GRADE
5

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

NORTH CAROLINA
State Board of Education
Department of Public Instruction

2021

STATE BOARD OF EDUCATION

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NC DEPARTMENT OF PUBLIC INSTRUCTION

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Quick Reference Guide

GRADE **5**

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 N*orth 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://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards**.

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

Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study and Instructional Support Tools* for each discipline, accessible online at: **https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction**.

   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

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

    5.CP.1.1 Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements.

    5.CP.1.2 Use collaborative skills to improvise and create dance.

    5.CP.1.3 Create short dances that communicate abstract ideas.

    5.CP.1.4 Generate strategies for problem solving in dance.

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

    5.CP.2.1 Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance.

    5.CP.2.2 Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences.

    5.CP.2.3 Monitor personal goals to improve performance quality in dance.

DANCE MOVEMENT SKILLS

5.DM.1 Understand how to use movement skills in dance.

    5.DM.1.1 Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique.

    5.DM.1.2 Exemplify how to maintain a sense of body shape while moving and in stillness.

    5.DM.1.3 Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions.

    5.DM.1.4 Illustrate phrasing in a selected piece of music using dance movement.

    5.DM.1.5 Use a variety of spatial designs and relationships with clarity and intent while dancing.

RESPONDING

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

    5.R.1.1 Analyze the relationship between dance elements when observing dance.

    5.R.1.2 Illustrate the roles and responsibilities of the viewer in interpreting dances.

CONNECTING

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

    5.C.1.1 Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States.

    5.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC
NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

5.ML.1.1 Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.

5.ML.1.2 Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.

5.ML.1.3 Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.

5.ML.2 Interpret the sound and symbol systems of music.

5.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.

5.ML.2.2 Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.

5.ML.2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.

5.ML.2.4 Use standard symbols to notate rhythm, meter, pitch, and dynamics.

5.ML.3 Create music using a variety of sound and notational sources.

5.ML.3.1 Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.

5.ML.3.2 Create compositions and arrangements within specified guidelines.

5.ML.3.3 Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.

MUSICAL RESPONSE

5.MR.1 Understand the interacting elements to respond to music and music performances.

5.MR.1.1 Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.

5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.

5.MR.1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.

5.MR.1.4 Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

CONTEXTUAL RELEVANCY

5.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.

5.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS
NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

5.C.1 Use movement, voice, and writing to communicate ideas and feelings.

 5.C.1.1 Use a variety of postures, gaits, and mannerisms to express a variety of characters in the presentations of stories.

 5.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations.

 5.C.1.3 Construct original scripts using dialogue that communicates ideas and feelings.

5.C.2 Use performance to communicate ideas and feelings.

 5.C.2.1 Use improvisation to create characters and solve problems.

 5.C.2.2 Interpret various characters from different genres of given texts through the use of the body and voice.

ANALYSIS

5.A.1 Analyze literary texts and performances.

 5.A.1.1 Analyze texts or scripts in terms of setting, characters, sequence of events, main idea, problem, solution, and their interrelationships.

 5.A.1.2 Evaluate how intended meanings are conveyed through formal and informal productions.

AESTHETICS

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

 5.AE.1.1 Select technical materials, such as set, props, colors, and effects that are appropriate for, and support, performances.

 5.AE.1.2 Understand how to use costumes, props, masks, set pieces, lighting, and sound to support dramatic presentations.

CULTURE

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

 5.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of the United States.

 5.CU.1.2 Create theatrical works that exemplify aspects of the culture, beliefs, and history of the United States.

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

 5.CU.2.1 Use strategies to critique self and others in a respectful and constructive manner.

 5.CU.2.2 Understand the role of the director in relation to staging techniques, such as cheating out, blocking, and levels.

ARTS EDUCATION – VISUAL ARTS
NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

5.V.1 Use the language of visual arts to communicate effectively.
5.V.1.1 Use appropriate art vocabulary to describe art movements.

5.V.1.2 Create art that reflects personal voice and choice.

5.V.1.3 Classify works of art in terms of whether they are realistic, abstract, or non-objective.

5.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design.

5.V.1.5 Apply the Principles of Design in creating compositions.

5.V.2 Apply creative and critical thinking skills to artistic expression.
5.V.2.1 Evaluate solutions to artistic problems, including their effectiveness.

5.V.2.2 Use ideas and imagery from the global environment as sources for creating art.

5.V.2.3 Create realistic, imaginative, abstract, and non-objective art.

5.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.
5.V.3.1 Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.

5.V.3.2 Use appropriate media for the creation of original art.

5.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

5.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
5.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States

5.CX.1.2 Recognize key contributions of North American artists in history.

5.CX.1.3 Classify North American artists in terms of styles, genre, and/or movements.

5.CX.1.4 Explain how traditions and values influence ideas, issues, and themes found in art.

5.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of North American art and artists.

5.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.
5.CX.2.1 Analyze the relationship between arts and daily life in product design, print, and digital media.

5.CX.2.2 Exemplify how information and skills learned in art can be applied in other disciplines.

5.CX.2.3 Understand the balance of individual roles and collaborative skills to create art.

5.CX.2.4 Interpret visual images from media sources and the immediate environment.

CRITICAL RESPONSE

5.CR.1 Use critical analysis to generate responses to a variety of prompts.
5.CR.1.1 Judge art through the application of art concepts and vocabulary.

5.CR.1.2 Critique personal art based on established criteria and expressive qualities.

COMPUTER SCIENCE
NORTH CAROLINA STANDARD COURSE OF STUDY

COMPUTING SYSTEMS

Devices
35-CS-01   Evaluate the features available on digital devices to perform a variety of classroom tasks.

Hardware & Software
35-CS-02   Model how computer hardware and software work together as a system to accomplish tasks.

Troubleshooting
35-CS-03   Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

NETWORKS & THE INTERNET

Network Communication & Organization
35-NI-01   Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

Cybersecurity
35-NI-02   Explain your digital footprint and how personal information can be protected.

DATA & ANALYSIS

Storage
35-DA-01   Identify the type of data encoded in a file based on file extension.

35-DA-02   Illustrate the process of file management and version control.

Collection, Visualization & Transformation
35-DA-03   Organize and present collected data visually to highlight relationships and support a claim.

Inference & Models
35-DA-04   Communicate using data to highlight or predict outcomes.

ALGORITHMS & PROGRAMMING

Algorithms
35-AP-01   Create multiple algorithms for the same task to determine which is the most accurate and efficient.

Variables
35-AP-02   Create programs that use variables to store and modify data.

Control
35-AP-03   Construct programs that include sequences.

35-AP-04   Construct programs using simple loops.

35-AP-05   Construct programs that implement conditionals.

Modularity

35-AP-06   Decompose problems into smaller, manageable, subproblems to facilitate the program development process.

35-AP-07   Modify, remix, or incorporate portions of an existing program into one's own work.

Program Development

35-AP-08   Apply an iterative process to the development of a program by including diverse perspectives and considering user preferences.

35-AP-09   Give appropriate attribution when creating or remixing programs while respecting intellectual property rights.

35-AP-10   Identify and debug errors in an algorithm or program to ensure it runs as intended.

35-AP-11   Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.

35-AP-12   Describe choices made during program development using code comments, presentations, and demonstrations.

IMPACTS OF COMPUTING

Culture

35-IC-01   Compare computing technologies that have changed the world and how they both influence and are influenced by cultural practices.

35-IC-02   Explore the tools that can be used to improve accessibility and usability of technology products for the diverse needs and wants of users.

Social Interactions

35-IC-03   Seek diverse perspectives with collaboration for the purpose of improving computational artifacts.

35-IC-04   Exhibit positive digital citizenship and social responsibility in online interactions.

Safety, Law & Ethics

35-IC-05   Utilize public domain or creative commons media, and refrain from copying or using material created by others without permission.

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

1. ***Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.***
   1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
   1b. Students build networks and customize their learning environments in ways that support the learning process.
   1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
   1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

DIGITAL CITIZEN

2. ***Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.***
   2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
   2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
   2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

KNOWLEDGE CONSTRUCTOR

3. ***Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.***
   3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
   3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
   3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

5TH GRADE

INNOVATIVE DESIGNER

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

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

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

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

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

COMPUTATIONAL THINKER

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

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

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

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

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

CREATIVE COMMUNICATOR

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

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

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

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

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

GLOBAL COLLABORATOR

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

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

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

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

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

ENGLISH LANGUAGE ARTS
NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

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

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence
RL.5.1   Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2   Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3   Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Craft and Structure
RL.5.4   Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

RL.5.5   Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.

RL.5.6   Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Ideas and Analysis
RL.5.7   Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

RL.5.8   Not applicable to literature.

RL.5.9   Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Complexity
RL.5.10   By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence
RI.5.1   Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2   Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3   Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4   Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5   Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

RI.5.6   Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Ideas and Analysis

RI.5.7   Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

RI.5.8   Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9   Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

RI.5.10   By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING FOUNDATIONAL SKILLS

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

RF.5.2   Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

RF.5.4   Know and apply grade-level phonics and word analysis skills in decoding words.

   a.   Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.5   Read with sufficient accuracy and fluency to support comprehension.

   a.   Read on-level text with purpose and understanding.

   b.   Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

   c.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.5.1   Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

   b.   Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

   c.   Provide logically ordered reasons that are supported by facts and details.

   d.   Link opinion and reasons using words, phrases, and clauses.

   e.   Provide a concluding statement or section related to the opinion presented.

   f.   With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.5.2   Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

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

   b.   Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

   c.   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   d.   Link ideas within and across categories of information using words, phrases, and clauses.

   e.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

   f.   Provide a concluding statement or section related to the information or explanation presented.

   g.   With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.5.3   Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a.   Organize information and ideas around a topic to plan and prepare to write.
   b.   Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   c.   Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
   d.   Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   e.   Use concrete words and phrases and sensory details to convey experiences and events precisely.
   f.   Provide a conclusion that follows from the narrated experiences or events.
   g.   With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
W.5.4   With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research
W.5.5   Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.6   Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SPEAKING AND LISTENING STRAND

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

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication
SL.5.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
   a.   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b.   Follow agreed-upon rules for discussions and carry out assigned roles.
   c.   Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d.   Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2   Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3   Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LANGUAGE STRAND

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

LANGUAGE STANDARDS

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

Language Standards – Grammar Continuum

Skill	4-5
Subject/Verb Agreement	• Continue to ensure subject/verb agreement
Nouns	• Use abstract nouns (such as *courage*)
	• Continue to use regular and irregular plural nouns
Verbs	• Form and use progressive verb tenses
	• Use modal auxiliaries (such as *may* or *must*)
	• Continue to form and use the perfect verb tenses
	• Convey sense of various times, sequences, states, and conditions
	• Recognize and correct inappropriate shifts in verb tense
Adjectives	• Form and use comparative and superlative and accurately choose which to use—adjective or adverb
	• Order adjectives within sentences according to conventional patterns
Conjunctions	• Continue to use coordinating and subordinating conjunctions
	• Use correlative conjunctions (such as *either/or*)
Adverbs	• Form and use comparative and superlative adverbs
	• Use relative adverbs
Sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
	• Produce, expand, and rearrange simple, compound, and complex sentences
Prepositions	• Form and use prepositional phrases
Pronouns	• Ensure pronoun-antecedent agreement
	• Use relative pronouns
Determiners	

Commonly Confused Words	• Correctly use frequently confused words (such as *to*, *two*, *too*)
Interjections	• Continue to use interjections
Phrases & Clauses	• Explain the function of phrases and clauses
	• Recognize independent and dependent phrases and clauses
Usage	

L.5.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

Language Standards – Conventions Continuum

Skill	4-5
Capitalization	• Capitalize appropriate words in titles
	• Continue to use correct capitalization
Punctuation	• Use punctuation to separate items in a series
	• Continue to use commas in addresses
	• Continue to use commas in dialogue
	• Continue to use quotation marks in dialogue
	• Use a comma before a coordinating conjunction in a compound sentence
	• Use commas and quotations to mark direct speech and quotations from a text
	• Use a comma to separate an introductory element from the rest of a sentence
	• Use a comma to set off the words yes and no
	• Use a comma to set off a tag question from the rest of the sentence
	• Use a comma to indicate a direct address
	• Use underlining, quotation marks, or italics to indicate titles of works
Spelling	• Continue to use conventional spelling for high frequency words and other studied words
	• Continue to use conventional spelling for adding suffixes to base words
	• Continue to use spelling patterns and generalizations when writing words
	• Spell grade-appropriate words correctly
References	• Continue to consult reference materials as needed to check and correct spellings

Knowledge of Language

L.5.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   a.   Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

   b.   Compare and contrast the varieties of English used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4   Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.5.5   Demonstrate understanding of figurative language and nuances in word meanings.

   a.   Interpret figurative language, including similes and metaphors, in context.

   b.   Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.6   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence
RL.5.1   Identify words in the text that answer a question about explicit information.

RL.5.2   Identify the theme of a story, drama or poem.

RL.5.3   Compare two characters in a familiar story.

Craft and Structure
RL.5.4   Determine the meaning of words and phrases as they are used in a text.

RL.5.5   Identify how a series of events fit together to create a particular story.

RL.5.6   Determine the point of view of the narrator.

Integration of Ideas and Analysis
RL.5.7   Identify illustrations, tactual, or multimedia elements that add to understanding of a text.

RL.5.9   Compare stories with similar topics or themes.

Range of Reading and Level of Complexity
RL.5.10   Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence
RI.5.1   Identify words in the text to answer a question about explicit information.

RI.5.2   Identify the main idea of a text when it is not explicitly stated.

RI.5.3   Compare two individuals, events, or ideas in an informational text.

Craft and Structure
RI.5.4   Determine the meanings of domain-specific words and phrases.

RI.5.5   Determine if a text tells about events, gives directions, or provides information on a topic.

RI.5.6   Compare two texts on the same topic.

Integration of Ideas and Analysis
RI.5.7   Locate information in print or digital sources.

RI.5.8   Identify details and examples that supports specific points in a text.

RI.5.9   Compare details presented in three or more texts on the same topic.

Range of Reading and Level of Complexity
RI.5.10   Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence
RF.5.2   Purposefully selects or produces letters to create written documents.

Craft and Structure
RF.5.4   Apply letter-sound knowledge to decode words.

a.   Read common sight words and decode single syllable words.

RF.5.5 Engage in purposeful reading of text.
   a. Read text comprised of familiar words with accuracy and understanding.
   b. Use context to confirm or self-correct word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing
W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text and state an opinion about it.
   b. Provide reasons to support the opinion.
W.5.2 Write to share information supported by details.
   a. Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.
   b. Provide facts, details, or other information related to the topic.
W.5.3 Write about an event of personal experience that includes three or more events in a sequence.
W.5.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research
W.5.5 Conduct short research projects using two or more sources.
W.5.6 Gather and sort relevant information on a topic from print or digital sources into given categories.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication
SL.5.1 Communicate with others in group interactions.
   a. Come to discussion prepared to share information.
   b. Carry out assigned role in a discussion.
   c. Ask questions related to information in a discussion.
   d. Make comments that contribute to the discussion and link to the remarks of others.
SL.5.2 Identify the explicitly stated main idea of text presented orally or through other media.
SL.5.3 Identify the reasons and evidence supporting a specific point.
SL.5.4 Communicate opinion on a familiar topic or text, providing facts or details related to it.
SL.5.5 Select or create audio recordings and visual/tactile displays to enhance presentation.

LANGUAGE

Conventions of Standard English
L.5.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
L.5.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
L.5.3 Use language to achieve desired meaning when communicated by combining words when asked.
L.5.4 Demonstrate knowledge of word meanings drawn from grade 5 content.
L.5.5 Demonstrate understanding of word relationships and use.
   a. Demonstrate understanding of words that have similar meanings.
   b. Use simple, common idioms (e.g., You bet! It's a deal., cool.).
L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

5.MEH.1 Apply positive stress management strategies.

5.MEH.1.1 Implement positive stress management strategies.

5.MEH.1.2 Evaluate the effectiveness of stress management strategies.

5.MEH.2 Understand help-seeking strategies for depression and mental disorders.

5.MEH.2.1 Interpret feelings of depression and sadness as normal responses to loss.

5.MEH.2.2 Summarize how to seek assistance from reliable resources for depression and sadness.

PERSONAL AND CONSUMER HEALTH

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

5.PCH.1.1 Explain the influence of personal values on health behaviors.

5.PCH.1.2 Design a personal action plan for sufficient rest and sleep.

5.PCH.2 Analyze health products and sources of health information.

5.PCH.2.1 Recognize dependable resources for health information.

5.PCH.2.2 Differentiate between safe and unsafe products.

5.PCH.3 Apply measures for cleanliness and disease prevention.

5.PCH.3.1 Implement a personal dental health plan to include brushing, flossing, nutrition, and injury prevention.

5.PCH.3.2 Carry out activities that avoid harmful effects of the sun.

5.PCH.4 Understand body systems and organs, functions, and their care.

5.PCH.4.2 Summarize the functions of the organs which make up the digestive system.

5.PCH.4.3 Interpret the relationship between and among the vessels and organs of the circulatory system.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

5.ICR.1 Understand healthy and effective interpersonal communication and relationships.

5.ICR.1.1 Illustrate the dangers of communicating with unknown individuals.

5.ICR.1.2 Summarize things you can do to seek assistance when encountering a stranger.

5.ICR.1.3 Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.

5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.

5.ICR.2.1 Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.

5.ICR.2.2 Differentiate between accurate and inaccurate sources of information about puberty and development.

5.ICR.2.3 Summarize the functions of the male and female reproductive systems.

5.ICR.2.4 Illustrate how societal influences can impact behavioral choices and feelings regarding one's reproductive health.

5.ICR.2.5 Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.

NUTRITION AND PHYSICAL ACTIVITY

5.NPA.1 Apply tools (MyPlate) to plan healthy nutrition and fitness.

5.NPA.1.1 Use MyPlate to make healthy choices of foods and beverages.

5.NPA.1.2 Use recommendations in MyPlate to increase physical activity.

5.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

5.NPA.2.1 Summarize the influences of family, culture, and the media on food choices.

5.NPA.2.2 Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

5.NPA.3 Understand the benefits of nutrition and fitness to disease prevention.

5.NPA.3.1 Contrast dieting and healthy weight management, including limiting high-fat and high-sugar foods.

5.NPA.3.2 Explain the benefits of regular physical activity on physical, mental, emotional, and social health.

5.NPA.3.3 Summarize normal weight gain and body changes during puberty.

ALCOHOL, TOBACCO, AND OTHER DRUGS

5.ATOD.1 Understand health risks associated with use of alcohol.

5.ATOD.1.1 Explain the short-term and long-term effects of alcohol abuse.

5.ATOD.1.2 Explain the effects of alcohol abuse on others.

5.ATOD.2 Understand why people use alcohol.

5.ATOD.2.1 Explain possible internal and external influences to use alcohol.

5.ATOD.2.2 Evaluate the effect of advertising strategies of alcohol companies on people's use of alcohol.

5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.

5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.

5.ATOD.3.2 Design strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.

HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

PE.5.MS.1.1 Executive combinations of more complex locomotor skills and manipulative skills specific to individual, dual and team activities.

PE.5.MS.1.2 Use increasingly complex skills with power and accuracy.

PE.5.MS.1.3 Illustrate mature form in combining locomotor and manipulative skills for traditional and non traditional activities.

PE.5.MS.1.4 Create movement sequences that are smooth and fluid and have several different rhythmic patterns.

MOVEMENT CONCEPTS

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

PE.5.MC.2.1 Select scientific principles and/or concepts that have an effect on the quality of complex movement.

PE.5.MC.2.2 Evaluate movement and game skills in order to provide feedback that will lead to improvement.

PE.5.MC.2.3 Identify basic offensive and defensive strategies in modified game situations.

PE.5.MC.2.4 Analyze the five components of health-related physical fitness in terms of their relationship to various activities.

HEALTH-RELATED FITNESS

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

PE.5.HF.3.1 Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness assessment.

PE.5.HF.3.2 Implement strategies to achieve health-related physical fitness.

PE.5.HF.3.3 Select physical activities that develop/ maintain each of the five components of health-related fitness.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.5.PR.4.1 Use self-control to work independently in developing responsibility and respect for self and others.

PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.5.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

MATHEMATICS
NORTH CAROLINA STANDARD COURSE OF STUDY

STANDARDS FOR MATHEMATICAL PRACTICE

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

OPERATIONS AND ALGEBRAIC THINKING

Write and interpret numerical expressions.

NC.5.OA.2   Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving:
- Parentheses, using the order of operations.
- Commutative, associative and distributive properties.

Analyze patterns and relationships.

NC.5.OA.3   Generate two numerical patterns using two given rules.
- Identify apparent relationships between corresponding terms.
- Form ordered pairs consisting of corresponding terms from the two patterns.
- Graph the ordered pairs on a coordinate plane.

NUMBER AND OPERATIONS IN BASE TEN

Understand the place value system.

NC.5.NBT.1   Explain the patterns in the place value system from one million to the thousandths place.
- Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.

NC.5.NBT.3   Read, write, and compare decimals to thousandths.
- Write decimals using base-ten numerals, number names, and expanded form.
- Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Perform operations with multi-digit whole numbers.

NC.5.NBT.5   Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.

NC.5.NBT.6   Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.

Perform operations with decimals.

NC.5.NBT.7   Compute and solve real-world problems with multi-digit whole numbers and decimal numbers.

- Add and subtract decimals to thousandths using models, drawings or strategies based on place value.
- Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.
- Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths.
- Use estimation strategies to assess reasonableness of answers.

NUMBER AND OPERATIONS – FRACTIONS

Use equivalent fractions as a strategy to add and subtract fractions.

NC.5.NF.1   Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.

- Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
- Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem with an equation.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

NC.5.NF.3   Use fractions to model and solve division problems.

- Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts.
- Model and interpret a fraction as the division of the numerator by the denominator.
- Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.

NC.5.NF.4   Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers.

- Use area and length models to multiply two fractions, with the denominators 2, 3, 4.
- Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
- Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.

NC.5.NF.7   Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.

MEASUREMENT AND DATA

Convert like measurement units within a given measurement system.

NC.5.MD.1   Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.

Represent and interpret data.

NC.5.MD.2   Represent and interpret data.

- Collect data by asking a question that yields data that changes over time.
- Make and interpret a representation of data using a line graph.
- Determine whether a survey question will yield categorical or numerical data, or data that changes over time.

Understand concepts of volume.

NC.5.MD.4   Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.

NC.5.MD.5   Relate volume to the operations of multiplication and addition.

- Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths.
- Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.
- Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.

GEOMETRY

Understand the coordinate plane.

NC.5.G.1   Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.

Classify quadrilaterals.

NC.5.G.3   Classify quadrilaterals into categories based on their properties.

- Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category.
- Classify quadrilaterals in a hierarchy based on properties.

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."

OPERATIONS AND ALGEBRAIC THINKING

Understand the properties of multiplication.
NC.5.OA.3   Identify and extend numerical patterns.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit numbers.
NC.5.NBT.1   Identify equivalent groupings for quantities up to 99.

Generalize place value understanding for multi-digit numbers.
NC.5.NBT.3   Compare whole numbers up to 100 using symbols (<, >, =).

Compute with multi-digit whole numbers and decimal numbers.
NC.5.NBT.5   Multiply whole numbers up to 5 × 5.
NC.5.NBT.6   Use fair and equal shares to solve division problems.

NUMBER AND OPERATIONS – FRACTIONS

Add and subtract fractions.
NC.5.NF.1   Identify models of halves (1/2, 2/2), fourths (1/4, 2/4, 3/4, 4/4), thirds (1/3. 2/3, 3/3), and tenths (1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10).

MEASUREMENT AND DATA

Convert like measurement units within a given measurement system.

NC.5MD.1   Use standard units to measure weight and length of objects.

Represent and interpret data.

NC.5.MD.2   Represent and interpret data on a picture, line plot, or bar graph.

Understand concepts of volume.

NC.5.MD.5   Determine the volume of a rectangular prism by counting units of measure (unit cubes).

GEOMETRY

Understand the coordinate plane.

NC.5.G.1   Use the x and y axis to locate a point or object on a graph.

Classify two-dimensional figures into categories based on their properties.

NC.5.G.3   Sort two-dimensional figures and identify the attributes (angles, number of sides, corners) they have in common.

SCIENCE
NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

5.P.1 Understand force, motion and the relationship between them.

5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.

5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.

5.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.

5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.

MATTER: PROPERTIES AND CHANGE

5.P.2 Understand the interactions of matter and energy and the changes that occur.

5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff).

5.P.2.2 Compare the weight of an object to the sum of the weight of its parts before and after an interaction.

5.P.2.3 Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.

ENERGY: CONSERVATION AND TRANSFER

5.P.3 Explain how the properties of some materials change as a result of heating and cooling.

5.P.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation)

5.P.3.2 Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.

5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.

5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.

5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.

5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.

ECOSYSTEMS

5.L.2 *Understand the interdependence of plants and animals with their ecosystem.*

  5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.

  5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).

  5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

EVOLUTION AND GENETICS

5.L.3 *Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.*

  5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.

  5.L.3.2 Give examples of likenesses that are inherited and some that are not.

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.5.P.1 Understand how force can change motion of objects.

EX.5.P.1.1 Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).

EX.5.P.1.2 Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).

MATTER, PROPERTIES AND CHANGE

EX.5.P.2 Understand the structure and properties of matter before and after they undergo a change.

EX.5.P.2.1 Identify processes (e.g. burning or cooking) that result in a chemical change in matter.

EX.5.P.2.2 Compare physical and chemical changes of matter.

EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.5.E.1 Understand dangerous weather conditions.

EX.5.E.1.1 Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards).

EX.5.E.1.2 Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, hurricanes).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.5.L.1 Understand how internal and external structures of the human body perform functions necessary for life.

EX.5.L.1.1 Identify internal structures of the human body (e.g. heart, lungs, bones, stomach, muscles) and their functions.

EX.5.L.1.2 Understand how the functions of internal and external structures (e.g. eyes, nose, ears, mouth) of the human body are essential for life.

ECOSYSTEMS

EX.5.L.2 Understand the interdependence of plants and animals with their ecosystem.

EX.5.L.2.1 Identify common ecosystems (e.g. oceans, lakes, deserts, forests, etc).

EX.5.L.2.2 Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, arctic).

EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.

SOCIAL STUDIES
NORTH CAROLINA STANDARD COURSE OF STUDY

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

INQUIRY

Compelling Questions
I.1.1 Identify content required to provide an answer to compelling questions.

I.1.2 Construct compelling questions that promote inquiry with peers.

Supporting Questions
I.1.3 Understand how responses to supporting questions provide responses to compelling questions.

I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.

Gathering and Evaluating Sources
I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.

I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence
I.1.7 Construct claims in response to compelling and supporting questions.

I.1.8 Accurately use information from sources when making claims.

I.1.9 Make inferences from information in sources.

Communicating Ideas
I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.

Taking Informed Action
I.1.11 Identify ways to address problems related to the compelling question.

BEHAVIORAL SCIENCES

5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.
5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.

5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.

CIVICS AND GOVERNMENT

5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.
5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.

5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.

5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.

  5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.

  5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.

ECONOMICS

5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.

  5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.

  5.E.1.2 Compare economic decisions in terms of benefits and consequences.

  5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.

  5.E.1.4 Summarize the role of trade between the United States and other countries.

5.E.2 Understand the impact of personal financial decisions.

  5.E.2.1 Explain how personal financial decisions affect everyday life.

  5.E.2.2 Explain the importance of developing a basic budget for spending and saving.

  5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.

GEOGRAPHY

5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.

  5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.

  5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.

  5.G.1.3 Explain how technological innovation has impacted the geography of the United States.

  5 G.1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.

HISTORY

5.H.1 Understand the role of various people, events, and ideas in shaping the United States.

  5.H.1.1 Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States

  5.H.1.2 Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.

  5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.

  5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.

  5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.

  5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.5.G.1 Understand how human activity has and continues to shape the environment.

EX.5.G.1.1 Compare the effects of human activity on the physical environment.

EX.5.G.1.2 Explain when and why people make decisions about transitions based on where they are and where they may be going.

EX.5.G.1.3 Utilize technological tools to assist in accessing wants and needs across environments.

EX.5.G.1.4 Use maps to move to various locations within the school.

ECONOMICS AND FINANCIAL LITERACY

EX.5.E.1 Understand that individuals contribute to the division of labor in many ways.

EX.5.E.1.1 Understand that more than one person can contribute to a good or service.

EX.5.E.1.2 Describe personal responsibility and the effect on division of labor.

EX.5.E.1.3 Understand consequences of contributing or not contributing to the division of labor.

EX.5.E.2 Understand the economic factors when making personal choices.

EX.5.E.2.1 Apply decision making skills on spending and saving.

CIVICS AND GOVERNANCE

EX.5.C&G.2 Understand the rights and responsibilities of citizens.

EX.5.C&G.2.1 Analyze the rights and responsibilities of individuals in a group.

EX.5.C&G.2.2 Explain why rights and responsibilities within the school environment support the concept of the "common good".

EX.5.C&G.2.3 Identify the feelings of others in a group about a topic.

EX.5.C&G.2.4 Actively engage in communicative exchanges by making comments and asking questions that contribute to the discussion and link to the remarks of 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:

https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/english-learners

	Speaking Interpretive Rubric of the WIDA™ Consortium* Grades 1-12		
	Discourse Level	**Sentence Level**	**Word/Phrase Level**
	Linguistic Complexity	**Language Usage**	**Vocabulary Control**
Level 6 Reaching	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:		
	• sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience • clear evidence of consistency in conveying an appropriate perspective and register	• a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics • controlled, skilled use of oral language to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	• sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register	• a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	• connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity • some evidence of conveying an appropriate perspective and register	• a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area • generally controlled and fluid use of oral language to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common idioms across content areas as appropriate • vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:		
	• oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective and register	• developing range of oral phrase and sentence patterns and grammatical structures common to content areas • developing control in use of oral language to convey meaning	• usage of some specific content words and expressions as appropriate • usage of words or expressions used frequently in content areas, as appropriate • vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	• oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident • some amount of language that may be repeated from the prompt	• chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas • variable control in use of oral language to convey meaning	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	• words, oral phrases, or memorized chunks of oral language used to represent ideas • varying amounts of language that may be repeated from the prompt	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • occasional control in use of oral language to convey meaning	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

Writing Interpretive Rubric of the WIDA™ Consortium* Grades 1-12		
Discourse Level	**Sentence Level**	**Word/Phrase Level**
Linguistic Complexity	**Language Usage**	**Vocabulary Control**
Level 6 Reaching	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:		
	• extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas • clear evidence of consistency in conveying an appropriate perspective, register, and genre	• a full range of sentence patterns and grammatical structures matched to content area topics • consistent use of appropriate conventions to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	• extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas • clear evidence of conveying an appropriate perspective, register, and genre	• a broad range of sentence patterns and grammatical structures matched to the content area topic • nearly consistent use of appropriate conventions to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	• connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion • some evidence of conveying an appropriate perspective, register, and genre	• a range of sentence patterns and grammatical structures characteristic of the content area • generally consistent use of appropriate conventions to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate • vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	• text that shows developing organization in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective, register, and genre	• a developing range of sentence patterns and grammatical structures common to content areas • developing use of conventions to convey meaning	• usage of some specific content words and expressions as appropriate • usage of common cognates, words, or expressions related to content areas as appropriate • vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	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:		
	• text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization • some amount of text that may be copied or adapted	• repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas • variable use of conventions	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	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:		
	• language that represents an idea or ideas • varying amounts of text that may be copied • adapted text that may contain some original language	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • possible use of some conventions	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

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

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

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

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

CAREER

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

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

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

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

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

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

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

P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
    P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
    P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

P.SE.2 Understand the relationship between self and others in the broader world.
    P.SE.2.1 Interpret the meaning of self-concept.
    P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
    P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.

P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.

P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

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

P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.

P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

P.C.2 Use analytical strategies to understand situations.

P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.

P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

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

P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.

P.CR.1.2 Develop a competency plan in your chosen career areas.

P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

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

P.CR.2.1 Maintain a career-planning portfolio.

P.CR.2.2 Use research and information resources to obtain career information.

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

P.CR.3.1 Describe the effect of work on lifestyle.

P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

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

P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.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.

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

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

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.

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

    I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.

    I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

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

    I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.

    I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES
NORTH CAROLINA STANDARD COURSE OF STUDY

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

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

The following program models are available at Grades K, 1, 2, 3, 4 and 5:
  1. Dual & Heritage Language Programs – Dual Language Immersion
  2. Foreign Language in the Elementary School (FLES) Programs

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

Proficiency Levels
  • Novice Low
  • Novice Mid
  • Novice High
  • Intermediate Low
  • Intermediate Mid
  • Intermediate High
  • Advanced Low
  • Advanced Mid

PROFICIENCY LEVEL: NOVICE LOW (NL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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.

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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.

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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.