

GRADE  
**7**

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

- 7.CP.1.1 Explain a variety of approaches to choreography.
- 7.CP.1.2 Create dances that use simple choreographic forms and structures (musical, literary, or visual), fulfill choreographic intent, and meet aesthetic criteria.
- 7.CP.1.3 Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images, or stories.
- 7.CP.1.4 Generate solutions to technical or structural movement problems in the creative process.

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

- 7.CP.2.1 Use safe and respectful behaviors as a dance class participant.
- 7.CP.2.2 Use clarity, concentration, and focus while dancing.
- 7.CP.2.3 Use self-assessment, teacher feedback, and peer feedback to refine dance performance quality.

### DANCE MOVEMENT SKILLS

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

- 7.DM.1.1 Understand how dance technique uses anatomical concepts of alignment, strength, and range of motion.
- 7.DM.1.2 Apply the effort qualities of time, space, weight, and flow in dance.
- 7.DM.1.3 Apply technical skills from a variety of dance traditions.
- 7.DM.1.4 Use breath to facilitate movement in dancing.

### RESPONDING

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

- 7.R.1.1 Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance.
- 7.R.1.2 Understand how personal experiences and perspectives influence interpretations of dance.

### CONNECTING

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

- 7.C.1.1 Understand dance in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 7.C.1.2 Exemplify connections between dance and concepts in other curricular areas.
- 7.C.1.3 Explain how to promote health, physical safety, and reduced risk of injury through dance.
- 7.C.1.4 Identify dance and dance-related careers.

# ARTS EDUCATION – MUSIC

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MUSICAL LITERACY

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#### ***7ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.***

- 7.ML.1.1 Use developing tone and discriminating pitch when performing music.
- 7.ML.1.2 Use the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument.
- 7.ML.1.3 Use expressive elements (such as accents, attacks, releases, and interpretation), while singing and/or playing a varied repertoire of music.

#### ***7ML.2 Interpret the sound and symbol systems of music.***

- 7.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, and 6/8 meter signatures.
- 7.ML.2.2 Interpret, through instrument and/or voice, standard notation symbols for pitch in appropriate clefs.
- 7.ML.2.3 Classify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

#### ***7ML.3 Create music using a variety of sound and notational sources.***

- 7.ML.3.1 Produce short melodic improvisations.
- 7.ML.3.2 Construct simple examples of musical styles or forms using a variety of traditional and non-traditional sound, notational, and technological sources.

### MUSICAL RESPONSE

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#### ***7MR.1 Understand the interacting elements to respond to music and music performances.***

- 7.MR.1.1 Execute specific gestures of a conductor in response to the various elements of music (such as meter, dynamics, phrasing, etc.).
- 7.MR.1.2 Analyze aural musical examples representing diverse genres, styles, and cultures, using appropriate music terminology.
- 7.MR.1.3 Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.

### CONTEXTUAL RELEVANCY

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#### ***7CR.1 Understand global, interdisciplinary, and 21st century connections with music.***

- 7.CR.1.1 Understand music in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 7.CR.1.2 Understand the relationships between music and concepts from other areas.
- 7.CR.1.3 Understand the functions music serves, roles of musicians, and conditions under which music is typically performed.

# ARTS EDUCATION – THEATRE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### COMMUNICATION

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

- 7.C.1.1 Use physical movement and acting skills to express a variety of characters to an audience.
- 7.C.1.2 Apply appropriate vocal elements, such as pitch, volume, and projection, effectively in formal and informal presentations.
- 7.C.1.3 Use playwriting skills to communicate conflict, plot, and character.

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

- 7.C.2.1 Use acting skills, such as observation, concentration, and characterization, to perform original scenes.
- 7.C.2.2 Interpret a character from literature through formal and informal presentations.

### ANALYSIS

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

- 7.A.1.1 Analyze plays in terms of theme, characters, conflict, and dialogue.
- 7.A.1.2 Analyze styles of informal and formal theatre productions.

### AESTHETICS

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

- 7.AE.1.1 Illustrate the major technical elements, such as lights, sound, set, and costumes.
- 7.AE.1.2 Understand how to use technical theatre components of costumes, props, masks, set pieces, and lighting to support dramatic presentations.

### CULTURE

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

- 7.CU.1.1 Understand theatre arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 7.CU.1.2 Create theatrical works that exemplify the style and culture of Africa, Asia, and Australia.

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

- 7.CU.2.1 Compare the rules and expectations of audience etiquette for different venues.
- 7.CU.2.2 Understand the role of the playwright in relation to scripting theatre.



# ARTS EDUCATION – VISUAL ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### VISUAL LITERACY

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

- 7.V.1.1 Use art vocabulary to analyze art.
- 7.V.1.2 Understand how the Principles of Design aid in the planning and creating of personal art.
- 7.V.1.3 Identify themes in art.
- 7.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design.

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

- 7.V.2.1 Evaluate solutions to artistic problems.
- 7.V.2.2 Use observation skills of the environment and personal experiences to create original imagery.
- 7.V.2.3 Create original art emphasizing selected elements and principles to express ideas or feelings.

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

- 7.V.3.1 Apply safety knowledge to maintain a safe and orderly personal work space.
- 7.V.3.2 Compare media in order to choose the best option to create art.
- 7.V.3.3 Compare techniques and processes to create art.

### CONTEXTUAL RELEVANCY

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

- 7.CX.1.1 Understand the visual arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 7.CX.1.2 Analyze art from various historical periods in terms of style, subject matter, and movements.
- 7.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of African, Asian, and Australian art.

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

- 7.CX.2.1 Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.
- 7.CX.2.2 Select skills and information needed from other disciplines to solve artistic problems.
- 7.CX.2.3 Implement collaborative planning and art skills to solve problems.
- 7.CX.2.4 Interpret visual images from media sources and the immediate environment through the context of art.

### CRITICAL RESPONSE

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

- 7.CR.1.1 Generate responses to art using both personal and formal criteria.
- 7.CR.1.2 Implement formative and summative evaluations of personal art.

# 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.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3 Analyze how particular elements of a story or drama interact.

#### ***Craft and Structure***

- RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.
- RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.

#### ***Integration of Ideas and Analysis***

- RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.
- RL.7.8 Not applicable to literature.
- RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### ***Range of Reading and Level of Complexity***

- RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

### READING STANDARDS FOR INFORMATIONAL TEXT

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#### ***Key Ideas and Evidence***

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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

### ***Craft and Structure***

RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.

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

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

### ***Integration of Ideas and Analysis***

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

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

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

### ***Range of Reading and Level of Complexity***

RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

## **WRITING STRAND**

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

## **WRITING STANDARDS**

### ***Text Types, Purposes, and Publishing***

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

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

b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

e. Establish and maintain a formal style.

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

g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Organize information and ideas around a topic to plan and prepare to write.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
  - 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.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
  - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.

### **Research**

- W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## **SPEAKING AND LISTENING STRAND**

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

### **SPEAKING AND LISTENING STANDARDS**

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#### ***Collaboration and Communication***

- SL.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### ***Presentation of Knowledge and Ideas***

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

## **LANGUAGE STRAND**

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

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## LANGUAGE STANDARDS

### Conventions of Standard English

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

#### Language Standards – Grammar Continuum

Skill	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.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

**Language Standards – Conventions Continuum**

Skill	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.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Vocabulary Acquisition and Use**

- L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.
- a. Interpret figures of speech in context based on grade 7 reading and content.
  - b. Distinguish among the connotations of words with similar denotations.
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# ENGLISH/LANGUAGE ARTS

## EXTENDED CONTENT STANDARDS

### READING STANDARDS FOR LITERATURE

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#### ***Key Ideas and Evidence***

- RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
- RL.7.2 Identify events in a text that are related to the theme.
- RL.7.3 Determine how two or more story elements are related.

#### ***Craft and Structure***

- RL.7.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
- RL.7.5 Differentiate between a poem and other types of text.
- RL.7.6 Compare the points of view of two or more characters or narrators in a text.

#### ***Integration of Ideas and Analysis***

- RL.7.7 Compare a text version of a story or poem with a video or live version of the same text.
- RL.7.9 Compare a fictional character in a text with the same character portrayed in a historical account.

#### ***Range of Reading and Level of Complexity***

- RL.7.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

### READING STANDARDS FOR INFORMATIONAL TEXT

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#### ***Key Ideas and Evidence***

- RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
- RI.7.2 Determine two or more central ideas in a text.
- RI.7.3 Determine how two individuals, events, or ideas in a text are related.

#### ***Craft and Structure***

- RI.7.4 Determine how words or phrases are used to persuade or inform a text.
- RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.
- RI.7.6 Identify words or phrases in the text that describe or show the author's point of view.

#### ***Integration of Ideas and Analysis***

- RI.7.7 Compare a text to an audio, video, or multimedia version of the same text.
- RI.7.8 Analyze text to identify evidence that supports claims made in the text.
- RI.7.9 Compare the information presented in texts by different authors on the same topic.

#### ***Range of Reading and Level of Complexity***

- RI.7.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.



## WRITING STANDARDS

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### *Text Types, Purposes, and Publishing*

- W.7.1 Write claims about topics or texts.
  - a. Introduce a topic or text and write one claim about it.
  - b. Write one or more reasons to support a claim about a topic or text.
  - c. Use temporal words (first, next, also) to create connections.
- W.7.2 Write to share information supported by details.
  - a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
  - b. Provide facts, details, or other information related to the topic.
  - c. Select domain-specific vocabulary to use in writing about the topic.
- W.7.3 Write about events or personal experiences.
  - a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
  - b. Use temporal words (e.g., first, then, next) to signal order.
  - c. Use words that describe feelings of people or characters in the narrative.
- W.7.4 Use digital tools to produce writing to interacting and collaborating with others.

### *Research*

- W.7.5 Conduct research to answer a question based on multiple sources of information.
- W.7.6 Identify quotes providing relevant information about a topic from multiple print or digital sources.

## SPEAKING AND LISTENING STANDARDS

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### *Collaboration and Communication*

- SL.7.1 Engage in collaborative discussions.
  - a. Come to discussions prepared to share information.
  - b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
  - c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
  - d. Acknowledge new information expressed by others in a discussion.
- SL.7.2 Identify details related to the main idea of a text presented orally or through other media.
- SL.7.3 Determine whether the claims made by a speaker are fact or opinion.
- SL.7.4 Communicate findings including descriptions, facts, or details related to main idea or theme.
- SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.

## LANGUAGE

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### *Conventions of Standard English*

- L.7.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.
- L.7.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.
- L.7.3 Use precise language to achieve desired outcomes or meaning when communicating.
- L.7.4 Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.
- L.7.5 Demonstrate understanding of word relationships and use.
  - a. Identify the literal and nonliteral meanings of words in context.
  - b. Demonstrate understanding of synonyms and antonyms.
- L.7.6 Use general academic and domain-specific words and phrases across contexts.

# HEALTHFUL LIVING – HEALTH EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MENTAL AND EMOTIONAL HEALTH

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

- 7.MEH.1.1 Interpret the transition of adolescence, including emotions in flux.
- 7.MEH.1.2 Infer the potential outcome from impulsive behaviors.
- 7.MEH.1.3 Organize resources (family, school, community) for mental and emotional health problems.

#### ***7.MEH.2 Evaluate positive stress management strategies.***

- 7.MEH.2.1 Critique a variety of stress management techniques.
- 7.MEH.2.2 Design a stress management plan that is appropriate for the situation and individual traits and skills.

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

- 7.MEH.3.1 Identify resources that would be appropriate for treating common mental disorders.
- 7.MEH.3.2 Implement strategies to seek help from an adult for self-destructive thoughts or behaviors.

### PERSONAL AND CONSUMER HEALTH

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

- 7.PCH.1.1 Explain health and academic consequences of inadequate rest and sleep.
- 7.PCH.1.2 Explain environmental, psychological, and social factors affecting excessive sun exposure.

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

- 7.PCH.2.1 Analyze the immune system in terms of the organs, their functions, and their interrelationships.

#### ***7.PCH.3 Evaluate health information and products.***

- 7.PCH.3.1 Recognize health quackery as a false claim for a cure and the ploys quacks use to promote unproven products and services.
- 7.PCH.3.2 Critique misconceptions about health and the efficacy of health products and services.

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

- 7.PCH.4.1 Deconstruct how the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.
- 7.PCH.4.2 Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.
- 7.PCH.4.3 Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.
- 7.PCH.4.4 Create a plan to reduce the risk of water-related injuries.

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 7.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships.
- 7.ICR.1.2 Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.
- 7.ICR.1.3 Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.
- 7.ICR.1.4 Use structured thinking to avoid becoming a perpetrator or victim in cyber-bullying.
- 7.ICR.1.5 Explain why tolerance is beneficial in a society characterized by diversity.
- 7.ICR.1.6 Illustrate the appropriate role of bystanders in preventing and stopping bullying and violence.

### ***7.ICR.2 Remember abstinence outside of marriage from sexual activity as a positive choice for young people.***

- 7.ICR.2.1 Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent.
- 7.ICR.2.2 Identify the positive benefits of abstinence from sexual activity outside of marriage.

### ***7.ICR.3 Apply strategies that develop and maintain reproductive and sexual health.***

- 7.ICR.3.1 Recognize common STDs (including HIV and HPV), modes of transmission, symptoms, effects if untreated, and methods of prevention.
- 7.ICR.3.2 Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.
- 7.ICR.3.3 Recognize that sexual harassment may contribute to sexual abuse and sexual assault and the feelings that result from these behaviors.
- 7.ICR.3.4 Use strategies to be safe, reject inappropriate or unwanted sexual advances, and to report incidences to an adult when assistance is needed.

## NUTRITION AND PHYSICAL ACTIVITY

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### ***7.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan and employ healthy nutrition and fitness.***

- 7.NPA.1.1 Use the Dietary Guidelines for Americans to eat nutrient dense foods in moderation.
- 7.NPA.1.2 Analyze Food Facts Labels for nutrients such as proteins, fats, and carbohydrates.

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

- 7.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.
- 7.NPA.2.2 Recall the health benefits of consuming more water.

### ***7.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.***

- 7.NPA.3.1 Attribute a positive body image to healthy self-esteem and the avoidance of risky eating behaviors.

### ***7.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.***

- 7.NPA.4.1 Design goals for increasing physical activity and strategies for achieving those goals.
- 7.NPA.4.2 Implement a personal fitness plan that balances caloric intake and expenditure.

## ALCOHOL, TOBACCO, AND OTHER DRUGS

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### ***7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.***

- 7.ATOD.1.1 Explain the common sequence of substance abuse that leads to serious health risks.
- 7.ATOD.1.2 Explain health risks resulting from injection drug use.
- 7.ATOD.1.3 Predict consequences of abuse of over-the-counter medicines from information provided by the manufacturers of these medicines.
- 7.ATOD.1.4 Explain how drug dependence and addiction create barriers to achieving personal goals.

### ***7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.***

- 7.ATOD.2.1 Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.
- 7.ATOD.2.2 Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.

# HEALTHFUL LIVING – PHYSICAL EDUCATION

## NORTH CAROLINA STANDARD COURSE OF STUDY

### MOTOR SKILL DEVELOPMENT

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#### ***7MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.***

- PE.7.MS.1.1 Execute complex combinations of movement specific to game, sport, or physical activity settings games in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.
- PE.7.MS.1.2 Illustrate fundamental motor skills and complex skills that contribute to movement proficiency in small sided game situations.
- PE.7.MS.1.3 Execute basic offensive and defensive strategies for an invasion game or net/wall activity.
- PE.7.MS.1.4 Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.

### MOVEMENT CONCEPTS

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#### ***7MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.***

- PE.7.MC.2.1 Apply concepts from other disciplines, such as physics, to movement skills.
- PE.7.MC.2.2 Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.
- PE.7.MC.2.3 Apply game strategies and tactics at appropriate times and in appropriate ways.
- PE.7.MC.2.4 Understand the relationship between ones social life and healthy habits such as physical activity, nutrition, and sleep.

### HEALTH-RELATED FITNESS

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#### ***7HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.***

- PE.7.HF.3.1 Use the gender and age related health related physical fitness standard defined by an approved fitness assessment to self evaluate fitness levels.
- PE.7.HF.3.2 Analyze data to examine the relationship between physical activity and caloric intake.
- PE.7.HF.3.3 Illustrate a variety of training methods.

### PERSONAL/SOCIAL RESPONSIBILITY

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#### ***7PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.***

- PE.7.PR.4.1 Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.
- PE.7.PR.4.2 Contrast between appropriate and inappropriate strategies to communicating ideas and feelings.
- PE.7.PR.4.3 Understand the role of diversity in physical activity respecting limitations and strengths of members of a variety of groups.

# 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.

### RATIO AND PROPORTIONAL RELATIONSHIPS

---

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

- NC.7.RP.1 Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.
- NC.7.RP.2 Recognize and represent proportional relationships between quantities.
- a. Understand that a proportion is a relationship of equality between ratios.
    - Represent proportional relationships using tables and graphs.
    - Recognize whether ratios are in a proportional relationship using tables and graphs.
    - Compare two different proportional relationships using tables, graphs, equations, and verbal descriptions.
  - b. Identify the unit rate (constant of proportionality) within two quantities in a proportional relationship using tables, graphs, equations, and verbal descriptions.
  - c. Create equations and graphs to represent proportional relationships.
  - d. Use a graphical representation of a proportional relationship in context to:
    - Explain the meaning of any point  $(x, y)$ .
    - Explain the meaning of  $(0, 0)$  and why it is included.
    - Understand that the  $y$ -coordinate of the ordered pair  $(1, r)$  corresponds to the unit rate and explain its meaning.
- NC.7.RP.3 Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.

### THE NUMBER SYSTEM

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

- NC.7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.
- NC.7.NS.2 Apply and extend previous understandings of multiplication and division.
- a. Understand that a rational number is any number that can be written as a quotient of integers with a non-zero divisor.



- b. Apply properties of operations as strategies, including the standard algorithms, to multiply and divide rational numbers and describe the product and quotient in real-world contexts.
  - c. Use division and previous understandings of fractions and decimals.
    - Convert a fraction to a decimal using long division.
    - Understand that the decimal form of a rational number terminates or eventually repeats.
- NC.7.NS.3 Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.

## EXPRESSIONS AND EQUATIONS

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### ***Use properties of operations to generate equivalent expressions.***

- NC.7.EE.1 Apply properties of operations as strategies to:
- Add, subtract, and expand linear expressions with rational coefficients.
  - Factor linear expression with an integer GCF.
- NC.7.EE.2 Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.

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

- NC.7.EE.3 Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions.
- Apply properties of operations to calculate with positive and negative numbers in any form.
  - Convert between different forms of a number and equivalent forms of the expression as appropriate.
- NC.7.EE.4 Use variables to represent quantities to solve real-world or mathematical problems.
- a. Construct equations to solve problems by reasoning about the quantities.
    - Fluently solve multistep equations with the variable on one side, including those generated by word problems.
    - Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
    - Interpret the solution in context.
  - b. Construct inequalities to solve problems by reasoning about the quantities.
    - Fluently solve multi-step inequalities with the variable on one side, including those generated by word problems.
    - Compare an algebraic solution process for equations and an algebraic solution process for inequalities.
    - Graph the solution set of the inequality and interpret in context.

## GEOMETRY

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

- NC.7.G.1 Solve problems involving scale drawings of geometric figures by:
- Building an understanding that angle measures remain the same and side lengths are proportional.
  - Using a scale factor to compute actual lengths and areas from a scale drawing.
  - Creating a scale drawing.

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

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

- NC.7.G.4 Understand area and circumference of a circle.
- Understand the relationships between the radius, diameter, circumference, and area.
  - Apply the formulas for area and circumference of a circle to solve problems.
- NC.7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.
- NC.7.G.6 Solve real-world and mathematical problems involving:
- Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons.
  - Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms.

## **STATISTICS AND PROBABILITY**

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***Use random sampling to draw inferences about a population.***

- NC.7.SP.1 Understand that statistics can be used to gain information about a population by:
- Recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population.
  - Using random sampling to produce representative samples to support valid inferences.
- NC.7.SP.2 Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.

***Make informal inferences to compare two populations.***

- NC.7.SP.3 Recognize the role of variability when comparing two populations.
- a. Calculate the measure of variability of a data set and understand that it describes how the values of the data set vary with a single number.
    - Understand the mean absolute deviation of a data set is a measure of variability that describes the average distance that points within a data set are from the mean of the data set.
    - Understand that the range describes the spread of the entire data set.
    - Understand that the interquartile range describes the spread of the middle 50% of the data.
  - b. Informally assess the difference between two data sets by examining the overlap and separation between the graphical representations of two data sets.
- NC.7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.

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

- NC.7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.
- NC.7.SP.6 Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency.

- NC.7.SP.7 Develop a probability model and use it to find probabilities of simple events.
- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
  - Develop a probability model (which may not be uniform) by repeatedly performing a chance process and observing frequencies in the data generated.
  - Compare theoretical and experimental probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
- NC.7.SP.8 Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
- Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
  - For an event described in everyday language, identify the outcomes in the sample space which compose the event, when the sample space is represented using organized lists, tables, and tree diagrams.
  - Design and use a simulation to generate frequencies for compound events.

# MATHEMATICS

## EXTENDED CONTENT STANDARDS

### STANDARDS FOR MATHEMATICAL PRACTICE

---

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

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

### RATIO AND PROPORTIONAL RELATIONSHIPS

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

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

### THE NUMBER SYSTEM

---

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

- NC.7.NS.1 Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.
- NC.7.NS.2
- a. Solve multiplication problems with products up to 100 using a calculator.
  - b. Solve division problems with divisors up to five and also with a divisor of 10 without remainders.
  - c. Express any remainder as a fraction.
- NC.7.NS.3 Solve one-step real-world problems involving decimal numbers to the tenths place.

### EXPRESSIONS AND EQUATIONS

---

**Use properties of operations to generate equivalent expressions.**

- NC.7.EE.1 Use one of the four operations to determine if expressions are equivalent.
- NC.7.EE.2 Identify arithmetic sequences where the difference between two consecutive terms is constant.

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

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

## GEOMETRY

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

- NC.7.G.1 Identify two similar geometric shapes that are proportional in size and in the same orientation.
- NC.7.G.2 Recognize geometric shapes with given conditions.

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

- NC.7.G.4 Determine the perimeter of a rectangle by adding the measures of the sides.
- NC.7.G.5 Recognize angles that are acute, obtuse, and right.
- NC.7.G.6 Determine the area of a rectangle using the formula for length  $\times$  width, and confirm the result using tiling or partitioning into unit squares.

## STATISTICS AND PROBABILITY

---

***Use random sampling to draw inferences about a population.***

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

***Draw informal comparative inferences about two populations.***

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

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

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

# SCIENCE

## NORTH CAROLINA STANDARD COURSE OF STUDY

### FORCES AND MOTION

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#### ***7.P1 Understand motion, the effects of forces on motion and the graphical representations of motion.***

- 7.P1.1 Explain how the motion of an object can be described by its position, direction of motion, and speed with respect to some other object.
- 7.P1.2 Explain the effects of balanced and unbalanced forces acting on an object (including friction, gravity and magnets).
- 7.P1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.
- 7.P1.4 Interpret distance versus time graphs for constant speed and variable motion.

### ENERGY: CONSERVATION AND TRANSFER

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#### ***7.P2 Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.***

- 7.P2.1 Explain how kinetic and potential energy contribute to the mechanical energy of an object.
- 7.P2.2 Explain how energy can be transformed from one form to another (specifically potential energy and kinetic energy) using a model or diagram of a moving object (roller coaster, pendulum, or cars on ramps as examples).
- 7.P2.3 Recognize that energy can be transferred from one system to another when two objects push or pull on each other over a distance (work) and electrical circuits require a complete loop through which an electrical current can pass.
- 7.P2.4 Explain how simple machines such as inclined planes, pulleys, levers and wheel and axles are used to create mechanical advantage and increase efficiency.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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#### ***7.E.1 Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans.***

- 7.E.1.1 Compare the composition, properties and structure of Earth's atmosphere to include: mixtures of gases and differences in temperature and pressure within layers.
- 7.E.1.2 Explain how the cycling of water in and out of the atmosphere and atmospheric conditions relate to the weather patterns on Earth.
- 7.E.1.3 Explain the relationship between the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions that may result.
- 7.E.1.4 Predict weather conditions and patterns based on information obtained from:
  - Weather data collected from direct observations and measurement (wind speed and direction, air temperature, humidity and air pressure)
  - Weather maps, satellites and radar
  - Cloud shapes and types and associated elevation
- 7.E.1.5 Explain the influence of convection, global winds and the jet stream on weather and climatic conditions.
- 7.E.1.6 Conclude that the good health of humans requires: monitoring the atmosphere, maintaining air quality and stewardship.

## STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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### ***7.L.1 Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.***

- 7.L.1.1 Compare the structures and life functions of single-celled organisms that carry out all of the basic functions of life including:
- Euglena
  - Amoeba
  - Paramecium
  - Volvox
- 7.L.1.2 Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles).
- 7.L.1.3 Summarize the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.
- 7.L.1.4 Summarize the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, and excretion) and ways that these systems interact with each other to sustain life.

## EVOLUTION AND GENETICS

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### ***7.L.2 Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.***

- 7.L.2.1 Explain why offspring that result from sexual reproduction (fertilization and meiosis) have greater variation than offspring that result from asexual reproduction (budding and mitosis).
- 7.L.2.2 Infer patterns of heredity using information from Punnett squares and pedigree analysis.
- 7.L.2.3 Explain the impact of the environment and lifestyle choices on biological inheritance (to include common genetic diseases) and survival.

# SCIENCE

## EXTENDED CONTENT STANDARDS

### FORCES AND MOTION

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***EX.7.P.1 Understand balanced and unbalanced forces.***

EX.7.P.1.1 Identify balanced and unbalanced forces.

EX.7.P.1.2 Understand that motion is produced by unbalanced forces.

EX.7.P.1.3 Understand that gravity is an unbalanced force that causes objects to fall towards the Earth.

### MATTER, PROPERTIES AND CHANGE

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***EX.7.P.2 Identify an atom as the smallest unit of matter.***

EX.7.P.2.1 Understand matter is made of smaller units.

EX.7.P.2.2 Understand units are combined to make a whole object.

### EARTH SYSTEMS, STRUCTURES AND PROCESSES

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***EX.7.E.1 Understand the water cycle.***

EX.7.E.1.1 Recognize the water left in an open container evaporates over time.

EX.7.E.1.2 Identify the parts of the water cycle (evaporation, condensation, precipitation, run off).

EX.7.E.1.3 Describe the consequences of too much or too little water (e.g. drought, flooding).

### STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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***EX.7.L.1 Describe characteristics of living organisms that enable them to survive.***

EX.7.L.1.1 Identify that insects spread pollen to help flowering plants make seeds.

EX.7.L.1.2 Describe ways that a plant and an animal help each other.

EX.7.L.1.3 Describe characteristics that help a plant or an animal survive.

### ECOSYSTEMS

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***EX.7.L.2 Understand the role of decomposers in an ecosystem.***

EX.7.L.2.1 Define decomposers.

EX.7.L.2.2 Understand how decomposers and consumers are different.

EX.7.L.2.3 Classify living organisms as producers, consumers, or decomposers.



# SOCIAL STUDIES

## NORTH CAROLINA STANDARD COURSE OF STUDY

### World Geography, History & Culture: Patterns of Continuity and Change – The Great Global Convergence (1400-1800) to the Present

Students will study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences among world regions. A conscious effort should be made to include an integrated study of various societies and regions from every continent throughout the semester/year. During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues. 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 modern world.

## HISTORY

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### ***7H.1 Use historical thinking to analyze various modern societies.***

- 7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.
- 7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

### ***7H.2 Understand the implications of global interactions.***

- 7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).
- 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States).
- 7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).
- 7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.

## GEOGRAPHY AND ENVIRONMENTAL LITERACY

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### ***7G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.***

- 7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).
- 7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.
- 7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.

### **7.G.2 Apply the tools of a geographer to understand modern societies and regions.**

- 7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).
- 7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.

## **ECONOMICS AND FINANCIAL LITERACY**

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

- 7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).
- 7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).
- 7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).
- 7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).

## **CIVICS AND GOVERNMENT**

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### **7.C&G.1 Understand the development of government in modern societies and regions.**

- 7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).
- 7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.
- 7.C&G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).
- 7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).

## **CULTURE**

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### **7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.**

- 7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).
- 7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

# SOCIAL STUDIES

## EXTENDED CONTENT STANDARDS

### GEOGRAPHY AND ENVIRONMENTAL LITERACY

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#### ***EX.7.G.1 Describe conditions that shape the environment.***

- EX.7.G.1.1 Describe the consequences of too much or too little water (e.g. drought, flooding) on a populated area.
- EX.7.G.1.2 Describe the impact preservation efforts have on the environment (recycling, planting trees).
- EX.7.G.1.3 Describe routine responses for natural disasters (e.g., What do you do when there is a tornado? What do you need to do to get ready for a hurricane?).

#### ***EX.7.G.2 Use maps to understand the community.***

- EX.7.G.2.1 Use key (e.g., H =Hospital, Picture of bus= bus stop) and cardinal directions (north, south, east, west) to locate community markers.
- EX.7.G.2.2 Use available technology tools (i.e., GPS and GIS software) to locate community markers.

### ECONOMICS AND FINANCIAL LITERACY

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#### ***EX.7.E.1 Understand implications of economic decisions on needs and wants.***

- EX.7.E.1.1 Compare prices between economic competitors to find the best value.
- EX.7.E.1.2 Explain how personal financial resources affect the choices people make based on their wants and needs.
- EX.7.E.1.3 Understand that personal choices result in benefits or consequences.

### CIVICS AND GOVERNANCE

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#### ***EX.7.C&G.1 Understand rights and responsibilities of an individual in relationship to society.***

- EX.7.C&G.1.1 Understand groups can agree on rules for the “common good” of society.
- EX.7.C&G.1.2 Apply problem solving models to generate ideas (e.g., rules, goals, sequence, etc.) to benefit the “common good”.
- EX.7.C&G.1.3 Determine what ideas and opinions in a group are different from an individual’s.
- EX.7.C&G.1.3 Communicate when an individual disagrees with decisions made by others.

# 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**

	<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>	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.<br>(Interpersonal communication: Person-to-Person Communication) |
| STANDARD 2 | Understand words and concepts presented in the language.<br>(Interpretive communication: Listening and Reading)             |
| STANDARD 3 | Use the language to present information to an audience.<br>(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>





