GRADE
6

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF study



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2025

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Quick Reference Guide

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

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

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

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

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

A one-page summary in the 6th-8th grade guides is provided for Career and Technical Education.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

6.CN.1.1 Explain how dance expresses and reflects the values of civilizations around the world.

6.CN.1.2 Explain how skills and concepts from other content areas inform the development of ideas in dance.

6.CN.1.3 Name anatomical alignment concerns and psychological stressors encountered by dancers.

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

6.CN.2.1 Identify the dance skills, characteristics, and behaviors that contribute to success in dance-related careers.

6.CN.2.2 Identify the uses of digital media in a variety of dance performances.

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

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

6.CR.1.1 Improvise movement using multiple dance elements in response to musical or verbal cues.

6.CR.1.2 Create a short dance or dance sequence using abstracted movement that has a beginning, middle, and end.

6.CR.1.3 Plan an original dance sequence using pictures or symbols, writing, or media technology.

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

6.CR.2.1 Adapt a dance phrase by changing the tempo of movement.

6.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of dancers to produce dance, including musical accompaniment.

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

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

6.PR.1.1 Analyze how self-assessment, instructor feedback, and peer feedback is used to refine dance performance.

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

6.PR.1.3 Demonstrate clarity of movement and movement qualities with guidance.

6.PR.2 Develop dance presentations.

6.PR.2.1 Compare themes, topics, or music choices for a group performance.

6.PR.2.2 Demonstrate safe and respectful behaviors for various cultural contexts as a dance class participant, performer, and observer with guidance.

6.PR.2.3 Identify a variety of production elements in various situations, using production terminology.

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

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

6.RE.1.1 Identify the elements of dance observed in various genres of dance.

6.RE.1.2 Identify multiple meanings for choreographic works, citing evidence.

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

6.RE.2.1 Explain how personal preferences for dance develop with increased exposure.

6.RE.2.2 Identify strengths and areas for improvement based on established criteria when viewing dance performance and choreography.

ARTS EDUCATION – GENERAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

6.CN.1.2 Explain how the development of musical ideas can be informed and inspired by concepts from other content areas.

6.CN.1.3 Describe sensory, emotional, personal, or intellectual responses to a variety of music.

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

6.CN.2.1 Identify the musical skills, characteristics, and behaviors needed for success in music careers.

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

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

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

6.CR.1.1 Improvise rhythmic patterns over a rhythmic or harmonic accompaniment.

6.CR.1.2 Compose 4-8 measures of original rhythmic ideas and melodic ideas through notation or recording that incorporate grade-level appropriate rhythms and pitches.

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

6.CR.2.1 Arrange an existing piece of music, changing two or more musical elements.

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

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

6PR.1 Perform music from a variety of styles, cultures, and genres.

6.PR.1.1 Apply feedback from instructors to refine musical presentations, compositions, or ideas.

6.PR.1.2 Read standard notation to perform or produce music using any major or minor key and triplet rhythms in 2/4, 3/4, 4/4, 6/8, and 12/8 meters.

6.PR.1.3 Perform or produce a variety of music in unison or simple harmony, using rounds, canons, or partner songs.

6.PR.1.4 Demonstrate the meaning of symbols and terminology for the continua of tempos of dynamics, and an expanded range of forms and articulations with appropriate technique when performing or producing music.

6.PR.2 Develop musical presentations.

6.PR.2.1 Compare, with guidance, production elements, and how they enhance a musical presentation.

6.PR.2.2 Demonstrate audience or performer etiquette appropriate in a variety of contexts.

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

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

6.RE.1.1 Identify symbols and terminology for the continua of tempos and dynamics, and an expanded range of forms and articulations in aural and written musical works.

6.RE.1.2 Identify multiple meanings for musical works, citing evidence.

6.RE.1.3 Identify the timbres of a variety of instruments and voices heard in traditional, contemporary, and world music.

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

6.RE.2.1 Identify appealing qualities and effective portions of musical works.

6.RE.2.2 Evaluate musical presentations, compositions, and musical ideas using given criteria.

ARTS EDUCATION – VOCAL AND INSTRUMENTAL MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

NOVICE VOCAL AND INSTRUMENTAL MUSIC (N)

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

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

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

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

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

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

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

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

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

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

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

N.CR.1.1 Improvise short rhythmic phrases.

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

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

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

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

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

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

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

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

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

N.PR.1.4 Sight-read musical patterns.

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

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

N.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

DEVELOPING VOCAL AND INSTRUMENTAL MUSIC (D)

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

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

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

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

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

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

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

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

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

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

D.CR.1.1 Improvise short melodic phrases.

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

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

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

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

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

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

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

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

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

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

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

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

D.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

INTERMEDIATE VOCAL AND INSTRUMENTAL MUSIC (I)

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

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

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

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

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

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

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

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

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

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

I.CR.1.1 Improvise on an existing melody.

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

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

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

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

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

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

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

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

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

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

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

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

I.PR.2 Develop musical presentations.

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

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

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

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

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

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

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

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

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

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

ARTS EDUCATION – THEATRE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

6.CN.1.1 Describe the connections between the emergence of theatre and the development of ancient civilizations around the world prior to 1400.

6.CN.1.2 Explain how the development of theatrical ideas are informed and inspired by concepts from other content areas.

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

6.CN.2.1 Describe creative, technical, and business careers in theatre.

6.CN.2.2 Compare various theatre tools and innovations used in creative, technical, and business roles.

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

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

6.CR.1.1 Improvise dialogue and movement for original scripts or devised theatre.

6.CR.1.2 Create original works using theatrical formatting and elements.

6.CR.1.3 Create simple costumes or masks for dramatic presentations.

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

6.CR.2.1 Adapt familiar stories with unique perspectives for theatrical performance.

6.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability to produce theatre.

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

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

6.PR.1.1 Apply feedback to refine choices in devised or scripted theatrical works.

6.PR.1.2 Communicate ideas and feelings through physical and vocal choices during presentations.

6.PR.2 Develop theatrical presentations.

6.PR.2.1 Develop stories or scripts for presentation.

6.PR.2.2 Identify the responsibilities of an audience in a live performance.

6.PR.2.3 Identify simple technical theatre elements that enhance productions in various spaces.

6.PR.2.4 Identify how a performer responds to an audience during a live performance.

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

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

6.RE.1.1 Analyze dramatic elements in theatrical works.

6.RE.1.2 Describe how personal experiences and perspectives influence interpretations of theatre.

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

6.RE.2.1 Identify appealing qualities and effective elements of theatrical works.

6.RE.2.2 Define constructive criticism for theatrical works.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

6.CN.1.1 Analyze the effect of geographic location and physical environment on the development of visual arts.

6.CN.1.2 Explain how skills and concepts developed in the visual arts can be applied to daily life.

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

6.CN.2.1 Identify the art skills, characteristics, and behaviors needed for success in art careers.

6.CN.2.2 Compare how innovative tools and ideas have been used in a variety of visual artworks.

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

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

6.CR.1.1 Use materials in both traditional and non-traditional ways to create art.

6.CR.1.2 Create original imagery as a means of self-expression to communicate ideas and feelings.

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

6.CR.2.1 Combine ideas from multiple artists to create a new work of art.

6.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of artists to create original or derivative art.

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

6.PR.1 Present visual artworks.

6.PR.1.1 Improve the use of elements of art and principles of design using feedback based on given criteria.

6.PR.1.2 Create an artist statement describing elements of art and principles of design used in personal art.

6.PR.2 Develop visual arts presentations.

6.PR.2.1 Identify personal artwork that meets multiple criteria.

6.PR.2.2 Differentiate etiquette for appropriately engaging with works of art in a variety of settings.

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

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

6.RE.1.1 Analyze style, subject matter, and movements in art from various historical periods.

6.RE.1.2 Speculate on why the artist chose specific qualities for a work of visual art.

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

6.RE.2.1 Justify appealing qualities of works in visual artworks.

6.RE.2.2 Develop relevant criteria to evaluate a work 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 STANDARDS FOR STUDENTS

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

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.

Table 1 – Language Standards – Grammar Continuum

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

Table 1 – Language Standards – Conventions Continuum

Skill	Grades 6-8
Capitalization	n/a
Punctuation	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • 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 Analyze the impact of health-related decisions on mental and emotional health.

6.MEH.1.1 Recognize that guidance from a parent, guardian, or trusted adult is beneficial and should be sought for healthy decision-making.

6.MEH.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.

6.MEH.1.3 Develop a goal to adopt, maintain, or improve a personal mental health plan.

6.MEH.2 Demonstrate a variety of positive stress management techniques.

6.MEH.2.1 Compare and contrast positive and negative stress management techniques.

6.MEH.2.2 Create a personal stress management plan.

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

6.MEH.3.1 Develop the ability to reframe challenges or setbacks and see them as opportunities for growth.

6.MEH.3.2 Analyze the relationship between health-enhancing behaviors and navigating challenges.

PERSONAL AND CONSUMER HEALTH

6.PCH.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease.

6.PCH.1.1 Differentiate between communicable and chronic diseases.

6.PCH.1.2 Recall symptoms associated with common communicable and chronic diseases.

6.PCH.1.3 Identify methods of prevention based on the modes of transmission of communicable diseases.

6.PCH.1.4 Summarize the triggers and symptoms for respiratory illnesses and strategies for controlling them.

6.PCH.2 Develop health literacy through the examination of health claims and products.

6.PCH.2.1 Analyze how messages from media influence health behaviors.

6.PCH.2.2 Analyze the validity of health information, products, and services from print and electronic sources.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

6.ICHR.1 Use skills for communicating effectively with family, peers, and others to enhance health.

6.ICHR.1.1 Distinguish when individual or collaborative decision making is appropriate.

6.ICHR.1.2 Demonstrate the use of verbal and nonverbal communication skills.

6.ICHR.1.3 Demonstrate how to effectively communicate kindness, empathy, compassion, and respect for others.

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

6.ICHR.2.1 Explain how the physical and hormonal changes during puberty affect social relationships, and physical, mental, and emotional health.

6.ICHR.2.2 Identify trusted resources to report sexual harassment and bullying.

6.ICHR.2.3 Summarize strategies for predicting and avoiding conflict.

6.ICHR.2.4 Design productive and positive solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.

6.ICHR.2.5 Compare and contrast the signs of healthy and unhealthy relationships.

6.ICHR.3 Summarize the changes that occur during puberty and adolescence.

6.ICHR.3.1 Discuss the maturing of body systems during puberty.

6.ICHR.3.2 Examine the responsibilities of parenthood or guardianship.

6.ICHR.3.3 Demonstrate refusal skills that avoid or reduce health risks.

NUTRITION AND PHYSICAL ACTIVITY

6.NPA.1 Compare tools such as Dietary Guidelines and the Nutrition Facts Label as they relate to the planning of healthy nutrition and physical activity.

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

6.NPA.1.2 Evaluate food choices using Nutrition Facts labels.

6.NPA.1.3 Apply current dietary guidelines for meal planning with a variety of food choices.

6.NPA.2 Explore the benefits of consuming a variety of foods and beverages.

6.NPA.2.1 Identify the six essential nutrients to make informed decisions regarding healthy eating.

6.NPA.2.2 Compare the nutrients in a variety of beverages.

6.NPA.2.3 Discuss the benefits of consuming foods high in fiber.

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

6.NPA.3.1 Explain the relationships between food consumption, physical activity, and overall health.

6.NPA.3.2 Design a personal wellness plan addressing nutrition and physical activity to enhance quality of life.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

6.ANCOD.1 Summarize the health risks associated with alcohol, nicotine products, cannabis, and other drug use.

6.ANCOD.1.1 Explain potential consequences of using any nicotine products, including vaping.

6.ANCOD.1.2 Identify benefits of a smoke/vape-free and nicotine-free environment.

6.ANCOD.1.3 Analyze family, media, and peer influences on the use, misuse, and avoidance of alcohol, nicotine, cannabis, and other drugs.

6.ANCOD.1.4 Describe the potential effects of alcohol, nicotine, cannabis, and other drugs on physical, mental, and social health.

6.ANCOD.2 Apply refusal skills to protect self and others from alcohol, nicotine products, cannabis, and other drug use.

6.ANCOD.2.1 Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance abuse.

6.ANCOD.2.2 Identify the types of support available at school and in the community for substance abuse.

6.ANCOD.2.3 Examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

6 – 8 grade span standards should be met by the end of grade 8.

MOTOR SKILLS

6-8.MS.1 Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

PE.6-8.MS.1.1 Demonstrate competency in specialized skills and combination skills for sports and games.

PE.6-8.MS.1.2 Apply game strategies and tactics during game play.

PE.6-8.MS.1.3 Demonstrate competency in specialized skills and/or combination skills for individual performance activities and/or outdoor pursuits.

PE.6-8.MS.1.4 Perform various movement combinations that demonstrate an understanding of rhythm and coordination to the beat of music.

PE.6-8.MS.1.5 Demonstrate correct technique for a variety of cardiorespiratory endurance, resistance training, and flexibility exercises.

MOVEMENT CONCEPTS

6-8.MC.2 Demonstrate understanding of concepts that apply to the learning and performance of movement.

PE.6-8.MC.2.1 Apply concepts and principles related to movement and performance in static or dynamic settings.

PE.6-8.MC.2.2 Understand and apply game strategies and tactics at appropriate times and in appropriate ways.

PE.6-8.MC.2.3 Demonstrate understanding of the proper form and the mechanics of various skills or sequences of movement to improve performance.

HEALTH-RELATED FITNESS

6-8.HF.3 Demonstrate knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.

PE.6-8.HF.3.1 Describe the FITT principle and training principles (frequency, intensity, time, type, overload, progression, specificity), and how they affect physical fitness for each of the five health-related fitness components.

PE.6-8.HF.3.2 Summarize the potential short- and long-term physical, social, and emotional benefits of physical activity.

PE.6-8.HF.3.3 Evaluate progress towards achieving physical activity and fitness guidelines.

PE.6-8.HF.3.4 Participate in a variety of moderate to vigorous activities with the goal of accumulating at least 60 minutes of physical activity per day, either during or outside of school, at least 5 days per week.

PERSONAL/SOCIAL RESPONSIBILITY

6-8.PR.4 Demonstrate responsible personal and social behavior that respects self and others.

PE.6-8.PR.4.1 Demonstrate self-management, responsible decision making, and problem-solving skills in a physical activity setting.

PE.6-8.PR.4.2 Demonstrate skills to work cooperatively within a group to establish and achieve group goals in physical activity settings.

PE.6-8.PR.4.3 Apply relationship skills and strategies that promote team/group dynamics and inclusion.

PE.6-8.PR.4.4 Implement the skills needed to avoid and resolve conflicts independently.

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

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

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

MATTER AND ITS INTERACTIONS

PS.6.1 Understand the structure, states, and physical properties of matter.

PS.6.1.1 Use models to illustrate that matter is made of atoms and elements, and are distinguished from each other by the types of atoms that compose them.

PS.6.1.2 Use models to explain the relationship between changes in thermal energy in a substance and the motion of its particles (including phase changes).

PS.6.1.3 Carry out investigations to 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

PS.6.2 Understand characteristics of thermal and electrical energy transfer and interactions of matter and energy.

PS.6.2.1 Use models to compare the directional transfer of heat energy of matter through convection, radiation, and conduction.

PS.6.2.2 Use models to explain how the transfer of heat and resulting change of temperature impacts the behavior of matter to include expansion, and contraction.

PS.6.2.3 Carry out investigations to compare the transfer of thermal energy in insulated and non-insulated materials (examples could include insulated box, solar cooker, or styrofoam cup).

PS.6.2.4 Engage in argument from evidence to classify materials as conductors and insulators of energy (both thermal and electrical).

PS.6.2.5 Carry out investigations to explain the transfer of electrical energy in electrical circuits, to include how a circuit requires a complete loop through which an electrical current can pass.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

PS.6.3 Understand the properties of waves and the wavelike property of energy in seismic, electromagnetic (including visible light), and sound waves.

PS.6.3.1 Use models of a simple wave to explain wave properties in seismic, light, and sound waves that include: waves having a repeating pattern with a specific amplitude, frequency, and wavelength, and the amplitude of a wave is related to the energy of the wave.

PS.6.3.2 Carry out investigations to conclude the relationship between the electromagnetic spectrum (including visible light) and sight.

PS.6.3.3 Carry out investigations to conclude the relationship between sound waves (including rate of vibration, the medium through which vibrations travel) and hearing.

PS.6.3.4 Use models to explain that various waves (seismic, sound, electromagnetic, including visible light) are reflected, absorbed or transmitted through various materials.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.6.1 Understand the structures, processes, and behaviors of plants that enable them to survive and reproduce.

LS.6.1.1 Use models to explain how the processes of photosynthesis, respiration, and transpiration work together to meet the needs of plants.

LS.6.1.2 Construct an explanation to compare how vascular and nonvascular plants obtain, transport, and use nutrients and water necessary for survival.

LS.6.1.3 Use models to summarize structural adaptations, processes, and responses that flowering plants use for defense, survival and reproduction.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

LS.6.2 Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.

LS.6.2.1 Use models to summarize how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred to consumers and decomposers.

LS.6.2.2 Analyze and interpret data to predict how the abiotic factors (such as temperature, water, sunlight, and soil quality) and biotic factors affect the ability of organisms to grow and survive in different biomes (freshwater, marine, temperate forest, rainforest, grassland, desert, taiga, tundra).

EARTH'S PLACE IN THE UNIVERSE

ESS.6.1 Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.

ESS.6.1.1 Use models to explain how the relative motion and relative position of the Sun, Earth and moon affect the seasons, tides, phases of the moon, and eclipses.

ESS.6.1.2 Analyze and interpret data to compare the planets in our solar system in terms of: size and gravitational force relative to Earth, surface and atmospheric features, relative distance from the sun, and ability to support life.

ESS.6.1.3 Use models to explain how the gravitational forces of the Sun and planets impact the structure of our solar system.

ESS.6.1.4 Analyze and interpret data from historical and ongoing space exploration to illustrate the size and scale of the components of our solar system, galaxy, and universe.

EARTH'S SYSTEMS

ESS.6.2 Understand the lithosphere and how interactions of constructive and destructive forces have resulted in changes in the surface of the earth over time.

ESS.6.2.1 Use models to summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.

ESS.6.2.2 Construct an explanation to illustrate how the movement of lithospheric plates can create geologic landforms and cause major geologic events such as earthquakes and volcanic eruptions.

ESS.6.2.3 Use models to explain the rock cycle and its relationship to the formation of soil (including how different types of soil come from different types of rocks).

EARTH AND HUMAN ACTIVITY

ESS.6.3 Understand the reciprocal relationship between the lithosphere and humans.

ESS.6.3.1 Engage in argument from evidence to explain that the good health of humans and the environment requires: monitoring of the lithosphere, maintaining soil quality and stewardship.

ESS.6.3.2 Obtain, evaluate, and communicate information to compare the implications of sustainable and unsustainable land use practices (including agriculture and deforestation) and the importance of stewardship.

SCIENCE
EXTENDED CONTENT STANDARDS

MATTER AND ITS INTERACTIONS

ECS.PS.6.1 Understand the structures, states and physical properties of matter.

ECS.PS.6.1.1 Use scientific information to understand matter is made up of atoms.

ENERGY

ECS.PS.6.2 Understand that energy transfer creates change.

ECS.PS.6.2.1 Conduct an investigation to communicate that heat transfers from warmer objects to cooler objects.

ECS.PS.6.2.2 Use models to illustrate how the transfer of heat impacts materials (i.e., conduction, expansion, contraction).

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

ECS.PS.6.3 Understand the properties of waves.

ECS.PS.6.3.3 Collect data from observations about the relationship between sound waves (e.g., rates of vibrations, the medium which the sound travels) and hearing.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.6.1 Understand plant adaptations and processes used to reproduce and survive.

ECS.LS.6.1.1 Use scientific information to explain how photosynthesis works.

ECS.LS.6.1.2 Construct a diagram to illustrate how plants transport food and water.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

ECS.LS.6.2 Understand the flow of energy through an ecosystem.

ECS.LS.6.2.1 Use scientific information to explain how photosynthesis works to meet the needs of consumers and decomposers.

ECS.LS.6.2.2 Use scientific information to identify the different biomes (freshwater, marine, temperate forest, rainforest, grassland, desert, taiga, tundra).

EARTH'S PLACE IN THE UNIVERSE

ECS.EES.6.1 Understand the earth/moon/sun system.

ECS.EES.6.1.1 Use a model to explain how the motion and position of the sun and Earth affect the seasons.

ECS.EES.6.1.2 Use scientific ideas to construct an argument communicating how the properties of the Earth support life.

EARTH'S SYSTEMS

ECS.EES.6.2 Understand the lithosphere and forces that change it.

ECS.ESS.6.2.1 Use a model to describe the structure of the Earth (the layers, mantle, and core).

ECS.ESS.6.2.2 Use models and scientific information to demonstrate how the movements of plates cause earthquakes and volcanic eruptions.

ECS.EES.6.2.3 Use models and scientific information to describe the rock cycle.

SOCIAL STUDIES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions

I.1.1 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.

STUDENT SUCCESS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

MINDSETS

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

BEHAVIORS

Learning Strategies

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

Self-Management Skills

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

Social Skills

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

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

1) Equity of Opportunity and Access;
2) Integration of Content and Language;
3) Collaboration Among Stakeholders; and
4) Functional Approach to Language Development.

Equity of Opportunity and Access

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

Integration of Content and Language

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

Collaboration Among Stakeholders

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

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

Functional Approach to Language Development

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

NC ELD Standard Course of Study Framework

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

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

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

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

The Language Expectations set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas (WIDA 2020). In the *Language Expectation*s, 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

WORLD LANGUAGES

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

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

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

The following program models are available at Grades 6, 7 and 8:

1. Dual & Heritage Language Programs - Dual Language/Immersion (DL/I) including DL/I Literacy courses and/or Heritage or Modern Language courses for High School Credit
2. Foreign Language Exploratory (FLEX) Programs
3. Middle School Programs – Beginning, Continuing, Expanding
4. High School Courses for Middle School in Classical, Heritage, or Modern Languages

Proficiency Levels

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

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

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

PROFICIENCY LEVEL: NOVICE LOW (NL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

INTERDISCIPLINARY & LITERACY CONNECTIONS (ILC)

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

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

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

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

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

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

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

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

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

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

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

INTERCULTURAL & COMMUNITIES CONNECTIONS (ICC)

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

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

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

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

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

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

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

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

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

CAREER AND TECHNICAL EDUCATION (CTE)

NORTH CAROLINA STANDARD COURSE OF STUDY

The 2025 Career and Technical Education Course Inventory contains program area and course descriptions and links to 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 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

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