Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2  Identify products made and used by members of the target culture and the students' culture.

NM.CMT.4.3  Differentiate gestures for appropriateness in the target culture.

NM.CMT.4.4  Identify how knowledge of the target language is useful in a global economy.

## PROFICIENCY LEVEL: NOVICE HIGH (NH)

## CONNECTIONS TO LANGUAGE & LITERACY

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

NH.CLL.1.1  Use simple phrases and short sentences to exchange information about familiar topics.

NH.CLL.1.2  Generate conversations using familiar vocabulary and structures in short social interactions.

NH.CLL.1.3  Generate responses to familiar questions, statements, commands, or other stimuli.

NH.CLL.1.4  Use simple questions about familiar topics to acquire needed information.

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

NH.CLL.2.1  Understand ideas on familiar topics expressed in short sentences and frequently used expressions.

NH.CLL.2.2  Summarize spoken messages and announcements about familiar topics.

NH.CLL.2.3  Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.

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

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

NH.CLL.3.1  Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

NH.CLL.3.2  Use the language to recite and act out poetry, songs, and simple stories from the target culture.

NH.CLL.3.3  Produce simple dialogues and short skits using familiar structures and vocabulary.

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

NH.CLL.4.1  Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2  Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3  Analyze the language conventions from simple written and spoken texts in the target language.

## CONNECTIONS TO OTHER DISCIPLINES

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

NH.COD.1.1  Use simple phrases and short sentences to exchange information about topics in other disciplines.

NH.COD.1.2  Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.

NH.COD.1.3  Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

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

NH.COD.2.1  Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2  Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3  Interpret simple processes from other disciplines using the target language.

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

NH.COD.3.1  Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2  Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

NH.COD.3.3  Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

NH.COD.4.1  Understand cultural practices and perspectives from the target culture.

NH.COD.4.2  Identify the products of the target culture.

## COMMUNITIES

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

NH.CMT.1.1  Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2  Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

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

NH.CMT.2.1  Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2  Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

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

NH.CMT.3.1  Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2  Use simple phrases and short sentences to present information in school or community events related to the target culture.

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

NH.CMT.4.1  Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2  Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3  Identify key characteristics of target culture traditions.

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## PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

## CONNECTIONS TO LANGUAGE & LITERACY

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

IL.CLL.1.1  Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2  Use questions to exchange information in familiar situations.

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

IL.CLL.2.1  Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2  Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3  Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4  Compare fiction texts and non-fiction texts about familiar topics.

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

IL.CLL.3.1  Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2  Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3  Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4  Create dialogues and skits to present with some details about familiar topics.

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

IL.CLL.4.1  Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2  Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3  Analyze the language conventions in authentic written and spoken texts.

## CONNECTIONS TO OTHER DISCIPLINES

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

IL.COD.1.1  Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

IL.COD.1.2  Understand how to ask and answer questions and exchange information on academic topics.

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

IL.COD.2.1  Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.

IL.COD.2.2  Differentiate the structural patterns of the target language and the students' language.

IL.COD.2.3  Understand main ideas and a few details in class discussions and some forms of media.

IL.COD.2.4  Understand main ideas and a few details in academic texts that contain familiar vocabulary.

IL.COD.2.5  Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

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

IL.COD.3.1  Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.

IL.COD.3.2  Produce a series of phrases and sentences about familiar themes related to other disciplines.

IL.COD.3.3  Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

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

IL.COD.4.1  Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.COD.4.2  Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

## COMMUNITIES

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

IL.CMT.1.1  Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.

IL.CMT.1.2  Use the language to exchange information with people from the target culture about shared experiences.

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

IL.CMT.2.1  Understand practices, products, and perspectives from texts about familiar topics with some details.

IL.CMT.2.2  Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

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

IL.CMT.3.1  Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

IL.CMT.3.2  Use limited dialogue to participate in school or community activities related to the target culture.

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

IL.CMT.4.1  Integrate traditions and activities of the target culture and the students' culture.

IL.CMT.4.2  Create resources in the target language for use in the community.

IL.CMT.4.3  Coordinate events or presentations that share the target language and culture with the community.


## PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

## CONNECTIONS TO LANGUAGE & LITERACY

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

IM.CLL.1.1  Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.

IM.CLL.1.2  Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.

IM.CLL.1.3  Use questions with some detail to exchange information in uncomplicated situations.

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

IM.CLL.2.1  Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.

IM.CLL.2.2  Understand the main idea and many details in texts that contain familiar vocabulary.

IM.CLL.2.3  Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

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

IM.CLL.3.1  Use a series of connected sentences in presentations to describe experiences, events, and opinions.

IM.CLL.3.2  Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.

IM.CLL.3.3  Summarize familiar topics with many details in order to describe and/or explain.

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

    IM.CLL.4.1  Use cultural practices to analyze familiar topics, situations, and experiences.

    IM.CLL.4.2  Analyze media and identify idiomatic expressions that add cultural relevancy.

    IM.CLL.4.3  Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

## CONNECTIONS TO OTHER DISCIPLINES

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

    IM.COD.1.1  Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.

    IM.COD.1.2  Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

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

    IM.COD.2.1  Understand spoken information about familiar academic topics expressed in a series of connected sentences.

    IM.COD.2.2  Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.

    IM.COD.2.3  Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

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

    IM.COD.3.1  Summarize academic content with many details to give spoken or written presentations about familiar topics.

    IM.COD.3.2  Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.

    IM.COD.3.3  Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

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

    IM.COD.4.2  Understand how practices and perspectives impact the target culture.

## COMMUNITIES

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

    IM.CMT.1.1  Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

    IM.CMT.1.2  Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

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

    IM.CMT.2.1  Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

    IM.CMT.2.2  Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

    IM.CMT.3.1  Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

    IM.CMT.3.2  Use the language in school or community activities related to the target culture.

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

    IM.CMT.4.1  Understand the influence of the target culture on literature, media, and global concerns.

    IM.CMT.4.2  Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

    IM.CMT.4.3  Evaluate the traditions of the target culture and the students' culture.

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### PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

## CONNECTIONS TO LANGUAGE & LITERACY

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

    IH.CLL.1.1  Understand how to state and support personal views in discussions about familiar topics in complicated settings.

    IH.CLL.1.2  Understand how to communicate detailed factual information in social situations.

    IH.CLL.1.3  Understand how to ask and answer questions related to areas of personal interest.

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

    IH.CLL.2.1  Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

    IH.CLL.2.2  Understand many different types of texts that contain unfamiliar vocabulary.

    IH.CLL.2.3  Understand how to differentiate between adapted and authentic texts.

    IH.CLL.2.4  Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

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

    IH.CLL.3.1  Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

    IH.CLL.3.2  Use the language to provide and support personal viewpoints and opinions.

    IH.CLL.3.3  Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.

    IH.CLL.3.4  Implement consistent pronunciation and appropriate voice inflection in spoken communication.

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

    IH.CLL.4.1  Identify dialectical differences in media from various cultures.

    IH.CLL.4.2  Evaluate texts and presentations for cultural viewpoints, values, and bias.

## CONNECTIONS TO OTHER DISCIPLINES

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

    IH.COD.1.1  Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

    IH.COD.1.2  Understand how to communicate detailed, factual information in academic situations.

    IH.COD.1.3  Understand how to ask and answer questions related to academic pursuits and career interests.

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

    IH.COD.2.1  Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

    IH.COD.2.2  Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

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

IH.COD.3.1  Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.

IH.COD.3.2  Summarize personal views related to academic content with supporting details.

IH.COD.3.3  Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.

IH.COD.3.4  Use readily available technology tools and digital literacy skills to present academic information in the target language.

### IH.COD.4  Compare the students' culture and the target culture.

IH.COD.4.1  Understand how geography and history impact the development of global culture and civilization.

IH.COD.4.2  Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

## COMMUNITIES

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

IH.CMT.1.1  Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.

IH.CMT.1.2  Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

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

IH.CMT.2.1  Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.

IH.CMT.2.2  Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

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

IH.CMT.3.1  Use detailed narratives to describe arts, sports, games, and media from the target culture.

IH.CMT.3.2  Use the language in school or community activities related to academic pursuits and career interests.

IH.CMT.3.3  Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

### IH.CMT.4  Compare the students' culture and the target culture.

IH.CMT.4.1  Explain the influence of the target culture on literature, media, and global concerns.

IH.CMT.4.2  Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

## CONNECTIONS TO LANGUAGE & LITERACY

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

AL.CLL.1.1  Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.

AL.CLL.1.2  Understand how to communicate ideas and information in lengthy conversations.

AL.CLL.1.3  Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

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

AL.CLL.2.1  Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2  Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3  Understand how to interpret texts on unfamiliar topics.

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

AL.CLL.3.1  Create presentations on a variety of topics that are comprehensible to specified audiences.

AL.CLL.3.2  Analyze texts to produce clear and organized summaries of ideas.

AL.CLL.3.3  Use language to modify presentations for some specific audiences.

AL.CLL.3.4  Use accurate pronunciation and appropriate voice inflection in spoken presentations.

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

AL.CLL.4.1  Compare dialectical differences in media from various target cultures.

AL.CLL.4.2  Compare target culture perspectives in texts and presentations with students' culture perspectives.

## CONNECTIONS TO OTHER DISCIPLINES

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

AL.COD.1.1  Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2  Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3  Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

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

AL.COD.2.1  Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2  Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3  Understand how to interpret texts on unfamiliar academic topics.

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

AL.COD.3.1  Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2  Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

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

AL.COD.4.1  Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2  Identify examples of the target culture and its civilizations in contemporary media and entertainment.

## COMMUNITIES

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

AL.CMT.1.1  Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2  Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

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

AL.CMT.2.1  Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2  Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

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

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

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

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

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

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


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

## CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

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

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

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

## COMMUNITIES

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

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

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

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

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

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

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

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

# CAREER AND TECHNICAL EDUCATION (CTE)
## NORTH CAROLINA STANDARD COURSE OF STUDY

The 2023 Career and Technical Education Essential Standards and Course Inventory contains program area and course descriptions and links to essential standards by course. There are four types of courses available.

**Course Types**
- Courses Developed by the Department of Public Instruction
- Courses Adapted by the Department of Public Instruction
- Courses Using Adopted Curriculum
- Courses Approved as Local Course Options

Career Clusters™ are broad groupings of occupations/career specialties, organized by common knowledge and skills required for career success. There are 16 Career Clusters™ and over 70 related pathways (subgroupings of occupations/career specialties). All NC CTE courses align to the Career Clusters™. In North Carolina, Career Clusters™ are supported by eight program areas, with each area having school-based, work-based, or community-based learning opportunities.

**Program Areas**
- Agricultural Education
- Business, Finance, and Marketing Education
- Career Development Education
- Computer Science, IT, and Technology Education
- Family and Consumer Sciences Education
- Health Science Education
- Trade and Industrial Education

Visit this link to access the Career and Technical Education Essential Standards and Course Inventory:
https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education/curriculum#essential-standards

Visit this link to access career pathways, course standards, and credential information:
https://center.ncsu.edu/nccte-cms

# NOTES