GRADE
8

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 8

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.

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

8.CN.1.1 Identify the influence of North Carolinian styles and dancers on the broader dance community.

8.CN.1.2 Explain how dance skills and processes can be applied to solve a variety of problems in academic study and daily life.

8.CN.1.3 Demonstrate effective strategies to increase anatomical awareness and limit psychological stressors encountered by dancers.

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

8.CN.2.1 Explain how creativity in dance relates to post-secondary, college, and career readiness.

8.CN.2.2 Compare effective uses of technology in enhancing dance performances.

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

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

8.CR.1.1 Improvise movement using multiple dance elements to fulfill a movement score.

8.CR.1.2 Organize dance phrases into simple dances using a variety of choreographic forms.

8.CR.1.3 Reconstruct a given dance sequence documented in pictures, symbols, writing, or media technology.

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

8.CR.2.1 Adapt a dance phrase by changing one dance element.

8.CR.2.2 Explain how to share works of dance, including musical accompaniments, legally and ethically in both physical and digital spaces.

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

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

8.PR.1.1 Integrate self-assessment, instructor, and peer feedback in the process of refining dance performance.

8.PR.1.2 Execute technical skills with precision using muscular strength, alignment, flexibility, stamina, and coordination.

8.PR.1.3 Refine clarity of movement and movement qualities.

8.PR.2 Develop dance presentations.

8.PR.2.1 Refine a relevant theme, topic, or music for a group performance.

8.PR.2.2 Demonstrate safe and respectful behaviors for various cultural contexts as a dance participant, performer, and observer.

8.PR.2.3 Design a production element that would strengthen the artistic intent of a dance performed in various situations, using production terminology.

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

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

8.RE.1.1 Explain how the elements of dance and choreographic forms are used in various genres of dance.

8.RE.1.2 Compare meanings interpreted from dance with the original artistic intent inferred from contextual information.

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

8.RE.2.1 Explain how personal preferences for dance are influenced by experience, culture, and media.

8.RE.2.2 Provide guidance for the improvement of a dance performance using established criteria.

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.

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

8.CN.1.1 Identify the influence of North Carolinian styles and musicians on the broader music community.

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

8.CN.1.3 Choose music that evokes specific personal emotions.

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

8.CN.2.1 Explain how musical skills, characteristics, and behaviors contribute to success in a broad range of careers.

8.CN.2.2 Describe various tools, innovations, or processes that could be used in the creation of musical works.

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

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

8.CR.1.1 Improvise extended melodies over a rhythmic or harmonic accompaniment.

8.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.

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

8.CR.2.1 Arrange a melodic or harmonic accompaniment to go with an existing piece of music.

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

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

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

8.PR.1.1 Apply feedback from peers or self based on provided criteria to refine musical presentations, compositions, or ideas.

8.PR.1.2 Read standard notation to perform or produce music with ledger lines and all previously learned rhythms in new metrical contexts, including 3/8 and alla breve.

8.PR.1.3 Perform or produce a variety of music in two or three-part harmony with polyphonic textures.

8.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.

8.PR.2 Develop musical presentations.

8.PR.2.1 Develop criteria for selecting music and production elements for a distinct purpose or context.

8.PR.2.2 Make recommendations to improve active listening and etiquette for various music performances.

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

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

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

8.RE.1.2 Explain how a musician's artistic choices are influenced by culture and environment.

8.RE.1.3 Describe the customary instrumental and vocal timbres heard in diverse traditional, contemporary, and world music.

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

8.RE.2.1 Explain how personal preferences are influenced by culture, environment, and commercial music.

8.RE.2.2 Evaluate musical presentations, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.

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.

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

8.CN.1.1 Identify the influence of theatre in North Carolina and the nation on history, culture, and community.

8.CN.1.2 Explain how theatrical skills and processes can be applied to solve a variety of problems.

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

8.CN.2.1 Explain how theatrical skills, characteristics, and behaviors contribute to success in a broad range of careers.

8.CN.2.2 Evaluate how theatre tools and innovations are expanding opportunities in business, career, and life skills beyond the theatrical world.

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

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

8.CR.1.1 Improvise conflict and resolution scenarios for original scripts or devised theatre.

8.CR.1.2 Create original characters and situations using background knowledge and research.

8.CR.1.3 Create simple lighting and sound designs to support and enhance dramatic presentations.

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

8.CR.2.1 Adapt historical or current events applying background knowledge and research to develop character and situations for theatre.

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

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

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

8.PR.1.1 Apply critical elements of objective feedback and criteria for improvement in performance.

8.PR.1.2 Communicate various styles of character, conflict, and resolution through blocking as given by directors or indicated by playwrights.

8.PR.2 Develop theatrical presentations.

8.PR.2.1 Develop various styles of literature into formal or informal presentations.

8.PR.2.2 Embody audience etiquette appropriately as a participant in productions.

8.PR.2.3 Employ technical elements in various theatrical presentations.

8.PR.2.4 Demonstrate performance etiquette during theatrical experiences.

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

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

8.RE.1.1 Analyze theatrical works using knowledge of historical and cultural contexts.

8.RE.1.2 Explain how theatre artists' choices are influenced by culture and environment.

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

8.RE.2.1 Explain the impact of culture and environment on personal perspective.

8.RE.2.2 Evaluate theatrical work of others with a specific plan for improvement.

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.

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

8.CN.1.1 Explain why and how the visual arts influence ideas, beliefs, and experiences in North Carolina.

8.CN.1.2 Analyze relevant skills and information from visual arts and other content areas to solve a variety of problems.

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

8.CN.2.1 Explain the connections between the creative design process and college and career readiness.

8.CN.2.2 Describe various innovative tools and technological products used to create visual images in the media.

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

8.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.

8.CR.1.1 Experiment with techniques and processes to plan and create art.

8.CR.1.2 Create original art that conveys one or more ideas or feelings.

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

8.CR.2.1 Combine imagery from multiple sources to create personal artwork.

8.CR.2.2 Explain how to share works of art legally and ethically in both physical and digital spaces.

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

8.PR.1 Present visual artworks.

8.PR.1.1 Refine artwork based on given criteria.

8.PR.1.2 Create an artist statement that communicates the meaning and purpose of personal art.

8.PR.2 Develop visual arts presentations.

8.PR.2.1 Organize a portfolio to show exemplary artwork.

8.PR.2.2 Engage with art venues and productions appropriately.

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

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

8.RE.1.1 Identify how the Elements of Art and Principles of Design are used to differentiate movements, styles, and themes in art.

8.RE.1.2 Explain how a visual artist's artistic choices are influenced by personal experience, culture, and environment.

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

8.RE.2.1 Describe personal responses to visual qualities in works of art.

8.RE.2.2 Critique artwork based on given and self-generated 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.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.

Integration of Ideas and Analysis

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.8 Not applicable to literature.

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Range of Reading and Level of Complexity

RL.8.10 By the end of grade 8, read and understand literature at the high end of 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.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Craft and Structure

RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Ideas and Analysis

RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Complexity

RI.8.10 By the end of grade 8, read and understand informational texts at the high end of 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.8.1 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 and distinguish the claim(s) from 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), counterclaims, 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.8.2 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 into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.
c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
d. Use appropriate and varied 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.8.3 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, description, and reflection, to develop experiences, events, and/or characters.
d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research

W.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.6 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.8.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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.8.1 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 & 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.8.2 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.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.

Vocabulary Acquisition and Use

L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.

a. Interpret figures of speech in context based on grade 8 reading and content.

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

L.8.6 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.8.1 Cite text to support inferences from stories and poems.

RL.8.2 Recount an event related to the theme, including details about character and setting.

RL.8.3 Identify which incidents in a story or drama lead to subsequent action.

Craft and Structure

RL.8.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning

RL.8.5 Compare the structure of two or more texts.

RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

Integration of Ideas and Analysis

RL.8.7 Compare a text version of a story or drama with a video or live version of the same text.

RL.8.9 Compare themes, patterns of events, and characters across two or more stories or dramas.

Range of Reading and Level of Complexity

RL.8.10 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.8.1 Cite text to support inferences from informational text.

RI.8.2 Determine the theme or central idea of a text and select details that relate to it.

RI.8.3 Sequence events in the order they were presented in the text.

Craft and Structure

RI.8.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.

RI.8.5 Locate the topic sentence and supporting details in a paragraph.

RI.8.6 Determine an author's purpose or point of view and identify examples from text that describe or support it.

Integration of Ideas and Analysis

RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.

RI.8.8 Identify the argument in a text and claims that support it.

RI.8.9 Identify ways that two authors writing about the same topic disagree or present conflicting information.

Range of Reading and Level of Complexity

RI.8.10 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.8.1 Write claims about topics or texts.

a. State the claim and provide reasons or pieces of evidence to support it.

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

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

W.8.2 Write to share information supported by details.

a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.

b. Write one or more facts or details related to the topic.

c. Write complete thoughts as appropriate.

d. Use domain specific vocabulary related to the topic.

e. Provide a closing.

W.8.3 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 the feelings of characters or provide other sensory information about the setting, experiences, or events.

d. Provide a closing.

W.8.4 Use digital tools to produce writing to interact and collaborate with others.

Research

W.8.5 Conduct short research projects to answer and pose questions based on multiple sources of information.

W.8.6 Select quotes providing relevant information about a topic from multiple print or digital sources.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.8.1 Communicate with others in group interactions.

a. Come to discussions prepared to share information previously studied.

b. Follow simple rules and carry out assigned roles during discussions.

c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.

d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.

SL.8.2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.

SL.8.3 Determine the argument made by a speaker on a topic.

SL.8.4 Communicate findings including relevant descriptions, facts, or details.

SL.8.5 Include multimedia and visual information into presentations.

LANGUAGE

Conventions of Standard English

L.8.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.

L.8.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.

L.8.3 Use language to achieve desired outcomes when communicating by using a range of verb tenses (e.g., I walked, I walk, I will walk) accurately when writing or communicating.

L.8.4 Demonstrate knowledge of word meanings drawn from grade 8 content using context clues.

L.8.5 Demonstrate understanding of word relationships and use.

a. Demonstrate understanding of the use of multiple meaning words.

b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).

L.8.6 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

8.MEH.1 Evaluate how structured thinking benefits emotional well-being.

8.MEH.1.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.

8.MEH.1.2 Explain how personal responsibility for one's choices is linked to self-worth and growth.

8.MEH.2 Design a personal plan for both preventing and managing stress and anxiety.

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

8.MEH.2.2 Design a plan to minimize stressors or manage the effects of stress.

8.MEH.3 Apply help-seeking strategies for mental health challenges.

8.MEH.3.1 Identify signs of behaviors that contribute to harm to self or others.

8.MEH.3.2 Create a plan for seeking adult help for yourself or peers who exhibit signs of self-harm or suicidal intent.

PERSONAL AND CONSUMER HEALTH

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

8.PCH.1.1 Examine risk factors and social determinants of health that impact health outcomes throughout the lifespan.

8.PCH.1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions.

8.PCH.1.3 Determine individual risk for preventable diseases based on personal health data and family history.

8.PCH.1.4 Identify specific ways the environment impacts personal and community health.

8.PCH.2 Apply health literacy skills when examining health claims and products.

8.PCH.2.1 Create a PSA about a health topic using evidence-based information.

8.PCH.2.2 Demonstrate how to influence and support others to make positive health choices.

8.PCH.3 Analyze necessary steps to prevent and respond to unintentional injury.

8.PCH.3.1 Execute abdominal thrusts on a mannequin.

8.PCH.3.2 Demonstrate CPR compressions and procedures on a mannequin.

INTERPERSONAL COMMUNICATION AND HEALTHY RELATIONSHIPS

8.ICHR.1 Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

8.ICHR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.

8.ICHR.1.2 Create strategies to communicate personal boundaries and show respect for the boundaries of others.

8.ICHR.1.3 Identify potential consequences of unhealthy relationships and intolerance which can lead to dating violence, discrimination, and hate crimes.

8.ICHR.1.4 Demonstrate communication skills that build and maintain healthy relationships.

8.ICHR.1.5 Use decision-making strategies appropriate for responding to unknown people via social media, digital messaging, or other means to avoid sexual trafficking.

8.ICHR.1.6 Explore resources for safe and respectful ways to end an unhealthy or unwanted relationship.

8.ICHR.2 Explain how avoiding sexual activity is the most effective way to prevent pregnancy and STIs.

8.ICHR.2.1 Compare and contrast sexual risk avoidance versus sexual risk reduction as they relate to pregnancy, STI, and other risks.

8.ICHR.2.2 Discuss refusal skills and behaviors that are required for delaying sexual activity.

8.ICHR.3 Identify strategies that maintain reproductive and sexual health.

8.ICHR.3.1 Discuss the emotional, social, educational, and financial impact of teen pregnancy on teen parents and their families.

8.ICHR.3.2 Analyze methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.

8.ICHR.3.3 Explore family, school, and community resources for the prevention of sexual risks through abstinence, postponed sexual activity, and safer sex practices.

8.ICHR.3.4 Examine examples of how media, social media, and technology can positively or negatively influence sexual attitudes and behaviors.

NUTRITION AND PHYSICAL ACTIVITY

8.NPA.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

8.NPA.1.1 Examine the destructive nature of body shaming and negative body image.

8.NPA.1.2 Explain the importance of assuming responsibility for personal dietary choices.

8.NPA.1.3 Identify resources to advocate for those who are at risk for poor nutrition.

8.NPA.2 Apply strategies to consume a variety of foods and beverages.

8.NPA.2.1 Summarize the benefits of consuming adequate amounts of micronutrients and water in a variety of foods.

8.NPA.2.2 Create a healthful eating plan incorporating food choice inside and outside the home setting.

8.NPA.3 Explore various diet and physical activity trends to enhance quality of life.

8.NPA.3.1 Identify risks and benefits of various dietary preferences and eating patterns.

8.NPA.3.2 Summarize the benefits and risks of current physical activity trends.

8.NPA.3.3 Discuss effects of food preparation on your health.

ALCOHOL, NICOTINE, CANNABIS, AND OTHER DRUGS

8.ANCOD.1 Assess the short- and long-term health risks associated with alcohol, nicotine, cannabis, and other drug use.

8.ANCOD.1.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.

8.ANCOD.1.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing supplements.

8.ANCOD.2 Evaluate positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms.

8.ANCOD.2.1 Analyze policies and laws related to the sale and use of alcohol and nicotine products in terms of their purposes and benefits.

8.ANCOD.2.2 Create persuasive messaging to reduce the use of alcohol, nicotine, cannabis, and other drugs.

8.ANCOD 2.3 Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.

8.ANCOD.2.4 Identify positive alternatives to the use of alcohol and drugs.

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.

THE NUMBER SYSTEM

Know that there are numbers that are not rational, and approximate them by rational numbers.

NC.8.NS.1 Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.

NC.8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving:

- Square roots and cube roots to the tenths.
- π to the hundredths.

EXPRESSIONS AND EQUATIONS

Work with radicals and integer exponents.

NC.8.EE.1 Develop and apply the properties of integer exponents to generate equivalent numerical expressions.

NC.8.EE.2 Use square root and cube root symbols to:

- Represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.
- Evaluate square roots of perfect squares and cube roots of perfect cubes for positive numbers less than or equal to 400.

NC.8.EE.3 Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other.

NC.8.EE.4 Perform multiplication and division with numbers expressed in scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used.

Analyze and solve linear equations and inequalities.

NC.8.EE.7 Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable.

- Recognize linear equations in one variable as having one solution, infinitely many solutions, or no solutions.
- Solve linear equations and inequalities including multi-step equations and inequalities with the same variable on both sides.

Analyze and solve pairs of simultaneous linear equations.

NC.8.EE.8 Analyze and solve a system of two linear equations in two variables in slope-intercept form.

- Understand that solutions to a system of two linear equations correspond to the points of intersection of their graphs because the point of intersection satisfies both equations simultaneously.
- Solve real-world and mathematical problems leading to systems of linear equations by graphing the equations. Solve simple cases by inspection.

FUNCTIONS

Define, evaluate, and compare functions.

NC.8.F.1 Understand that a function is a rule that assigns to each input exactly one output.

- Recognize functions when graphed as the set of ordered pairs consisting of an input and exactly one corresponding output.
- Recognize functions given a table of values or a set of ordered pairs.

NC.8.F.2 Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

NC.8.F.3 Identify linear functions from tables, equations, and graphs.

Use functions to model relationships between quantities.

NC.8.F.4 Analyze functions that model linear relationships.

- Understand that a linear relationship can be generalized by $y = mx + b$.
- Write an equation in slope-intercept form to model a linear relationship by determining the rate of change and the initial value, given at least two (x, y) values or a graph.
- Construct a graph of a linear relationship given an equation in slope-intercept form.
- Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of the slope and y-intercept of its graph or a table of values.

NC.8.F.5 Qualitatively analyze the functional relationship between two quantities.

- Analyze a graph determining where the function is increasing or decreasing; linear or non-linear.
- Sketch a graph that exhibits the qualitative features of a real-world function.

GEOMETRY

Understand congruence and similarity using physical models, transparencies, or geometry software.

NC.8.G.2 Use transformations to define congruence.

- Verify experimentally the properties of rotations, reflections, and translations that create congruent figures.
- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.
- Given two congruent figures, describe a sequence that exhibits the congruence between them.

NC.8.G.3 Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x-axis and y-axis on two-dimensional figures using coordinates.

NC.8.G.4 Use transformations to define similarity.

- Verify experimentally the properties of dilations that create similar figures.
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.
- Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

Analyze angle relationships.

NC.8.G.5 Use informal arguments to analyze angle relationships.

- Recognize relationships between interior and exterior angles of a triangle.
- Recognize the relationships between the angles created when parallel lines are cut by a transversal.
- Recognize the angle-angle criterion for similarity of triangles.
- Solve real-world and mathematical problems involving angles.

Understand and apply the Pythagorean Theorem.

NC.8.G.6 Explain the Pythagorean Theorem and its converse.

NC.8.G.7 Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems.

NC.8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

NC.8.G.9 Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.

STATISTICS AND PROBABILITY

Investigate patterns of association in bivariate data.

NC.8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

NC.8.SP.2 Model the relationship between bivariate quantitative data to:

- Informally fit a straight line for a scatter plot that suggests a linear association.
- Informally assess the model fit by judging the closeness of the data points to the line.

NC.8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y-intercept.

NC.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

- Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.
- Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

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."

THE NUMBER SYSTEM

Know that there are numbers that are not rational, and approximate them by rational numbers.

NC.8.NS.1 Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.

NC.8.NS.2 a. Express a fraction with a denominator of 100 as a decimal.

b. Compare decimal quantities using less than (<), greater than (>), or equal to (=), in real-world examples to the hundredths place.

EXPRESSIONS AND EQUATIONS

Work with radicals and integer exponents.

NC.8.EE.1 Identify the meaning of an exponent (limited to single digits and exponents of 2).

NC.8.EE.3 Compose and decompose whole numbers up to 999.

Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations.

NC.8.EE.7 Solve simple algebraic equations with one variable using addition and subtraction.

FUNCTIONS

Define, evaluate, and compare functions.

NC.8.F.2 Given a linear function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair (limited to linear functions).

Use functions to model relationships between quantities.

NC.8.F.4 Determine the values or rule of a function using a graph or a table.

NC.8.F.5 Describe how a graph represents a relationship between two quantities as increasing or decreasing.

GEOMETRY

Understand congruence and similarity using physical models, transparencies, or geometry software.

NC.8.G.2 Identify congruent shapes after transformation (translation, rotation, and reflection).

NC.8.G.4 Identify similar shapes after dilation (resizing).

NC.8.G.5 Compare any angle to a right angle, and describe the angle as greater than, less than, or congruent to a right angle.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

NC.8.G.9 Use the formula for volume to solve real-world and mathematical problems (limited to volume of rectangular prisms).

STATISTICS AND PROBABILITY

Investigate patterns of association in bivariate data.

NC.8.SP.1 Construct a graph or table from given categorical data and compare data categorized in the graph or table.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MATTER AND ITS INTERACTIONS

PS.8.1 Understand the properties of matter and changes that occur when matter interacts in open and closed systems.

PS.8.1.1 Construct an explanation to classify matter as elements, compounds, or mixtures based on how the atoms are arranged in various substances.

PS.8.1.2 Use models to illustrate the structure of atoms in terms of the protons, electrons, and neutrons (using the location, charges and comparative size of these subatomic particles), without consideration of isotopes, ions, and energy levels.

PS.8.1.3 Analyze and interpret data to explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of Elements.

PS.8.1.4 Construct an explanation to classify changes in matter as physical changes (including changes in size, shape, and state) or chemical changes that are the result of a chemical reaction (including changes in energy, color, formation of a gas or precipitate).

PS.8.1.5 Use models to illustrate how atoms are rearranged during a chemical reaction so that balanced chemical equations support the Law of Conservation of Mass (in both open and closed systems).

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.8.1 Understand the hazards caused by agents of diseases that affect living organisms.

LS.8.1.1 Construct an explanation to compare the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease.

LS.8.1.2 Analyze and interpret data to explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

LS.8.2 Understand how organisms interact with and respond to the biotic and abiotic factors in their environment.

LS.8.2.1 Carry out investigations to explain how changing biotic and abiotic factors such as food, water, shelter, and space affect populations in an ecosystem.

LS.8.2.2 Construct an explanation to summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including: coexistence and cooperation, competition (predator/prey), parasitism, and mutualism.

LS.8.2.3 Construct an explanation to summarize how food provides the energy and the building materials required for the growth and survival of all organisms (to include plants).

LS.8.2.4 Use models to explain how the flow of energy within food webs is interconnected with the cycling of matter (water and carbon).

BIOLOGICAL EVOLUTION—UNITY AND DIVERSITY

LS.8.3 Understand the evolution of organisms over time based on evidence and processes.

ESS.8.1.1 Analyze and interpret data to conclude the relative age of Earth and relative age of rocks and fossils from index fossils and ordering of rock layers.

ESS.8.1.2 Engage in argument from evidence to explain the use of fossils, composition of sedimentary rocks, faults, and igneous rock formations found in rock layers as evidence of the history of the Earth and its life forms.

EARTH'S SYSTEMS

ESS.8.2 Understand the hydrosphere including freshwater, estuarine, ocean systems.

ESS.8.2.1 Use models to explain the structure of the hydrosphere including: water distribution on earth, local river basins, estuaries, and water availability.

ESS.8.2.2 Use models to explain how temperature and salinity drive major ocean currents and how these currents impact climate, ecosystems, and the distribution of nutrients, minerals, dissolved gases, and life forms.

EARTH AND HUMAN ACTIVITY

ESS.8.3 Understand the reciprocal relationship between the hydrosphere and humans.

ESS.8.3.1 Analyze and interpret data to predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including: temperature, dissolved oxygen, pH, nitrates and phosphates, turbidity, and bio-indicators.

ESS.8.3.2 Engage in argument from evidence to explain that the good health of humans and the environment requires: monitoring of the hydrosphere, water quality standards, methods of water treatment, maintaining safe water quality, and stewardship.

ESS.8.4 Understand the environmental implications associated with the various methods of obtaining, managing, and using energy resources.

ESS.8.4.1 Construct an explanation to classify the primary sources of energy as either renewable (Geothermal, Biomass, Solar, Wind, Hydroelectric) or nonrenewable (Coal, Petroleum, Natural Gas, Nuclear).

ESS.8.4.2 Engage in argument from evidence to explain the environmental consequences of the various methods of obtaining, transforming, and distributing energy.

ESS.8.4.3 Analyze and interpret data to illustrate the relationship between human activities and global temperatures since industrialization.

ESS.8.4.1 Obtain, evaluate, and communicate information to compare the long term implications of the use of renewable and nonrenewable energy resources and the importance of stewardship and conservation.

SCIENCE
EXTENDED CONTENT STANDARDS

MATTER AND ITS INTERACTIONS

ECS.PS.8.1 Understand the interactions of matter and energy and the changes occur.

ECS.PS.8.1.1 Use scientific information to identify matter as elements, compounds, or mixtures.

ECS.PS.8.1.2 Use a model to identify the structure of an atom (protons, electrons, and neutrons).

ECS.PS.8.1.3 Use scientific information to understand the Periodic Table is a tool for scientists to organize elements.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.8.1 Understand disease affects living things.

ECS.LS.8.1.1 Use models to describe how viruses affect living things.

ECOSYSTEMS—INTERACTIONS, ENERGY, AND DYNAMICS

ECS.LS.8.2 Understand how organisms interact with biotic and abiotic factors in their environment.

ECS.LS.8.2.1 Use scientific information to identify the difference between biotic (any living thing) and abiotic (such as temperature, water, sunlight, and soil quality) factors in an ecosystem.

ECS.LS.8.2.2 Use data to illustrate the relationship between producers, consumers, and decomposers.

ECS.LS.8.2.4 Use models to explain the energy flow within a food web.

EARTH'S PLACE IN THE UNIVERSE

ECS.ESS.8.1 Understand the history of the Earth using evidence within fossil records and landforms.

ECS.ESS.8.1.2 Use models of fossils to explain life forms over time.

EARTH'S SYSTEMS

ECS.ESS.8.2 Understand the hydrosphere.

ECS.ESS.8.2.1 Use models to communicate the key components of the hydrosphere (surface water, ground water, and water in the atmosphere).

EARTH AND HUMAN ACTIVITY

ECS.ESS.8.3 Understand the reciprocal relationship between the hydrosphere and humans.

ECS.ESS.8.3.1 Conduct an investigation to predict the safety and drinkability of water.

ECS.ESS.8.4 Understand the implications for obtaining, managing, and using energy.

ECS.ESS.8.4.1 Use scientific information to label sources of energy as either renewable and nonrenewable.

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

8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.

8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.

8.B.1.2 Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.

CIVICS AND GOVERNMENT

8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.

8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of the state and national government.

8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.

8.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.

8.C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments.

8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.

8.C&G.2 Evaluate the effectiveness of societal reforms.

8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.

8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.

ECONOMICS

8.E.1 Understand the economic development of North Carolina and the nation.

8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.

8.E.1.2 Explain how industry and trade impact the economy and people of North Carolina and the nation.

8.E.1.3 Distinguish the role women, indingenious groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.

8.E.1.4 Exemplify ways personal financial decision making influences the economy.

GEOGRAPHY

8.G.1 Understand geographic factors that influence the development of North Carolina and the nation.

8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation.

8.G.1.2 Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.

8.G.1.3 Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.

8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.

8.G.1.5 Explain how geographic expansion has impacted the development of North Carolina and the nation.

HISTORY

8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.

8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.

8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.

8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.

8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice and bias have shaped the history of North Carolina and the nation.

8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.

8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation.

8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.

8.H.2.3 Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

INQUIRY

Compelling Questions

I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.

Supporting Questions

I.1.2 Construct supporting questions based upon disciplinary concepts.

Gathering and Evaluating Sources

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

I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence

I.1.5 Identify evidence that draws information from multiple perspectives.

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

Communicating Ideas

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

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

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

Taking Informed Action

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

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

BEHAVIORAL SCIENCES

8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.

ECS.8.B.1.1 Identify examples of how interactions between various regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.

ECS.8.B.1.2 Identify examples of how the values and beliefs of various groups, paying specific attention to race, religion, and indigenous peoples, have impacted North Carolina and the nation.

CIVICS AND GOVERNMENT

8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.

ECS.8.C&G.1.1 Identify the democratic ideals outlined in the founding documents of the state and national government.

ECS.8.C&G.1.2 Compare how decisions of state and local government conform or conflict with the democratic ideals of the nation.

ECS.8.C&G.1.3 Classify the policies, laws, and/or government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.

ECS.8.C&G.1.4 Compare two or more perspectives on the role of state, national, and tribal governments.

ECS.8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation.

8.C&G.2 Evaluate the effectiveness of societal reforms.

ECS.8.C&G.2.1 Identify the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.

ECS.8.C&G.2.2 Classify reforms in terms of effectiveness and impact on individuals, policies, and/or institutions in North Carolina and the nation.

ECONOMICS

8.E.1 Understand the economic development of North Carolina and the nation.

ECS.8.E.1.1 Identify examples how economic growth and decline impacts why people live where they do and how they live within North Carolina and the United States.

ECS.8.E.1.2 Identify examples of how industry and trade impact the economy and people of North Carolina and the nation.

ECS.8.E.1.3 Identify examples of how women, indigenous groups, and racial minorities have contributed to the economic prosperity of North Carolina, paying specific attention to equity, equality, and mobility.

ECS.8.E.1.4 Identify ways personal financial decisions impact the economy.

GEOGRAPHY

8.G.1 Understand geographic factors that influence the development of North Carolina and the nation.

ECS.8.G.1.1 Identify human and physical characteristics of North Carolina and the nation.

ECS.8.G.1.2 Identify examples of how location, resources, and human geography have impacted the development of North Carolina and the nation.

ECS.8.G.1.3 Identify examples of how the development of North Carolina and the United States have been impacted by location, resources, and human geography.

ECS.8.G.1.4 Identify the reasons for and the effects of forced and voluntary migration on various groups in North Carolina and the nation.

ECS.8.G.1.5 Identify examples of how geographic expansion has impacted the development of North Carolina and the nation.

HISTORY

8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.

ECS.8.H.1.1 Identify the causes and effects of conflict in North Carolina and the nation.

ECS.8.H.1.2 Identify examples of how debate, negotiation, compromise, and/or cooperation have been used in the history of North Carolina and the nation.

ECS.8.H.1.3 Identify examples of how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain individuals and/or groups within North Carolina and the nation over time.

ECS.8.H.1.4 Identify examples of how responses to inequities, injustices, discrimination, prejudice, and bias have shaped North Carolina and the United States.

8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.

ECS.8.H.2.1 Identify examples of how innovative ideas and inventions have impacted change in North Carolina and the nation.

ECS.8.H.2.2 Identify the various ways in which different individuals and groups influenced and facilitated change in North Carolina and in the nation.

ECS.8.H.2.3 Describe how the lived experiences and achievements of various groups, paying specific attention to women, indigenous, religious, and racial groups, impacted the development of North Carolina and the nation over time.

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.ILC1.1. Identify memorized or familiar words and/or phrases when supported by gestures or visuals in informational texts.

NL.ILC1.2. 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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