GRADE
7

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 7

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.

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

7.CN.1.1 Analyze how individuals and groups of dancers have influenced various cultures.

7.CN.1.2 Identify dance skills and processes that are both a part of, and can be applied to, academic study and daily life.

7.CN.1.3 Evaluate strategies to improve anatomical alignment and decrease psychological stressors encountered by dancers.

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

7.CN.2.1 Identify dance skills, characteristics, and behaviors that contribute to success in post-secondary education and career readiness.

7.CN.2.2 Describe the use of digital media in a variety of dance performances.

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

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

7.CR.1.1 Improvise movement in response to cues from a partner or group.

7.CR.1.2 Create dance phrases using selected sequences of abstract movement and simple choreographic forms.

7.CR.1.3 Document an original dance sequence using pictures or symbols, writing, or media technology.

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

7.CR.2.1 Adapt a dance phrase by changing the dynamics of the movement.

7.CR.2.2 Identify the legal and ethical issues for creating dance inspired by the ideas of others.

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

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

7.PR.1.1 Use feedback from peers, instructors, and self to refine dance performance quality.

7.PR.1.2 Embody technical dance skills with muscular strength, alignment, flexibility, stamina, and coordination.

7.PR.1.3 Demonstrate clarity of movement and movement qualities.

7.PR.2 Develop dance presentations.

7.PR.2.1 Develop a relevant theme or topic, including music selection, for a group performance.

7.PR.2.2 Identify the expected safe and respectful behaviors for participants, performers, and observers in various cultural contexts.

7.PR.2.3 Compare a variety of possible production elements that would strengthen the artistic intent of a dance, using production terminology.

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

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

7.RE.1.1 Explain how the elements of dance are used in various dance genres.

7.RE.1.2 Describe how personal experiences and perspectives influence interpretations of dance works.

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

7.RE.2.1 Explain how personal preferences for dance change when considering multiple viewpoints.

7.RE.2.2 Identify strengths and areas for improvement based on student-generated 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.

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

7.CN.1.1 Analyze how individuals and groups of musicians have influenced various cultures.

7.CN.1.2 Identify musical skills and processes that are a part of, and can be applied to, daily life.

7.CN.1.3 Explain why musical choices are made to evoke sensory, emotional, personal, or intellectual responses in media.

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

7.CN.2.1 Identify musical skills, characteristics, and behaviors that contribute to success in college, career, and post-secondary skills.

7.CN.2.2 Identify how various tools and innovations can be used to create, edit, and present music.

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

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

7.CR.1.1 Improvise short melodic patterns over a rhythmic or harmonic accompaniment.

7.CR.1.2 Compose original rhythmic ideas and melodic ideas using simple musical forms through notation or recording that incorporate grade-level appropriate rhythms and pitches.

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

7.CR.2.1 Arrange a rhythmic variation on a given musical phrase.

7.CR.2.2 Identify the legal and ethical issues for creating arrangements of music.

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

7PR.1 Perform music from a variety of styles, cultures, and genres.

7.PR.1.1 Apply feedback from instructor, peers, and self to refine musical presentations, compositions.

7.PR.1.2 Read standard notation to perform or produce music in treble or bass clef in mixed meters where the beat remains consistent.

7.PR.1.3 Perform or produce a variety of music in two-part harmony focused on a monophonic texture.

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

7.PR.2 Develop musical presentations.

7.PR.2.1 Compare selections for a musical presentation based on a distinct purpose or context.

7.PR.2.2 Use student-generated criteria to evaluate audience or performer etiquette appropriate for a variety of contexts.

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

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

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

7.RE.1.2 Describe how personal experiences and perspectives influence interpretations of music.

7.RE.1.3 Classify a variety of instruments and voices by timbre, including those heard in diverse types of traditional, contemporary, and world music.

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

7.RE.2.1 Compare personal preferences for multiple musical works.

7.RE.2.2 Evaluate personal 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.

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

7.CN.1.1 Analyze how theatre influenced various developing cultures around the world from the 1400s to the present.

7.CN.1.2 Identify how theatrical skills and processes are connected to other content areas and daily life.

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

7.CN.2.1 Identify theatrical skills, characteristics, and behaviors that contribute to success in post-secondary education and career readiness.

7.CN.2.2 Analyze 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.

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

7.CR.1.1 Improvise characters and situations for developing original scripts or devised theatre.

7.CR.1.2 Create original works using elements of dramatic structure.

7.CR.1.3 Create a variety of simple props and set pieces to support and enhance dramatic presentations.

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

7.CR.2.1 Adapt stories using a variety of theatrical styles or genres for theatre.

7.CR.2.2 Identify the legal and ethical issues for creating works inspired by other artists.

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

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

7.PR.1.1 Refine choices in devised or scripted performances based on objective feedback and criteria.

7.PR.1.2 Communicate character and story using physical and vocal control, observation, and concentration during theatrical performances.

7.PR.2 Develop theatrical presentations.

7.PR.2.1 Apply dramatic styles to formal or informal performances.

7.PR.2.2 Compare the expectations of an audience in different venues.

7.PR.2.3 Present a variety of simple technical elements to reflect dramatic styles and choices in theatrical productions.

7.PR.2.4 Compare the theatrical modifications needed by performers in different venues.

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

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

7.RE.1.1 Compare dramatic structures in various genres and styles.

7.RE.1.2 Recognize the creative choices made in theatrical works crafted by peers and others.

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

7.RE.2.1 Compare personal preferences in theatrical works as it relates to social or cultural background.

7.RE.2.2 Evaluate choices made in devised or scripted performance, based on objective criteria.

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.

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

7.CN.1.1 Analyze how individuals and groups of artists have influenced various cultures.

7.CN.1.2 Identify how the application of skills and information from other content areas can aid in solving different types of artistic problems.

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

7.CN.2.1 Identify art skills, characteristics, and behaviors that contribute to success in post-secondary education and career readiness.

7.CN.2.2 Identify how various tools and innovations can be used to create, edit, and present visual images for media or the immediate environment.

CREATE (CR)—CREATE AND ADAPT NEW ARTISTIC IDEAS AND WORK INDIVIDUALLY OR COLLABORATIVELY.

7.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.

7.CR.1.1 Use methods and approaches in media, techniques, and processes in both traditional and non-traditional ways.

7.CR.1.2 Create original art emphasizing selected Elements of Art and Principles of Design to express ideas, feelings, or personal experiences.

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

7.CR.2.1 Adapt imagery of another artist's work by changing the tools or media.

7.CR.2.2 Identify the legal and ethical issues for creating derivative art.

PRESENT (PR)—PRESENT, PERFORM, PRODUCE, AND DEVELOP ARTISTIC IDEAS AND WORKS.

7.PR.1 Present visual artworks.

7.PR.1.1 Revise artwork by applying instructor or peer feedback.

7.PR.1.2 Create an artist statement considering multiple perspectives.

7.PR.2 Develop visual arts presentations.

7.PR.2.1 Organize personal artwork that illustrates a variety of skills.

7.PR.2.2 Compare how different methods of display influence the experience of the viewer.

RESPOND (RE)— ANALYZE AND EVALUATE HOW THE ARTS COMMUNICATE.

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

7.RE.1.1 Identify the defining characteristics of contemporary art that distinguish it from other art movements or periods.

7.RE.1.2 Describe how visual literacy skills and personal experiences influence interpretations of visual artworks.

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

7.RE.2.1 Compare personal preferences for multiple works of art.

7.RE.2.2 Critique artwork based on given criteria.

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 Standard Course of Study, collaborative planning should occur in grade level planning teams which include media coordinators and technology facilitators.

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EMPOWERED LEARNER

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

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

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

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

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

DIGITAL CITIZEN

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

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

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

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

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

KNOWLEDGE CONSTRUCTOR

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

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

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

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

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

INNOVATIVE DESIGNER

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

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

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

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

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

COMPUTATIONAL THINKER

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

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

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

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

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

CREATIVE COMMUNICATOR

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

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

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

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

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

GLOBAL COLLABORATOR

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

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

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

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

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

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact.

Craft and Structure

RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.

RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.

RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.

Integration of Ideas and Analysis

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.

RL.7.8 Not applicable to literature.

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Complexity

RL.7.10 By the end of grade 7, 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.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.

Craft and Structure

RI.7.4 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.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Ideas and Analysis

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Complexity

RI.7.10 By the end of grade 7, 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.7.1 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), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports 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, focusing on how well purpose and audience have been addressed.

W.7.2 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 clearly, previewing what is to follow; 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 create cohesion and 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 and supports 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, focusing on how well purpose and audience have been addressed.

W.7.3 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 point of view 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 capture the action and convey experiences and events.
f. Provide a conclusion that follows from and reflects on 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, focusing on how well purpose and audience have been addressed.

W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.

Research

W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

Language Standards – Grammar Continuum

Skill	Grades 6-8
Subject/Verb Agreement	• Continue to ensure subject/verb agreement
Nouns	
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	
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	
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	
Commonly Confused Words	• Continue to correctly use frequently confused words
Interjections	
Phrases & Clauses	• Explain the function of phrases and clauses in general and their function in specific sentences • 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.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

Language Standards – Conventions Continuum

Skill	Grades 6-8
Capitalization	
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.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.

a. Interpret figures of speech in context based on grade 7 reading and content.

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

L.7.6 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.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.

RL.7.2 Identify events in a text that are related to the theme.

RL.7.3 Determine how two or more story elements are related.

Craft and Structure

RL.7.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.

RL.7.5 Differentiate between a poem and other types of text.

RL.7.6 Compare the points of view of two or more characters or narrators in a text.

Integration of Ideas and Analysis

RL.7.7 Compare a text version of a story or poem with a video or live version of the same text.

RL.7.9 Compare a fictional character in a text with the same character portrayed in a historical account.

Range of Reading and Level of Complexity

RL.7.10 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.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.

RI.7.2 Determine two or more central ideas in a text.

RI.7.3 Determine how two individuals, events, or ideas in a text are related.

Craft and Structure

RI.7.4 Determine how words or phrases are used to persuade or inform a text.

RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.

RI.7.6 Identify words or phrases in the text that describe or show the author's point of view.

Integration of Ideas and Analysis

RI.7.7 Compare a text to an audio, video, or multimedia version of the same text.

RI.7.8 Analyze text to identify evidence that supports claims made in the text.

RI.7.9 Compare the information presented in texts by different authors on the same topic

Range of Reading and Level of Complexity

RI.7.10 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.7.1 Write claims about topics or texts.

a. Introduce a topic or text and write one claim about it.

b. Write one or more reasons to support a claim about a topic or text.

c. Use temporal words (first, next, also) to create connections.

W.7.2 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.
- c. Select domain-specific vocabulary to use in writing about the topic.

W.7.3 Write about events or personal experiences.
- a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
- b. Use temporal words (e.g., first, then, next) to signal order.
- c. Use words that describe feelings of people or characters in the narrative.

W.7.4 Use digital tools to produce writing to interacting and collaborating with others.

Research

W.7.5 Conduct research to answer a question based on multiple sources of information.

W.7.6 Identify quotes providing relevant information about a topic from multiple print or digital sources.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.7.1 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 carry out assigned roles.
- c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
- d. Acknowledge new information expressed by others in a discussion.

SL.7.2 Identify details related to the main idea of a text presented orally or through other media.

SL.7.3 Determine whether the claims made by a speaker are fact or opinion.

SL.7.4 Communicate findings including descriptions, facts, or details related to main idea or theme.

SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.

LANGUAGE

Conventions of Standard English

L.7.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.

L.7.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.

L.7.3 Use precise language to achieve desired outcomes or meaning when communicating.

L.7.4 Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.

L.7.5 Demonstrate understanding of word relationships and use.
- a. Identify the literal and nonliteral meanings of words in context.
- b. Demonstrate understanding of synonyms and antonyms.

L.7.6 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

7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behaviors.

7.MEH.1.1 Explain how emotions change during adolescence.

7.MEH.1.2 Describe the potential outcomes of impulsive behaviors.

7.MEH.1.3 Identify resources for mental and emotional health.

7.MEH.2 Evaluate positive stress management strategies.

7.MEH.2.1 Assess a variety of stress management techniques.

7.MEH.2.2 Design a stress management plan.

7.MEH.3 Identify help-seeking strategies for mental health challenges.

7.MEH.3.1 Identify numerous resources that would be appropriate for supporting mental health challenges.

7.MEH.3.2 Implement strategies to seek help from a parent, guardian, or trusted adult when noticing harmful and/or negative thoughts or behaviors.

PERSONAL AND CONSUMER HEALTH

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

7.PCH.1.1 List personal behaviors that are risk factors of chronic illnesses.

7.PCH.1.2 Name the social determinants of health and how they relate to chronic illnesses.

7.PCH.1.3 Explain mental and physical consequences of inadequate rest and sleep.

7.PCH.1.4 Explain the effects of excessive sun exposure on your overall health and the importance of regular skin checks.

7.PCH.2 Analyze the immune system in terms of the organs, their functions, and their interrelationships.

7.PCH.2.1 Describe the parts of the immune system and their purpose.

7.PCH.2.2 Explain how the immune system functions to protect the body.

7.PCH.2.3 Identify strategies to protect your immune system.

7.PCH.3 Demonstrate health literacy when evaluating health claims for misinformation and bias.

7.PCH.3.1 Identify resources that help to make educated decisions on health services and products.

7.PCH.3.2 Discuss misconceptions about health and the efficacy of health products and services.

7.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.

7.PCH.4.1 Deconstruct the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.

7.PCH.4.2 Demonstrate techniques of basic first aid and procedures for treating injuries and emergencies.

7.PCH.4.3 Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.

7.PCH.4.4 Create a plan to reduce the risk of water-related injuries.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

7.ICHR.1 Understand healthy and effective interpersonal communication and relationships.

7.ICHR.1.1 Contrast characteristics of healthy and unhealthy relationships.

7.ICHR.1.2 Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.

7.ICHR.1.3 Demonstrate safe and effective ways to manage and resolve conflict.

7.ICHR.1.4 Identify risks of becoming a perpetrator or victim of bullying via social media.

7.ICHR.1.5 Recognize that all people have inherent value and dignity and contribute much in life, regardless of differences.

7.ICHR.1.6 Discuss the appropriate role of bystander in preventing and stopping bullying and violence.

7.ICHR.2 Explain the physical, social, and emotional benefits of choosing to abstain from sexual activity until marriage.

7.ICHR.2.1 Explain how family, peers, culture, media, technology, and other factors can affect sexual health decisions including remaining abstinent from sexual activity until marriage.

7.ICHR.2.2 Analyze the meaning of the term abstinence in the context of sexual health and living a healthy life.

7.ICHR.2.3 Explain that sexual activity includes physical contact between individuals involving intimate/private areas of the body that can potentially result in pregnancy, STIs, and/or emotional consequences.

7.ICHR.3 Explain strategies that develop and maintain reproductive and sexual health.

7.ICHR.3.1 Recognize common STIs (including HIV & HPV), modes of transmission, symptoms, effects if untreated, and FDA-approved methods of prevention.

7.ICHR.3.2 Summarize the FDA-approved methods for avoiding unwanted pregnancy.

7.ICHR.3.3 List ways that different forms of sexual assault and sexual abuse can physically, mentally, or emotionally harm a person.

7.ICHR.3.4 Explain sex trafficking and the ways victims are groomed and recruited.

7.ICHR.3.5 Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, guardian, trusted adult, or local authority.

7.ICHR.3.6 Recognize abstinence is the only certain means of avoiding pregnancy, sexually transmitted infections and other associated health and emotional problems.

NUTRITION AND PHYSICAL ACTIVITY

7.NPA.1 Apply resources to plan and employ balanced nutrition and physical activity plans.

7.NPA.1.1 Develop a balanced dietary plan.

7.NPA.1.2 Develop a balanced physical activity plan.

7.NPA.1.3 Identify the health benefits of consuming adequate amounts of water.

7.NPA.2 Apply healthy nutrition and physical activity concepts to enhance quality of life.

7.NPA.2.1 Design goals for enhancing physical activity and strategies for achieving those goals.

7.NPA.2.2 Implement a personal health plan that balances nutrition and physical activity.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

7.ANCOD.1 Analyze the health risks associated with alcohol, nicotine, cannabis, drugs, and other mind-altering substances.

7.ANCOD.1.1 Explain the link between addiction to alcohol, nicotine, cannabis, drugs, and other mind-altering substances to chronic disease and other risky behaviors.

7.ANCOD.1.2 Explain health risks resulting from injection drug use.

7.ANCOD.1.3 Discuss consequences of over the counter and prescription medicine misuse.

7.ANCOD.1.4 Explain how drug dependence and addiction create barriers to achieving personal goals.

7.ANCOD.2 Explain how drug use can negatively impact decision making and problem solving.

7.ANCOD.2.1 Develop strategies to avoid nicotine products, alcohol, cannabis, and other drugs.

7.ANCOD.2.2 Discuss methods of avoiding peer pressure and social media pressures regarding nicotine products.

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

Analyze proportional relationships and use them to solve real-world and mathematical problems.

NC.7.RP.1 Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.

NC.7.RP.2 Recognize and represent proportional relationships between quantities.

a. Understand that a proportion is a relationship of equality between ratios.
   - Represent proportional relationships using tables and graphs.
   - Recognize whether ratios are in a proportional relationship using tables and graphs.
   - Compare two different proportional relationships using tables, graphs, equations, and verbal descriptions.

b. Identify the unit rate (constant of proportionality) within two quantities in a proportional relationship using tables, graphs, equations, and verbal descriptions.

c. Create equations and graphs to represent proportional relationships.

d. Use a graphical representation of a proportional relationship in context to:
   - Explain the meaning of any point (x, y).
   - Explain the meaning of (0, 0) and why it is included.
   - Understand that the y-coordinate of the ordered pair (1, r) corresponds to the unit rate and explain its meaning.

NC.7.RP.3 Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.

THE NUMBER SYSTEM

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

NC.7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.

NC.7.NS.2 Apply and extend previous understandings of multiplication and division.

a. Understand that a rational number is any number that can be written as a quotient of integers with a non-zero divisor.

b. Apply properties of operations as strategies, including the standard algorithms, to multiply and divide rational numbers and describe the product and quotient in real-world contexts.

c. Use division and previous understandings of fractions and decimals.

- Convert a fraction to a decimal using long division.
- Understand that the decimal form of a rational number terminates or eventually repeats.

NC.7.NS.3 Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.

EXPRESSIONS AND EQUATIONS

Use properties of operations to generate equivalent expressions.

NC.7.EE.1 Apply properties of operations as strategies to:

- Add, subtract, and expand linear expressions with rational coefficients.
- Factor linear expression with an integer GCF.

NC.7.EE.2 Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.

Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.

NC.7.EE.3 Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions.

- Apply properties of operations to calculate with positive and negative numbers in any form.
- Convert between different forms of a number and equivalent forms of the expression as appropriate.

NC.7.EE.4 Use variables to represent quantities to solve real-world or mathematical problems.

a. Construct equations to solve problems by reasoning about the quantities.

- Fluently solve multistep equations with the variable on one side, including those generated by word problems.
- Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
- Interpret the solution in context.

b. Construct inequalities to solve problems by reasoning about the quantities.

- Fluently solve multi-step inequalities with the variable on one side, including those generated by word problems.
- Compare an algebraic solution process for equations and an algebraic solution process for inequalities.
- Graph the solution set of the inequality and interpret in context.

GEOMETRY

Draw, construct, and describe geometrical figures and describe the relationships between them.

NC.7.G.1 Solve problems involving scale drawings of geometric figures by:

- Building an understanding that angle measures remain the same and side lengths are proportional.
- Using a scale factor to compute actual lengths and areas from a scale drawing.
- Creating a scale drawing.

NC.7.G.2 Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.

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

NC.7.G.4 Understand area and circumference of a circle.

- Understand the relationships between the radius, diameter, circumference, and area.
- Apply the formulas for area and circumference of a circle to solve problems.

NC.7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.

NC.7.G.6 Solve real-world and mathematical problems involving:

- Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons.
- Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms.

STATISTICS AND PROBABILITY

Use random sampling to draw inferences about a population.

NC.7.SP.1 Understand that statistics can be used to gain information about a population by:

- Recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population.
- Using random sampling to produce representative samples to support valid inferences.

NC.7.SP.2 Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.

Make informal inferences to compare two populations.

NC.7.SP.3 Recognize the role of variability when comparing two populations.

a. Calculate the measure of variability of a data set and understand that it describes how the values of the data set vary with a single number.
   - Understand the mean absolute deviation of a data set is a measure of variability that describes the average distance that points within a data set are from the mean of the data set.
   - Understand that the range describes the spread of the entire data set.
   - Understand that the interquartile range describes the spread of the middle 50% of the data.

b. Informally assess the difference between two data sets by examining the overlap and separation between the graphical representations of two data sets.

NC.7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.

Investigate chance processes and develop, use, and evaluate probability models.

NC.7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.

NC.7.SP.6 Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency.

NC.7.SP.7 Develop a probability model and use it to find probabilities of simple events.

a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

b. Develop a probability model (which may not be uniform) by repeatedly performing a chance process and observing frequencies in the data generated.

c. Compare theoretical and experimental probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

NC.7.SP.8 Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

b. For an event described in everyday language, identify the outcomes in the sample space which compose the event, when the sample space is represented using organized lists, tables, and tree diagrams.

c. Design and use a simulation to generate frequencies for compound events.

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

Analyze proportional relationships and use them to solve real-world and mathematical problems.

NC.7.RP.1 Model part-to-whole and part-to-part ratios to compare two measures of the same type.

THE NUMBER SYSTEM

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

NC.7.NS.1 Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.

NC.7.NS.2 a. Solve multiplication problems with products up to 100 using a calculator.

b. Solve division problems with divisors up to five and also with a divisor of 10 without remainders.

c. Express any remainder as a faction.

NC.7.NS.3 Solve one-step real-world problems involving decimal numbers to the tenths place.

EXPRESSIONS AND EQUATIONS

Use properties of operations to generate equivalent expressions.

NC.7.EE.1 Use one of the four operations to determine if expressions are equivalent.

NC.7.EE.2 Identify arithmetic sequences where the difference between two consecutive terms is constant.

Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.

NC.7.EE.4 Use the concept of equality with models to solve one-step addition and subtraction equations.

GEOMETRY

Draw, construct, and describe geometrical figures and describe the relationships between them.

NC.7.G.1 Identify two similar geometric shapes that are proportional in size and in the same orientation.

NC.7.G.2 Recognize geometric shapes with given conditions.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

NC.7.G.4 Determine the perimeter of a rectangle by adding the measures of the sides.

NC.7.G.5 Recognize angles that are acute, obtuse, and right.

NC.7.G.6 Determine the area of a rectangle using the formula for length × width, and confirm the result using tiling or partitioning into unit squares.

STATISTICS AND PROBABILITY

Use random sampling to draw inferences about a population.

NC.7.SP.1 Answer a question related to the collected data from an experiment, given model of data, or from data collected by the student.

Draw informal comparative inferences about two populations.

NC.7.SP.3 Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph.

Investigate chance processes and develop, use, and evaluate probability models.

NC.7.SP.5 Describe the probability of events occurring as possible or impossible.

MOTION AND STABILITY: FORCES AND INTERACTIONS

PS.7.1 Understand motion, the effects of forces on motion, and the graphical representations of motion.

PS.7.1.1 Construct an explanation to summarize the motion of an object by its position, direction of motion, and speed in respect to some other object.

PS.7.1.2 Use models to illustrate the effects of balanced and unbalanced forces acting on an object (including friction, gravity, and magnetism).

PS.7.1.3 Analyze and interpret graphical data to summarize the motion of an object to show a change in position over a period of time.

PS.7.1.4 Analyze and interpret graphical data to summarize the motion of an object to show a change in distance over a period of time for constant speed and variable motion.

ENERGY

PS.7.2 Understand forms of energy, energy transfer and transformation, and conservation in mechanical systems.

PS.7.2.1 Construct an explanation to summarize how kinetic and potential energy contribute to the mechanical energy of an object.

PS.7.2.2 Engage in argument from evidence to explain how energy can be transformed from one form to another, specifically potential energy and kinetic energy (models could include roller coasters, pendulums, or cars on ramps as examples).

PS.7.2.3 Carry out investigations to conclude that energy can be transferred from one system to another when two objects push or pull on each other over a distance (work) in a mechanical system using qualitative data.

PS.7.2.4 Carry out investigations to compare the efficiency of simple machines in relation to their advantages for particular purposes (to include inclined planes, pulleys, levers and wheel and axles) using qualitative data.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.7.1 Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.

LS.7.1.1 Construct an explanation to conclude how the structures of single-celled organisms carry out all of the basic functions of life including: Euglena, Amoeba, Paramecium, Volvox.

LS.7.1.2 Use models to explain how the relevant structures within cells (including cell membrane, cell wall, nucleus, mitochondria, chloroplasts, and vacuoles) function to support the life of plant, animal, and bacterial cells.

LS.7.1.3 Use models to explain how the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms functions to support life.

LS.7.1.4 Construct an explanation to summarize how the major systems of the human body interact with each other to support life (including digestion, respiration, reproduction, circulation, excretion, nervous).

HEREDITY—INHERITANCE AND VARIATION OF TRAITS

LS.7.2 Understand the relationship of the mechanisms of reproduction, patterns of inheritance, and potential variation among offspring.

LS.7.2.1 Construct an explanation supported with scientific evidence to summarize the role of genes on chromosomes as inherited cellular structures which contribute to an organism's traits (not to include the structure of DNA).

LS.7.2.2 Use models to explain how asexual reproduction results in offspring with identical genetic information while sexual reproduction results in offspring with genetic variation (not to include specific phases of mitosis and meiosis).

LS.7.2.3 Use models (Punnett squares) to infer and predict patterns of the inheritance of single genetic traits from parent to offspring (including dominant and recessive traits).

EARTH'S SYSTEMS

ESS.7.1 Understand the atmosphere and how the cycling of water relates to Earth's weather and climate.

ESS.7.1.1 Analyze and interpret data to compare the composition, properties and structure of Earth's atmosphere to include: mixtures of gases and differences in temperature and pressure within layers.

ESS.7.1.2 Use models to explain how the energy of the Sun and Earth's gravity drive the cycling of water, including changes of state, as it moves through multiple pathways in Earth's systems and relates to weather patterns on Earth.

ESS.7.1.3 Analyze and interpret data to explain the relationship between the movement of air masses, high and low pressure systems, frontal boundaries and weather conditions that may result.

ESS.7.1.4 Use models to predict weather conditions based on observations (including clouds, air masses, fronts), measurements (wind speed and direction, air temperature, humidity and air pressure), weather maps, satellites and radar.

ESS.7.1.5 Use models to explain the influence of convection, global winds, and the jet stream on weather and climatic conditions.

EARTH AND HUMAN ACTIVITY

ESS.7.2 Understand the reciprocal relationship between the atmosphere and humans.

ESS.7.2.1 Engage in argument from evidence to explain that the good health of humans and environment requires: monitoring of the atmosphere, maintaining air quality and stewardship.

ESS.7.2.2 Analyze and interpret data to explain how changes in the structure and composition of the atmosphere affects the greenhouse effect and global temperatures.

ESS.7.2.3 Obtain, evaluate, and communicate information to explain the impacts on humans and mitigation strategies of potentially hazardous environmental factors (including air quality index, UV index, Heat Index, Wildfires) and storms (hurricanes, blizzards, tornadoes, severe thunderstorms, floods).

SCIENCE
EXTENDED CONTENT STANDARDS

MOTION AND STABILITY: FORCES AND INTERACTIONS

ECS.PS.7.1 Understand motion and the effects of forces on motion.

ECS.PS.7.1.1 Collect data from investigations to compare one object to another in relation to its position, direction or speed.

ECS.PS.7.1.3 Use a graph to illustrate the change in position of an object in motion over time.

ENERGY

ECS.PS.7.2 Understand forms of energy and energy transformation in machines.

ECS.PS.7.2.1 Conduct an investigation to demonstrate the difference between kinetic and potential energy.

ECS.PS.7.2.3 Conduct an investigation to demonstrate the transfer of energy when two objects push or pull on each other.

ECS.PS.7.2.4 Conduct an investigation to demonstrate how simple machines such as inclines, planes, pulleys, levels, wheels and axles work efficiently.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.7.1 Understand characteristics of living organisms that enable them to survive, reproduce and carry out the basic functions of life.

ECS.LS.7.1.1 Use scientific information to describe how single celled organisms eat, grow, and move.

ECS.LS.7.1.2 Use models to compare the structure of plant and animal cells.

ECS.LS.7.1.3 Use models to illustrate the relationship between cells, tissues, organs, systems, and organisms.

ECS.LS.7.1.4 Use scientific information to match the function of the system to the human body systems (digestion, respiration, reproduction, circulation, nervous, excretion).

EARTH'S SYSTEMS

ECS.ESS.7.1 Understand the atmosphere and its relationship to the cycle of water water cycle and weather.

ECS.ESS.7.1.2 Use scientific information to explain how the Sun influences the water cycle.

ECS.ESS.7.1.3 Use scientific information to identify the types of air masses and pressure systems.

ECS.ESS.7.1.4 Use a model to predict weather conditions based on observations, weather maps, satellites or radar.

ECS.ESS.7.1.5 Analyze weather data to communicate the influence of global winds and the jet stream on weather conditions.

EARTH AND HUMAN ACTIVITY

ECS.ESS.7.2 Understand the reciprocal relationship between the atmosphere and humans.

ECS.ESS.7.2.2 Use scientific information to explain the greenhouse effect.

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

7.B.1 Understand how individual and group values and beliefs have influenced various cultures.

7.B.1.1 Compare major elements of culture in various modern societies around the world.

7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.

7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.

CIVICS AND GOVERNMENT

7.C&G.1 Analyze modern governmental systems in terms of conflict and change.

7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change.

7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.

7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.

7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions.

ECONOMICS

7.E.1 Understand the economic activities of modern societies and regions.

7.E.1.1 Explain the factors and conditions that contribute to the development of economic systems.

7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies.

7.E.1.3 Summarize the economic activity fostered by various economic systems.

7.E.1.4 Explain how competition for resources affects the economic relationship among nations.

7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.

GEOGRAPHY

7.G.1 Understand ways in which geographical factors influence societies.

7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.

7.G.1.2 Explain reasons why societies modify and adapt to the environment.

7.G.1.3 Explain the influence of demographic shifts on societies using geographic tools and data.

HISTORY

7.H.1 Evaluate historical and current events from a variety of perspectives.

7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting impact.

7.H.1.2 Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.

7.H.1.3 Compare individual and societal responses to globalization in various regions and societies.

7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.

7.H.1.5 Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

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 6-8

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

7.B.1 Understand how individual and group values and beliefs have influenced various cultures.

ECS.7.B.1.1 Compare major elements of culture in various modern societies around the world.

ECS.7.B.1.2 Identify examples of how values and beliefs affect human rights, justice, and/or equality for different groups of people.

ECS.7.B.1.3 Identify examples of how individuals and groups respond to stereotypes, oppression, human rights violations, and/or genocide.

CIVICS AND GOVERNMENT

7.C&G.1 Analyze modern governmental systems in terms of conflict and change.

ECS.7.C&G.1.1 Identify how conflict, created by the use of power and authority, has led to change in governments.

ECS.7.C&G.1.2 Describe how conflict between religious and secular thought and practice has impacted governmental change.

ECS.7.C&G.1.3 Compare changes of various modern governments in terms of the benefits and costs to its citizens.

ECS.7.C&G.1.4 Identify examples of ways new ideas can impact change in nations, societies, and/or regions.

ECONOMICS

7.E.1 Understand the economic activities of modern societies and regions.

ECS.7.E.1.1 Identify the factors and conditions that contribute to the development of economic systems.

ECS.7.E.1.2 Identify examples of how national and/or international economic decisions impact the interdependency of societies.

ECS.7.E.1.3 Summarize the kinds of economic activities that take place in different economic systems.

ECS.7.E.1.4 Identify examples of how the competition for resources affects the way nations interact with each other.

ECS.7.E.1.5 Identify examples of how economic systems have impacted various regions around the world and/or indigenous ways of life.

GEOGRAPHY

7.G.1 Understand ways in which geographical factors influence societies.

ECS.7.G.1.1 Identify how the push-pull factors of forced and voluntary migrations have affected societies around the world.

ECS.7.G.1.2 Explain reasons why societies modify and adapt to the environment.

ECS.7.G.1.3 Demonstrate an understanding of the impact of demographic shifts on societies using geographic tools and data.

HISTORY

7.H.1 Evaluate historical and current events from a variety of perspectives.

ECS.7.H.1.1 Identify specific turning points of modern world history that made a lasting impact.

ECS.7.H.1.2 Identify examples of the impact women, indigenous, racial, ethnic, political, and/or religious groups have had on historical events and current global issues.

ECS.7.H.1.3 Compare ways societies and individuals have responded to globalization.

ECS.7.H.1.4 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and/or groups from two or more perspectives.

ECS.7.H.1.5 Identify the effects of slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance on individuals and/or groups in modern world history.

STUDENT SUCCESS

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

MINDSETS

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

BEHAVIORS

Learning Strategies

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

Self-Management Skills

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

Social Skills

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

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

1) Equity of Opportunity and Access;

2) Integration of Content and Language;

3) Collaboration Among Stakeholders; and

4) Functional Approach to Language Development.

Equity of Opportunity and Access

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

Integration of Content and Language

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

Collaboration Among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of Multilingual Learners.

Communication and collaboration between ESL teachers and other educators—including general education teachers, EC specialists, and AIG specialists—is vital to the success of Multilingual Learners. Although different classrooms may have different instructional foci, all classrooms with Multilingual Learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for Multilingual Learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of Multilingual Learners (WIDA 2020).

Functional Approach to Language Development

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

NC ELD Standard Course of Study Framework

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

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

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

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

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

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

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

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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