

GRADE  
**8**

# Quick Reference Guide

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://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards>. The NC Extended Content Standards for English Language Arts and K-8 Mathematics were adopted in 2017 and will be implemented during the 2018-19 school year.

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 know and should be able to do. The NC Standard Course of Study for K-12 English Language Arts and K-8 Mathematics were adopted in 2017 and will be implemented during the 2018-19 school year.

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: <http://www.ncpublicschools.org/curriculum/>.

- a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, and Social Studies.
- b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A one-page summary and standards for all proficiency levels are included for Guidance and World Languages. A one-page summary and rubrics for proficiency placement are included for English Language Development. A one-page summary in the 6th-8th grade guides, organized by course, is provided for Career and Technical Education.

# ARTS EDUCATION – DANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### CREATION AND PERFORMANCE

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

- 8.CP.1.1 Use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances.
- 8.CP.1.2 Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer.
- 8.CP.1.3 Organize dance sequences into simple dances that communicate ideas, experiences, feeling, images, or stories.
- 8.CP.1.4 Use reflection and discussion to revise choreography.

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

- 8.CP.2.1 Use safe and respectful behaviors as a dance class participant.
- 8.CP.2.2 Integrate the use of clarity, concentration, and focus while dancing.
- 8.CP.2.3 Integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance.

### DANCE MOVEMENT SKILLS

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

- 8.DM.1.1 Apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement.
- 8.DM.1.2 Apply combinations of time, space, weight, and flow in dance.
- 8.DM.1.3 Execute technical skills in dance.
- 8.DM.1.4 Integrate breath support to facilitate and clarify movement.

### RESPONDING

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

- 8.R.1.1 Use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance.
- 8.R.1.2 Use multiple perspectives and criteria in evaluating dances.

### CONNECTING

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

- 8.C.1.1 Understand the role of dance in North Carolina and the United States in relation to history and geography.
- 8.C.1.2 Exemplify connections between dance and concepts in other curricular areas.
- 8.C.1.3 Design personal strategies to improve health and well-being through dance.
- 8.C.1.4 Explain the implications of career pathways and economic considerations when selecting careers in dance.

# ARTS EDUCATION – MUSIC

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MUSICAL LITERACY

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

- 8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.
- 8.ML.1.2 Integrate the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument.
- 8.ML.1.3 Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while singing and/or playing a varied repertoire of music with technical accuracy.

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

- 8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and *alla breve* meter signatures.
- 8.ML.2.2 Interpret, through instrument and/or voice, standard notation symbols in two different clefs, using extended staves.
- 8.ML.2.3 Use standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.

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

- 8.ML.3.1 Produce simple rhythmic and melodic improvisations on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys.
- 8.ML.3.2 Construct short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), using a variety of traditional and non-traditional sound, notational, and 21st century technological sources.

### MUSICAL RESPONSE

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

- 8.MR.1.1 Interpret the gestures of a conductor when singing or playing an instrument.
- 8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.
- 8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction).

### CONTEXTUAL RELEVANCY

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

- 8.CR.1.1 Understand the role of music in North Carolina and the United States in relation to history and geography.
- 8.CR.1.2 Understand the relationships between music and concepts from other areas.
- 8.CR.1.3 Understand laws regarding the proper access, use, and protection of music.

# ARTS EDUCATION – THEATRE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMMUNICATION

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

- 8.C.1.1 Use physical movement and acting skills to express stories to an audience.
- 8.C.1.2 Apply appropriate vocal elements, such as pitch, volume, and projection, effectively while portraying characters.
- 8.C.1.3 Create original works that communicate ideas and feelings.

#### **8.C.2 Use performance to communicate ideas and feelings.**

- 8.C.2.1 Use acting skills, such as observation, concentration, and characterization, to perform original, written scenes.
- 8.C.2.2 Interpret multiple characters from literature through formal and informal presentations.

### ANALYSIS

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#### **8.A.1 Analyze literary texts and performances.**

- 8.A.1.1 Analyze plays in terms of theme, characters, conflict, dialogue, mood, and atmosphere.
- 8.A.1.2 Evaluate the theatrical quality of formal or informal theatre productions.

### AESTHETICS

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

- 8.AE.1.1 Apply the major technical elements to informal and formal presentations.
- 8.AE.1.2 Understand how to use technical theatre components of costumes, props, masks, set pieces, lighting and sound to support formal or informal dramatic presentations.

### CULTURE

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

- 8.CU.1.1 Understand the role of theatre arts in North Carolina and the United States in relation to history and geography.
- 8.CU.1.2 Create theatrical works that exemplify the style and culture of North Carolina, the United States and/or North America.

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

- 8.CU.2.1 Use appropriate theatre etiquette as a participant in informal and formal theatre.
- 8.CU.2.2 Understand the roles of technical theatre in relation to theatrical productions.



# ARTS EDUCATION – VISUAL ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### VISUAL LITERACY

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

- 8.V.1.1 Use art vocabulary to evaluate art.
- 8.V.1.2 Apply the Elements of Art and Principles of Design in the planning and creation of personal art.
- 8.V.1.3 Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.
- 8.V.1.4 Analyze the relationship between the Elements of Art and the Principles of Design in art.

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

- 8.V.2.1 Create art that uses the best solutions to identified problems.
- 8.V.2.2 Apply observation skills and personal experiences to create original art.
- 8.V.2.3 Create original art that conveys one or more ideas or feelings.

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

- 8.V.3.1 Apply knowledge of safety and media to maintain and take care of the work space and art.
- 8.V.3.2 Use a variety of media to create art.
- 8.V.3.3 Evaluate techniques and processes to select appropriate methods to create art.

### CONTEXTUAL RELEVANCY

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

- 8.CX.1.1 Understand the role of visual arts in North Carolina and the United States in relation to history and geography.
- 8.CX.1.2 Analyze art from various historical periods in terms of style, subject matter, and movements.
- 8.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of art from NC and the United States.

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

- 8.CX.2.1 Compare personal interests and abilities to those needed to succeed in a variety of art careers.
- 8.CX.2.2 Analyze skills and information needed from visual arts to solve problems in art and other disciplines.
- 8.CX.2.3 Use collaboration to arrive at effective solutions to identified problems.
- 8.CX.2.4 Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts.

### CRITICAL RESPONSE

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

- 8.CR.1.1 Use convincing and logical arguments to respond to art.
- 8.CR.1.2 Critique personal art based on identified criteria.

# 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

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#### ***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

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#### ***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**

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### ***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**

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#### ***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.
- 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - 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	6-8
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>
<b>Nouns</b>	
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>)</li> <li>Form and use verbs in active &amp; passive voice</li> <li>Form and use indicative, imperative, interrogative, conditional moods</li> <li>Recognize and correct inappropriate shifts in voice and mood</li> <li>Form and use transitive/intransitive verbs</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Form and use compound adjectives</li> </ul>
<b>Conjunctions</b>	
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>Use adverbs that modify adjectives</li> <li>Use adverbs that modify adverbs</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> </ul>
<b>Prepositions</b>	
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>)</li> <li>Use intensive pronouns</li> <li>Recognize and correct inappropriate shifts in pronoun number &amp; person</li> <li>Recognize and correct vague pronouns</li> <li>Continue to ensure pronoun-antecedent agreement</li> <li>Recognize and apply the nominative case and objective case</li> </ul>
<b>Determiners</b>	
<b>Commonly Confused Words</b>	<ul style="list-style-type: none"> <li>Continue to correctly use frequently confused words</li> </ul>
<b>Interjections</b>	
<b>Phrases &amp; Clauses</b>	<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers</li> <li>Form and use indirect/direct objects</li> </ul>
<b>Usage</b>	<ul style="list-style-type: none"> <li>Recognize variations from standard English in their own and others' writing and speaking</li> <li>Identify and use strategies to improve expression in conventional language</li> </ul>

- 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	6-8
<b>Capitalization</b>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use punctuation to set off nonrestrictive/parenthetical elements</li> <li>• Use a comma to separate coordinate adjectives</li> <li>• Use punctuation to indicate a pause or break</li> <li>• Use an ellipsis to indicate an omission</li> <li>• Use a semicolon to link two or more closely related independent clauses</li> <li>• Use a colon to introduce a list or quotation</li> <li>• Apply hyphen conventions</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Consistently apply conventional rules to spell words correctly</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Continue to consult reference materials as needed to check and correct spellings</li> </ul>

**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

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#### ***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

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#### ***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

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### *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

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### *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

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### *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

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#### **8.MEH.1 Create positive stress management strategies.**

- 8.MEH.1.1 Evaluate stress management strategies based on personal experience.
- 8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.
- 8.MEH.1.3 Design effective methods to deal with anxiety.

#### **8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.**

- 8.MEH.2.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.
- 8.MEH.2.2 Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).

#### **8.MEH.3 Apply help-seeking strategies for depression and mental disorders.**

- 8.MEH.3.1 Recognize signs and symptoms of hurting self or others.
- 8.MEH.3.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.

### PERSONAL AND CONSUMER HEALTH

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

- 8.PCH.1.1 Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.
- 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 (asthma, allergies, diabetes, and epilepsy).
- 8.PCH.1.3 Interpret health appraisal data to assess personal risks for preventable disease.

#### **8.PCH.2 Evaluate health information and products.**

- 8.PCH.2.1 Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.
- 8.PCH.2.2 Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails).

#### **8.PCH.3 Analyze measures necessary to protect the environment.**

- 8.PCH.3.1 Outline the potential health consequences of global environmental problems.
- 8.PCH.3.2 Explain the impact of personal behaviors on the environment, both positively and negatively.

#### **8.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.**

- 8.PCH.4.1 Execute the Heimlich maneuver on a mannequin.
- 8.PCH.4.2 Demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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### ***8.ICR.1 Understand healthy and effective interpersonal communication and relationships.***

- 8.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.
- 8.ICR.1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for seeking help.
- 8.ICR.1.3 Explain the effects of tolerance and intolerance on individuals and society.
- 8.ICR.1.4 Illustrate communication skills that build and maintain healthy relationships.
- 8.ICR.1.5 Use decision-making strategies appropriate for responding to unknown people via the Internet, telephone, and face-to-face.
- 8.ICR.1.6 Recognize resources that can be used to deal with unhealthy relationships.

### ***8.ICR.2 Remember that abstinence from sexual activity outside of marriage means a positive choice for young people.***

- 8.ICR.2.1 Recall abstinence as voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.
- 8.ICR.2.2 Recall skills and strategies for abstaining from sexual activity outside of marriage.

### ***8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.***

- 8.ICR.3.1 Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.
- 8.ICR.3.2 Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.
- 8.ICR.3.3 Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.
- 8.ICR.3.4 Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).

## NUTRITION AND PHYSICAL ACTIVITY

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### ***8.NPA.1 Apply tools (Body Mass Index, Dietary Guidelines) to plan healthy nutrition and fitness.***

- 8.NPA.1.1 Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity.
- 8.NPA.1.2 Summarize the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.
- 8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.

### ***8.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.***

- 8.NPA.2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.
- 8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting.

### ***8.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.***

- 8.NPA.3.1 Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).
- 8.NPA.3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.
- 8.NPA.3.3 Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.

## ALCOHOL, TOBACCO, AND OTHER DRUGS

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### ***8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.***

- 8.ATOD.1.1 Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.
- 8.ATOD.1.2 Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.

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

- 8.ATOD.2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- 8.ATOD.2.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.

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

- 8.ATOD.3.1 Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.
- 8.ATOD.3.2 Identify positive alternatives to the use of alcohol and drugs.
- 8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.

# HEALTHFUL LIVING – PHYSICAL EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MOTOR SKILL DEVELOPMENT

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

- PE.8.MS.1.1 Execute proficiency in some complex combinations of movement specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.
- PE.8.MS.1.2 Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations.
- PE.8.MS.1.3 Apply basic strategy and tactics that contribute to successful participation.
- PE.8.MS.1.4 Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.

### MOVEMENT CONCEPTS

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

- PE.8.MC.2.1 Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.
- PE.8.MC.2.2 Compare movement concepts and principles and critical elements of activity of performances representing different levels of skill.
- PE.8.MC.2.3 Integrate strategies and tactics within game play.
- PE.8.MC.2.4 Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.

### HEALTH-RELATED FITNESS

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

- PE.8.HF.3.1 Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.
- PE.8.HF.3.2 Summarize the potential short and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.
- PE.8.HF.3.3 Use a variety of resources to assess, monitor, and improve personal fitness.

### PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.8.PR.4.1 Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.
- PE.8.PR.4.2 Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
- PE.8.PR.4.3 Compare factors in different cultures that influence the choice of physical activity and nutrition.

# DIGITAL LEARNING

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

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### EMPOWERED LEARNER

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- 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

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- 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

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- 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

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### **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

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### **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

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### **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

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### **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.



# MATHEMATICS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### STANDARDS FOR MATHEMATICAL PRACTICE

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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

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***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.
  - $\pi$  to the hundredths.

### EXPRESSIONS AND EQUATIONS

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***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**

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### **Define, evaluate, and compare functions.**

- NC.8.F1 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.F2 Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- NC.8.F3 Identify linear functions from tables, equations, and graphs.

### **Use functions to model relationships between quantities.**

- NC.8.F4 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.F5 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**

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### **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

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**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

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***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.
- NC.8.EE.3 Given a table or graph with identified points, determine a ratio that describes the relationship between quantities.

***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

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### *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

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### *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: PROPERTIES AND CHANGE

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#### ***8.P.1 Understand the properties of matter and changes that occur when matter interacts in an open and closed container.***

- 8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.
- 8.P.1.2 Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of elements.
- 8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.
- 8.P.1.4 Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.

### ENERGY: CONSERVATION AND TRANSFER

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#### ***8.P.2 Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.***

- 8.P.2.1 Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.
- 8.P.2.2 Explain the implications of the depletion of renewable and nonrenewable energy resources and the importance of conservation.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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#### ***8.E.1 Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.***

- 8.E.1.1 Explain the structure of the hydrosphere including:
  - Water distribution on earth
  - Local river basins and water availability
- 8.E.1.2 Summarize evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:
  - Estuaries
  - Marine ecosystems
  - Upwelling
  - Behavior of gases in the marine environment
  - Value and sustainability of marine resources
  - Deep ocean technology and understandings gained
- 8.E.1.3 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
  - Bio-indicators

- 8.E.1.4 Conclude that the good health of humans requires:
- Monitoring of the hydrosphere
  - Water quality standards
  - Methods of water treatment
  - Maintaining safe water quality
  - Stewardship

## **EARTH HISTORY**

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### ***8.E.2 Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.***

- 8.E.2.1 Infer the age of Earth and relative age of rocks and fossils from index fossils and ordering of rock layers (relative dating and radioactive dating).
- 8.E.2.2 Explain the use of fossils, ice cores, composition of sedimentary rocks, faults, and igneous rock formations found in rock layers as evidence of the history of the Earth and its changing life forms.

## **STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS**

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### ***8.L.1 Understand the hazards caused by agents of diseases that effect living organisms.***

- 8.L.1.1 Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease.
- 8.L.1.2 Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease.

### ***8.L.2 Understand how biotechnology is used to affect living organisms.***

- 8.L.2.1 Summarize aspects of biotechnology including:
- Specific genetic information available
  - Careers
  - Economic benefits to North Carolina
  - Ethical issues
  - Implications for agriculture

## **ECOSYSTEMS**

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### ***8.L.3 Understand how organisms interact with and respond to the biotic and abiotic components of their environment.***

- 8.L.3.1 Explain how factors such as food, water, shelter and space affect populations in an ecosystem.
- 8.L.3.2 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
  - Mutualism
- 8.L.3.3 Explain how the flow of energy within food webs is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).

## EVOLUTION AND GENETICS

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### ***8.L.4 Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.***

- 8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution.
- 8.L.4.2 Explain the relationship between genetic variation and an organism's ability to adapt to its environment.

## MOLECULAR BIOLOGY

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### ***8.L.5 Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.***

- 8.L.5.1 Summarize how food provides the energy and the molecules required for building materials, growth and survival of all organisms (to include plants).
- 8.L.5.2 Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion).



# SCIENCE

## EXTENDED CONTENT STANDARDS

### FORCES AND MOTION

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***EX.8.P2 Understand that energy has the ability to cause motion or create change.***

- EX.8.P2.1 Identify forms of energy, such as light, heat, electrical, and energy of motion.
- EX.8.P2.2 Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).
- EX.8.P2.3 Identify that a hot object will make a cold object warm when they touch.

### MATTER, PROPERTIES AND CHANGE

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***EX.8.P1 Understand the interactions of matter and energy and the changes that occur.***

- EX.8.P1.1 Identify that a whole object weighs the same as all of its parts together.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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***EX.8.E.1 Understand the hydrosphere.***

- EX.8.E.1.1 Identify water features on the earth's surface (oceans, lakes, rivers, glaciers).
- EX.8.E.1.2 Compare Earth's saltwater and freshwater features (oceans, lakes, rivers).
- EX.8.E.1.3 Understand that human health requires monitoring of the hydrosphere and stewardship (e.g. water conservation, pollution).

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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***EX.8.L.1 Understand that germs can cause disease.***

- EX.8.L.1.1 Recognize that germs can cause illness.
- EX.8.L.1.2 Identify illnesses that may be caused by germs.
- EX.8.L.1.3 Demonstrate hygienic practices that reduce the presence of germs.
- EX.8.L.1.4 Describe minor treatments to prevent infection and the spread of disease (Band-Aid on cut; Cover mouth for sneeze or cough; Use and disposal of tissues).

### ECOSYSTEMS

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***EX.8.L.2 Explain the interdependence of living organisms in the environment.***

- EX.8.L.2.1 Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers).
- EX.8.L.2.2 Understand the relationship between living things and their environment.

# SOCIAL STUDIES

## NORTH CAROLINA STANDARD COURSE OF STUDY North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times)

Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time. Although the major focus is state and national history, efforts should also be made to include a study of local history. The standards are organized around five strands and these strands should not be taught in isolation, but woven together in an integrated study that helps students better understand the creation and development of NC and the US.

### HISTORY

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#### ***8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.***

- 8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.
- 8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.1.5 Analyze the relationship between historical context and decision-making.

#### ***8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.***

- 8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.
- 8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

#### ***8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.***

- 8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).
- 8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).
- 8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

## **GEOGRAPHY AND ENVIRONMENTAL LITERACY**

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### ***8.G.1 Understand the geographic factors that influenced North Carolina and the United States.***

- 8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.
- 8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).
- 8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).

## **ECONOMICS AND FINANCIAL LITERACY**

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### ***8.E.1 Understand the economic activities of North Carolina and the United States.***

- 8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).
- 8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.
- 8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

## **CIVICS AND GOVERNMENT**

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### ***8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.***

- 8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).
- 8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).
- 8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).
- 8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

### ***8.C&G.2 Understand the role that citizen participation plays in societal change.***

- 8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).
- 8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).
- 8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

## CULTURE

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### ***8.C.1 Understand how different cultures influenced North Carolina and the United States.***

- 8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).
- 8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian)
- 8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

# SOCIAL STUDIES

## EXTENDED CONTENT STANDARDS

### GEOGRAPHY AND ENVIRONMENTAL LITERACY

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#### ***EX.8.G.1 Understand North Carolina geographic locations.***

- EX.8.G.1.1 Describe activities specific to regions of the state.
- EX.8.G.1.2 Describe the 3 regional areas of North Carolina (mountains, piedmont and coastal) and their physical characteristics.
- EX.8.G.1.3 Use a map to get to an unfamiliar location within the school and/or community.
- EX.8.G.1.4 Use available technology tools (i.e., GPS and GIS software) to locate community markers which will meet specific purposes (i.e., restaurants, coffee, attractions).

### ECONOMICS AND FINANCIAL LITERACY

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#### ***EX.8.E.1 Understand personal economic activities.***

- EX.8.E.1.1 Develop strategies for determining how to allocate resources.
- EX.8.E.1.2 Evaluate personal financial indicators of growth and stability (e.g. credit, savings, investing, borrowing and giving).

### CIVICS AND GOVERNANCE

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#### ***EX.8.C&G.2 Understand the role of an individual can effect change.***

- EX.8.C&G.2.1 Apply self-advocacy skills to request new choices (e.g., verbal, pictorial, etc.) to negotiate change.

# ENGLISH LANGUAGE DEVELOPMENT

## NORTH CAROLINA STANDARD COURSE OF STUDY

*[Standards that are used by all teachers working with English Language Learners]*

*The North Carolina English Language Development Standard Course of Study is the WIDA English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.*

- |            |   |
|------------|---|
| STANDARD 1 | English language learners communicate for Social and Instructional purposes within the school setting.                                      |
| STANDARD 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  |
| STANDARD 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.    |
| STANDARD 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.        |
| STANDARD 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded at <https://wida.wisc.edu/resources/performance-definitions-expressive-domains> and <https://wida.wisc.edu/resources/performance-definitions-receptive-domains>.

The 2012 Edition of the WIDA ELD Standards outlines the English language development progression of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and supports are available at <https://wida.wisc.edu/resources/2012-english-language-development-standards>.

### **Unpacking Standards Toolkit**

Another tool which explains the North Carolina English Language Development Standard Course of Study and provides CAN DO Descriptors is available at the following link:

<http://www.ncpublicschools.org/curriculum/esl/scos/>

**Speaking Interpretive Rubric of the WIDA™ Consortium\* Grades 1-12**

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Usage	Vocabulary Control
<b>Level 6 Reaching</b>	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	<ul style="list-style-type: none"> <li>sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience</li> <li>clear evidence of consistency in conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics</li> <li>controlled, skilled use of oral language to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>consistent usage of just the right word or expression in just the right context related to content area topics</li> <li>facility with precise vocabulary usage in general, specific, or technical language</li> </ul>
<b>Level 5 Bridging</b>	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	<ul style="list-style-type: none"> <li>sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience</li> <li>clear evidence of conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic</li> <li>controlled, fluid use of oral language to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the speaking purpose</li> </ul>
<b>Level 4 Expanding</b>	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	<ul style="list-style-type: none"> <li>connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity</li> <li>some evidence of conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area</li> <li>generally controlled and fluid use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the speaking purpose</li> </ul>
<b>Level 3 Developing</b>	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> <li>oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas</li> <li>evidence of a developing sense of perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>developing range of oral phrase and sentence patterns and grammatical structures common to content areas</li> <li>developing control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of words or expressions used frequently in content areas, as appropriate</li> <li>vocabulary usage that attempts to fulfill the speaking purpose</li> </ul>
<b>Level 2 Emerging</b>	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	<ul style="list-style-type: none"> <li>oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident</li> <li>some amount of language that may be repeated from the prompt</li> </ul>	<ul style="list-style-type: none"> <li>chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
<b>Level 1 Entering</b>	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	<ul style="list-style-type: none"> <li>words, oral phrases, or memorized chunks of oral language used to represent ideas</li> <li>varying amounts of language that may be repeated from the prompt</li> </ul>	<ul style="list-style-type: none"> <li>words, chunks of language, or simple phrasal patterns associated with common social and instructional situations</li> <li>occasional control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of highest frequency general content-related words</li> <li>usage of everyday social and instructional words and expressions</li> </ul>

**Writing Interpretive Rubric of the WIDA™ Consortium\* Grades 1-12**

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Usage</b>	<b>Vocabulary Control</b>
<b>Level 6 Reaching</b>	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	<ul style="list-style-type: none"> <li>extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas</li> <li>clear evidence of consistency in conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a full range of sentence patterns and grammatical structures matched to content area topics</li> <li>consistent use of appropriate conventions to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>consistent usage of just the right word or expression in just the right context related to content area topics</li> <li>facility with precise vocabulary usage in general, specific, or technical language</li> </ul>
<b>Level 5 Bridging</b>	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> <li>extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas</li> <li>clear evidence of conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a broad range of sentence patterns and grammatical structures matched to the content area topic</li> <li>nearly consistent use of appropriate conventions to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the writing purpose</li> </ul>
<b>Level 4 Expanding</b>	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	<ul style="list-style-type: none"> <li>connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion</li> <li>some evidence of conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a range of sentence patterns and grammatical structures characteristic of the content area</li> <li>generally consistent use of appropriate conventions to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the writing purpose</li> </ul>
<b>Level 3 Developing</b>	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	<ul style="list-style-type: none"> <li>text that shows developing organization in the expression of an expanded idea or multiple related ideas</li> <li>evidence of a developing sense of perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a developing range of sentence patterns and grammatical structures common to content areas</li> <li>developing use of conventions to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of common cognates, words, or expressions related to content areas as appropriate</li> <li>vocabulary usage that attempts to fulfill the writing purpose</li> </ul>
<b>Level 2 Emerging</b>	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	<ul style="list-style-type: none"> <li>text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization</li> <li>some amount of text that may be copied or adapted</li> </ul>	<ul style="list-style-type: none"> <li>repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable use of conventions</li> </ul>	<ul style="list-style-type: none"> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
<b>Level 1 Entering</b>	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	<ul style="list-style-type: none"> <li>language that represents an idea or ideas</li> <li>varying amounts of text that may be copied</li> <li>adapted text that may contain some original language</li> </ul>	<ul style="list-style-type: none"> <li>words, chunks of language, or simple phrasal patterns associated with common social and instructional situations</li> <li>possible use of some conventions</li> </ul>	<ul style="list-style-type: none"> <li>usage of highest frequency general content-related words</li> <li>usage of everyday social and instructional words and expressions</li> </ul>



# GUIDANCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

### **SOCIO-EMOTIONAL**

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- SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
- SE.2 Understand the relationship between self and others in the broader world.
- SE.3 Use communication strategies effectively for a variety of purposes and audiences.

### **COGNITIVE**

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- C.1 Use creative strategies to make decisions and solve problems.
- C.2 Use analytical strategies to understand situations and make appropriate decisions.

### **CAREER**

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- CR.1 Understand the meaning and importance of career self-awareness and career goals.
- CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
- CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
- CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

#### ***Proficiency Levels***

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

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

### **SOCIO-EMOTIONAL**

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

- RED.SE.1.1 Understand the importance of self-control and responsibility.
- RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.
- RED.SE.1.3 Contrast rights and responsibilities.

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

- RED.SE.2.1 Identify ways of making and keeping friends.
- RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

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

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

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

**COGNITIVE**

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

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

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

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

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

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

**CAREER**

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

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

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

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

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

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

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

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

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

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

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

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

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

**SOCIO-EMOTIONAL**

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

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

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

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

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

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

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

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

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

**COGNITIVE**

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

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

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

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

**CAREER**

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

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

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

- EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

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

- EEE.CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

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

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

**PROFICIENCY LEVEL: PROGRESSING (P)**

**SOCIO-EMOTIONAL**

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

- PSE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- PSE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

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

- PSE.2.1 Interpret the meaning of self-concept.
- PSE.2.2 Explain how understanding differences among people can increase self-understanding.
- PSE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

- PSE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- PSE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- PSE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

## **COGNITIVE**

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

- PC.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- PC.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

***PC.2 Use analytical strategies to understand situations.***

- PC.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- PC.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

## **CAREER**

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

- PCR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- PCR.1.2 Develop a competency plan in your chosen career areas.
- PCR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

- PCR.2.1 Maintain a career-planning portfolio.
- PCR.2.2 Use research and information resources to obtain career information.

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

- PCR.3.1 Describe the effect of work on lifestyle.
- PCR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

- PCR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.
- PCR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

## **SOCIO-EMOTIONAL**

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

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

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

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

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

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

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

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

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

## **COGNITIVE**

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

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

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

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

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

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

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

## **CAREER**

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

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

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

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

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

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

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

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

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

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

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

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

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

**PROFICIENCY LEVEL: INDEPENDENT (I)**

**SOCIO-EMOTIONAL**

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

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

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

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

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

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

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

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

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

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

**COGNITIVE**

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

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

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

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

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

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

**CAREER**

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

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

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

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

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

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

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

- I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.
- I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

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

- I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.
- I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

# WORLD LANGUAGES

## NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

### ***Communities – CMT (Communities)***

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

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

1. Dual & Heritage Language Programs – Dual Language Immersion
2. Dual & Heritage Language Programs – Heritage Language
3. Middle School Programs
4. High School Courses for Credit taught at the Middle School grades

For more information regarding program models and proficiency outcomes, please see the Instructional Support Tools at: <http://www.ncpublicschools.org/curriculum/worldlanguages/scos/>

### ***Proficiency Levels***

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



## **CONNECTIONS TO LANGUAGE & LITERACY**

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

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

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

- NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
- NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.
- NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.
- NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
- NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

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

- NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.
- NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.
- NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

### ***NL.CLL.4 Compare the students' culture and the target culture.***

- NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
- NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
- NL.CLL.4.3 Recognize examples of cognates and loan words.

## **CONNECTIONS TO OTHER DISCIPLINES**

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

- NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.
- NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

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

- NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
- NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.
- NL.COD.2.3 Recognize words in groups from other disciplines.

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

- NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.
- NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.
- NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

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

- NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.
- NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

## COMMUNITIES

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

- NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
- NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

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

- NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.
- NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

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

- NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
- NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

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

- NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.
- NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.
- NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.
- NL.CMT.4.4 Identify products from the target cultures that are used globally.

## PROFICIENCY LEVEL: NOVICE MID (NM)

### CONNECTIONS TO LANGUAGE & LITERACY

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

- NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

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

- NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.
- NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.
- NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).
- NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.
- NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

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

- NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.
- NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

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

- NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
- NM.CLL.4.2 Exemplify instances of cognates and loan words.
- NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

## CONNECTIONS TO OTHER DISCIPLINES

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

- NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.
- NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

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

- NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.
- NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.
- NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

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

- NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
- NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.
- NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

- NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.
- NM.COD.4.2 Identify information about target culture perspectives and practices.

## COMMUNITIES

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

- NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.
- NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

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

- NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.
- NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.
- NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

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

- NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
- NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

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

- NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.
- NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
- NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.
- NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

## **PROFICIENCY LEVEL: NOVICE HIGH (NH)**

## CONNECTIONS TO LANGUAGE & LITERACY

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

- NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.
- NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.
- NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.
- NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

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

- NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.
- NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.
- NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

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

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

- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

- NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.
- NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.
- NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

## **CONNECTIONS TO OTHER DISCIPLINES**

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

- NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.
- NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
- NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

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

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.
- NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
- NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

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

- NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.
- NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

- NH.COD.4.1 Understand cultural practices and perspectives from the target culture.
- NH.COD.4.2 Identify the products of the target culture.

## **COMMUNITIES**

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

- NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.
- NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

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

- NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.
- NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

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

- NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.
- NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

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

- NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.
- NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.
- NH.CMT.4.3 Identify key characteristics of target culture traditions.

**PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)**

**CONNECTIONS TO LANGUAGE & LITERACY**

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

- IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.
- IL.CLL.1.2 Use questions to exchange information in familiar situations.

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

- IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.
- IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.
- IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.
- IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

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

- IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.
- IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.
- IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.
- IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

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

- IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.
- IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.
- IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

**CONNECTIONS TO OTHER DISCIPLINES**

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

- IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
- IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

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

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

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

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

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

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

## **COMMUNITIES**

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

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

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

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

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

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

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

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

## **CONNECTIONS TO LANGUAGE & LITERACY**

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

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

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

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

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

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

### ***IM.CLL.4 Compare the students' culture and the target culture.***

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

## **CONNECTIONS TO OTHER DISCIPLINES**

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

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

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

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

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

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.



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

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

IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

## COMMUNITIES

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

IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

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

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.3.2 Use the language in school or community activities related to the target culture.

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

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

## PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

### CONNECTIONS TO LANGUAGE & LITERACY

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

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

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

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

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

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

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

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

## **CONNECTIONS TO OTHER DISCIPLINES**

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

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

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

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

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

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

## **COMMUNITIES**

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

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

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

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

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

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

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

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

**PROFICIENCY LEVEL: ADVANCED LOW (AL)**

**CONNECTIONS TO LANGUAGE & LITERACY**

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

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

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

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

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

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

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

- AL.CLL.4.1 Compare dialectical differences in media from various target cultures.
- AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

## CONNECTIONS TO OTHER DISCIPLINES

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

- AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.
- AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.
- AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

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

- AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.
- AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.
- AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

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

- AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.
- AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

### ***AL.COD.4 Compare the students' culture and the target culture.***

- AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.
- AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

## COMMUNITIES

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

- AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.
- AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

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

- AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.
- AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

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

- AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.
- AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

### ***AL.CMT.4 Compare the students' culture and the target culture.***

- AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
- AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

## **CONNECTIONS TO LANGUAGE & LITERACY**

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

- AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

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

- AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.
- AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.
- AM.CLL.2.3 Understand how to interpret long, complex texts.
- AM.CLL.2.4 Compare literary and technical writing styles.

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

- AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.
- AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.
- AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.
- AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

### ***AM.CLL.4 Compare the students' culture and the target culture.***

- AM.CLL.4.1 Use dialectical differences to adapt and give presentations.
- AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

## **CONNECTIONS TO OTHER DISCIPLINES**

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

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

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

- AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.
- AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

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

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.
- AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.
- AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

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

- AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.
- AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

## COMMUNITIES

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

- AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.
- AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

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

- AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.
- AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

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

- AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.
- AM.CMT.3.2 Use specialized and precise language in school and community events.

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

- AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.
- AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

# CAREER AND TECHNICAL EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

The 2018 Career and Technical Education Essential Standards document contains program area and course descriptions and links to essential standards by course. Four types of courses are available:

- 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 79 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.

- Agricultural Education
- Business, Finance, and Information Technology Education
- Career Development
- Family and Consumer Science Education
- Health Science Education
- Marketing and Entrepreneurship Education
- Technology Engineering and Design Education
- Trade and Industrial Education

Visit this link to access the Career and Technical Education Essential Standards:  
<http://www.ncpublicschools.org/docs/cte/curriculum/2018-19-essential-standards.pdf>

