

GRADE
4

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2024

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FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

This *Quick Reference Guide for The North Carolina Standard Course of Study* is a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple content areas. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for educators teaching multiple disciplines or collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: <https://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

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

- 4.CP.1.1 Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.
- 4.CP.1.2 Use independent and/or cooperative skills to improvise and create dance.
- 4.CP.1.3 Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.
- 4.CP.1.4 Understand how different strategies for problem solving in dance lead to different outcomes.

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

- 4.CP.2.1 Use control of body, voice, and focus necessary for effective participation in dance.
- 4.CP.2.2 Use concentration and focus to perform short dance sequences.
- 4.CP.2.3 Identify personal goals to improve performance quality in dance.

DANCE MOVEMENT SKILLS

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

- 4.DM.1.1 Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.
- 4.DM.1.2 Illustrate a variety of ways to use shapes.
- 4.DM.1.3 Execute locomotor and non-locomotor (axial) movement with clarity and intent.
- 4.DM.1.4 Differentiate between duple and triple meter.
- 4.DM.1.5 Execute a variety of group spatial designs and relationships while dancing.

RESPONDING

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

- 4.R.1.1 Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.
- 4.R.1.2 Explain how personal perspective influences interpretations of dance.
- 4.R.1.3 Use different aesthetic criteria for evaluating dances.

CONNECTING

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

- 4.C.1.1 Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina.
- 4.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

- 4.ML.1.1 Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.
- 4.ML.1.2 Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.
- 4.ML.1.3 Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff.

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

- 4.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 4.ML.2.2 Interpret through voice and/or instruments simple pitch notation in the treble clef in major keys.
- 4.ML.2.3 Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.
- 4.ML.2.4 Use standard symbols to notate rhythm, meter, and dynamics in simple patterns.

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

- 4.ML.3.1 Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.
- 4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.
- 4.ML.3.3 Create rhythmic compositions which include the use of whole, dotted half, half and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple and triple time and which are arranged using a variety of sound sources.

MUSICAL RESPONSE

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

- 4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- 4.MR.1.2 Explain personal preferences for specific musical works and styles, using appropriate music terminology.
- 4.MR.1.3 Design a set of criteria for evaluating music performances and compositions.
- 4.MR.1.4 Classify instruments into Western orchestral categories of wind, string, percussion, and brass.

CONTEXTUAL RELEVANCY

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

- 4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.
- 4.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

- 4.C.1.1 Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.
- 4.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling.
- 4.C.1.3 Understand how to adapt sources, such as literature texts, poetry, and speeches, into scripts.

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

- 4.C.2.1 Use improvisation to tell stories and express ideas.
- 4.C.2.2 Interpret multiple characters from stories through use of the body and voice.

ANALYSIS

4.A.1 Analyze literary texts and performances.

- 4.A.1.1 Analyze texts or scripts in terms of specific character traits and relationships among them.
- 4.A.1.2 Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.

AESTHETICS

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

- 4.AE.1.1 Select technical options that could be used to enhance a performance space.
- 4.AE.1.2 Understand how to use costumes, props, masks, set pieces, and lighting to support dramatic presentations.

CULTURE

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

- 4.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.
- 4.CU.1.2 Create theatrical works that exemplify aspects of the culture, beliefs, and history of North Carolina.

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

- 4.CU.2.1 Use critiques to improve performances.
- 4.CU.2.2 Understand the role of the playwright in relation to script construction techniques, such as dialogue, protagonist, and antagonist.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

4.V.1 Use the language of visual arts to communicate effectively.

- 4.V.1.1 Use appropriate art vocabulary to compare artists' styles.
- 4.V.1.2 Apply personal choices while creating art.
- 4.V.1.3 Infer meaning from art.
- 4.V.1.4 Understand how the Elements of Art are used to develop a composition.
- 4.V.1.5 Understand how the Principles of Design work in relation to each other.

4.V.2 Apply creative and critical thinking skills to artistic expression.

- 4.V.2.1 Identify different successful solutions to artistic problems.
- 4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art.
- 4.V.2.3 Create abstract art that expresses ideas.

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

- 4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.
- 4.V.3.2 Compare characteristics of a variety of media.
- 4.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

4.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

- 4.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.
- 4.CX.1.2 Recognize key contributions of North Carolina artists in art history.
- 4.CX.1.3 Classify NC artists in terms of styles, genre, and/or movements.
- 4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.
- 4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.

4.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- 4.CX.2.1 Exemplify visual arts industries in North Carolina.
- 4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.
- 4.CX.2.3 Understand individual roles, while applying collaborative skills in creating art.
- 4.CX.2.4 Explain the effect of technology on the way products look and how they are created.

CRITICAL RESPONSE

4.CR.1 Use critical analysis to generate responses to a variety of prompts.

- 4.CR.1.1 Use visual clues to interpret the content of art.
- 4.CR.1.2 Critique personal art based on teacher-established criteria.

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.

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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Ideas and Analysis

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8 Not applicable to literature.
- RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Complexity

- RL.4.10 By the end of grade 4, read and understand literature within 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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Ideas and Analysis

- RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

- RI.4.10 By the end of grade 4, read and understand informational texts within 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.4.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

- RF.4.4 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.4.5 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.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the opinion presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - 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 and editing, with consideration to task, purpose, and audience.
- W.4.4 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.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, 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.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- SL.4.5 Add audio recordings and visual displays to 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.4.1 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 <i>courage</i>) • Continue to use regular and irregular plural nouns
Verbs	• Form and use progressive verb tenses • Use modal auxiliaries (such as <i>may</i> or <i>must</i>) • 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 <i>either/or</i>)
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 <i>to</i>, <i>two</i>, <i>too</i>)
Interjections	• Continue to use interjections
Phrases & Clauses	• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses
Usage	

- L.4.2 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.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

- L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.
- Explain the meaning of simple similes and metaphors in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.4.1 Use details from the text to recount what the text says.
- RL.4.2 Identify the theme of a familiar story, drama or poem.
- RL.4.3 Use details from the text to describe characters in the story.

Craft and Structure

- RL.4.4 Determine the meaning of words in a text.
- RL.4.5 Identify elements that are characteristics of stories.
- RL.4.6 Identify the narrator of a story with first person narration.

Integration of Ideas and Analysis

- RL.4.7 Compare the text representation of a story to a visual, factual, or oral version of the same story.
- RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.

Range of Reading and Level of Complexity

- RL.4.10 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.4.1 Identify explicit details in an informational text.
- RI.4.2 Identify the main idea of a text when it is explicitly stated.
- RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

- RI.4.4 Determine meaning of words in text.
- RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text.
- RI.4.6 Compare own experience with a written account of the same experience.

Integration of Ideas and Analysis

- RI.4.7 Answer questions about information presented visually, orally, or quantitatively.
- RI.4.8 Identify one or more details supporting a specific point in an informational text.
- RI.4.9 Compare details presented in two texts on the same topic.

Range of Reading and Level of Complexity

- RI.4.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.4.2 Uses letters to create written documents.

Craft and Structure

- RF.4.4 Apply letter-sound knowledge to decode words.
 - a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
 - b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).

- RF.4.5 Engage in purposeful reading of text.
- a. Read text comprised of familiar words with accuracy and understanding.
 - b. Use letter knowledge and context to support word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons.
 - a. Select a topic or text and write an opinion about it.
 - b. List reasons to support the opinion.
- W.4.2 Write to share information supported by details.
 - a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
 - b. List words, facts, or details related to the topic.
- W.4.3 Write about events or personal experiences.
 - a. Write about a personal experience including two events in sequence.
 - b. List words that describe an event or personal experience to use when writing about it.
- W.4.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

- W.4.5 Gather information about a topic from two or more sources for a research project.
- W.4.6 Gather and sort information from personal experiences or a topic into given categories.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.4.1 Communicate with others in group interactions.
 - a. Contribute ideas from prior knowledge of a text during discussions about the same text.
 - b. With guidance and support, carry out assigned role in a discussion.
 - c. Answer specific questions related to information in a discussion.
 - d. Identify the key ideas in a discussion.
- SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- SL.4.3 Identify a point that the speaker makes.
- SL.4.4 Communicate opinion on a familiar topic or text in an organized manner.
- SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.

LANGUAGE

Conventions of Standard English

- L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
- L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
- L.4.3 Use language to achieve desired outcomes when communicating.
 - a. Use language to express emotion.
 - b. Communicate effectively with peers and adults.
- L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.
- L.4.5 Demonstrate understanding of word relationships and use.
 - a. Use common idioms (e.g., no way, not a chance, you bet).
 - b. Demonstrate understanding of opposites.
- L.4.6 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

4.MEH.1 Apply positive stress management strategies.

- 4.MEH.1.1 Summarize effective coping strategies to manage eustress and distress.
- 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.

4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

- 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.
- 4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

PERSONAL AND CONSUMER HEALTH

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

- 4.PCH.1.1 Explain how to prevent or control common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.
- 4.PCH.1.2 Recognize methods that prevent the spread of germs that cause communicable diseases.

4.PCH.2 Understand body systems and organs, functions, and their care.

- 4.PCH.2.1 Identify the basic components and functions of the respiratory system.
- 4.PCH.2.2 Summarize habits to care for the skin.

4.PCH.3 Analyze health information and products.

- 4.PCH.3.1 Outline the functions of various health products.
- 4.PCH.3.2 Analyze advertisements of health products and services in terms of claims made and the validity of those claims.

4.PCH.4 Understand necessary steps to prevent and respond to unintentional injury.

- 4.PCH.4.1 Explain why it is safe to be a friend of someone who has a disease or health condition (cancer, HIV, asthma, or epilepsy).
- 4.PCH.4.2 Identify personal protection equipment needed for sports or recreational activities.
- 4.PCH.4.3 Illustrate skills for providing first aid for choking victims (including the Heimlich maneuver).

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

- 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.
- 4.ICR.1.2 Exemplify empathy toward those affected by disease and disability.
- 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.
- 4.ICR.1.4 Recognize situations that might lead to violence.
- 4.ICR.1.5 Exemplify how to seek assistance for bullying.
- 4.ICR.1.6 Contrast healthy and unhealthy relationships.

4.ICR.2 Understand the changes that occur during puberty and adolescence.

- 4.ICR.2.1 Summarize physical and emotional changes during puberty.
- 4.ICR.2.2 Recognize that individuals experience puberty at different rates (early, average, late).

NUTRITION AND PHYSICAL ACTIVITY

4.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

- 4.NPA.1.1 Plan meals using MyPlate.
- 4.NPA.1.2 Carry out measures to prevent food borne illness, including hand washing and appropriate food storage and preparation.
- 4.NPA.1.3 Use the Food Facts Label to plan meals and avoid food allergies.

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

- 4.NPA.2.1 Compare unhealthy and healthy eating patterns, including eating in moderation.
- 4.NPA.2.2 Explain the effects of eating healthy and unhealthy breakfasts and lunches.

ALCOHOL, TOBACCO, AND OTHER DRUGS

4.ATOD.1 Understand health risks associated with the use of tobacco products.

- 4.ATOD.1.1 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.
- 4.ATOD.1.2 Explain why tobacco is an addictive product.

4.ATOD.2 Understand why people use tobacco products.

- 4.ATOD.2.1 Identify possible internal and external influences on tobacco use.
- 4.ATOD.2.2 Explain why people are influenced by various marketing strategies employed by tobacco companies.

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

- 4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.
- 4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

- PE.4.MS.1.1 Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.
- PE.4.MS.1.2 Create movement skill sequences commonly associated with various sports and activities.
- PE.4.MS.1.3 Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.
- PE.4.MS.1.4 Identify tempo in slow and fast rhythms.

MOVEMENT CONCEPTS

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

- PE.4.MC.2.1 Apply basic concepts of movement to improve individual performance.
- PE.4.MC.2.2 Apply elements of form or motor development principles to help others improve their performance.
- PE.4.MC.2.3 Evaluate skills in a game situation using a rubric based on critical concepts.
- PE.4.MC.2.4 Classify examples of health-related fitness into the five components.

HEALTH-RELATED FITNESS

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

- PE.4.HF.3.1 Understand why and how to complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.
- PE.4.HF.3.2 Evaluate oneself in terms of the five recommended behaviors for obesity prevention.
- PE.4.HF.3.3 Use physiological indicators to adjust physical activity.

PERSONAL/SOCIAL RESPONSIBILITY

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

- PE.4.PR.4.1 Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.
- PE.4.PR.4.2 Use cooperation and communication skills to achieve common goals.
- PE.4.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

Represent and solve problems involving multiplication and division.

- NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.

Use the four operations with whole numbers to solve problems.

- NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.
- Use estimation strategies to assess reasonableness of answers.
 - Interpret remainders in word problems.
 - Represent problems using equations with a letter standing for the unknown quantity.

Gain familiarity with factors and multiples.

- NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to:
- Recognize that a whole number is a multiple of each of its factors.
 - Determine whether a given whole number is a multiple of a given one-digit number.
 - Determine if the number is prime or composite.

Generate and analyze patterns.

- NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit whole numbers.

- NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.
- NC.4.NBT.2 Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.
- NC.4.NBT.7 Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- NC.4.NBT.4 Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.
- NC.4.NBT.5 Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
- NC.4.NBT.6 Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.

NUMBER AND OPERATIONS – FRACTIONS

Extend understanding of fractions.

- NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
- NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions by:
- Reasoning about their size and using area and length models.
 - Using benchmark fractions 0, $\frac{1}{2}$, and a whole.
 - Comparing common numerator or common denominators.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
 - Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

Use unit fractions to understand operations of fractions.

- NC.4.NF.4 Apply and extend previous understandings of multiplication to:
- Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.
 - Solve word problems involving multiplication of a fraction by a whole number.

Understand decimal notation for fractions, and compare decimal fractions.

- NC.4.NF.6 Use decimal notation to represent fractions.
- Express, model and explain the equivalence between fractions with denominators of 10 and 100.
 - Use equivalent fractions to add two fractions with denominators of 10 or 100.
 - Represent tenths and hundredths with models, making connections between fractions and decimals.

- NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$, $=$, or $<$. Recognize that comparisons are valid only when the two decimals refer to the same whole.

MEASUREMENT AND DATA

Solve problems involving measurement.

- NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement.
- Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, liter, milliliter.
 - Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.
- NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.
- NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.

Solve problems involving area and perimeter.

- NC.4.MD.3 Solve problems with area and perimeter.
- Find areas of rectilinear figures with known side lengths.
 - Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.
 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.

- NC.4.MD.4 Represent and interpret data using whole numbers.
- Collect data by asking a question that yields numerical data.
 - Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.
 - Determine whether a survey question will yield categorical or numerical data.

Understand concepts of angle and measure angles.

- NC.4.MD.6 Develop an understanding of angles and angle measurement.
- Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.
 - Measure and sketch angles in whole-number degrees using a protractor.
 - Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

GEOMETRY

Classify shapes based on lines and angles in two-dimensional figures.

- NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.
- NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.
- NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.

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

Represent and solve problems involving multiplication and division.

NC.4.OA.1 Demonstrate the connection between repeated addition and multiplication.
($2 \times 3 = 2 + 2 + 2$).

NC.4.OA.3 Solve one step word problem using addition or subtraction within 20.

Gain familiarity with factors and multiples.

NC.4.OA.4 Show one way to arrive at a product.

Explore patterns of numbers.

NC.4.OA.5 Use repeating patterns to make predictions.

NUMBER AND OPERATIONS IN BASE TEN

Generalize place value understanding for multi-digit whole numbers.

NC.4.NBT.2 Use concrete and pictorial representations to count up to 100 items.

NC.4.NBT.7 Round any whole number 0-30 to the nearest ten.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

NC.4.NBT.4 Add and subtract two-digit whole numbers.

NUMBER AND OPERATIONS – FRACTIONS

Extend understanding of fractions.

NC.4.NF.1 Identify models of one half ($\frac{1}{2}$) and one fourth ($\frac{1}{4}$).

Use unit fractions to understand operations of fractions.

NC.4.NF.3 Represent one half as one of two parts to make 1 whole.

MEASUREMENT AND DATA STANDARD

Solve problems involving measurement.

NC.4.MD.1 Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).

NC.4.MD.3 Determine the area of a square or rectangle by counting units of measure (unit squares).

Understand angles.

NC.4.MD.6 Identify angles in geometric shapes.

GEOMETRY

Classify shapes based on lines and angles in two-dimensional figures.

NC.4.G.1 Recognize parallel lines and intersecting lines.

NC.4.G.2 Describe the attributes of two dimensional shapes.

NC.4.G.3 Use lines of symmetry to partition shapes into equal areas.

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTION AND STABILITY—FORCES AND INTERACTIONS

PS.4.1 Understand how various forces affect the motion of an object.

- PS.4.1.1 Ask questions to summarize the relationship of magnetic interactions between two objects not in contact with each other.
- PS.4.1.2 Carry out investigations to explain how electrically charged objects push or pull on other objects to produce motion.

ENERGY

PS.4.2 Understand that energy can be transferred from place to place by sound, light, heat, and electric currents.

- PS.4.2.1 Ask questions to identify basic forms of energy (light, sound, heat, and electrical) that cause motion or create change.
- PS.4.2.2 Use models to explain a simple electrical circuit and the necessary components.
- PS.4.2.3 Carry out investigations on common materials to classify them as insulators or conductors of electricity.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

PS.4.3 Understand the nature of light and how light interacts with objects.

- PS.4.3.1 Carry out investigations to infer the path light travels from a light source to a mirror and how it is reflected (by the mirror) using different angles.
- PS.4.3.2 Carry out investigations to explain how light is refracted and absorbed.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

LS.4.1 Understand the effects of environmental changes, adaptations, and behaviors that enable organisms to survive in changing habitats.

- LS.4.1.1 Use models to explain that plants and animals have external structures that function to support survival.
- LS.4.1.2 Use models to explain that animals receive different types of information through their senses, process the information, and respond to the information in different ways.
- LS.4.1.3 Engage in argument from evidence to explain how differences among animals of the same population sometimes gives individuals an advantage in surviving and reproducing in changing habitats.

BIOLOGICAL EVOLUTION—UNITY AND DIVERSITY

LS.4.2 Understand the use of fossils as evidence of the history of Earth and its changing life forms.

- LS.4.2.1 Analyze and interpret data to compare fossils to one another and living organisms.
- LS.4.2.2 Analyze and interpret data to explain how fossils suggest ideas about Earth's early environment.

EARTH’S PLACE IN THE UNIVERSE

ESS.4.1 Understand the causes of day and night and phases of the moon.

- ESS.4.1.1 Use models to explain the cause of day and night based on the rotation of the Earth on its axis.
- ESS.4.1.2 Use models to explain the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).

EARTH’S SYSTEMS

ESS.4.2 Understand patterns of change in the Earth’s surface over time.

- ESS.4.2.1 Carry out investigations to classify minerals using tests for the physical properties of hardness, color, luster, cleavage and streak.
- ESS.4.2.2 Carry out investigations to classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed, and the processes that create them.
- ESS.4.2.3 Use models to explain changes in Earth’s surface over time (to include slow changes of erosion and weathering, and fast changes of earthquakes, landslides, and volcanic activity).

EARTH AND HUMAN ACTIVITY

ESS.4.3 Understand changes caused by human impact on the environment.

- ESS.4.3.1 Ask questions to infer whether changes in an organism’s environment are beneficial or harmful.
- ESS.4.3.2 Engage in argument from evidence to explain how humans can adapt their behavior to live in changing environments (e.g. recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).
- ESS.4.3.3 Obtain, evaluate and communicate information to compare solutions to environmental problems impacting plants and animals.

SCIENCE

EXTENDED CONTENT STANDARDS

MOTION AND STABILITY—FORCES AND INTERACTIONS

ECS.PS.4.1 Explain how various forces affect the motion of an object.

- ECS.PS.4.1.1 Use models to communicate the relationships of magnetic interactions.
- ECS.PS.4.1.2 Carry out investigations to identify how statically charged objects push or pull on other objects.

ENERGY

ECS.PS.4.2 Identify how energy can be transferred from place to place by sound, light, heat, and electric currents.

- ECS.PS.4.2.1 Ask questions to communicate information about basic forms of energy (light, sound, heat, and electrical).

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

ECS.PS.4.3 Understand the nature of light and how light interacts with objects.

- ECS.PS.4.3.1 Carry out investigations to communicate how light interacts with various materials.
- ECS.PS.4.3.2 Carry out investigations to communicate how the path light travels from a light source to a mirror.

FROM MOLECULES TO ORGANISMS—STRUCTURES AND PROCESSES

ECS.LS.4.1 Understand that living organisms have structural and behavioral adaptations for survival.

- ECS.LS.4.2.1 Use models to compare fossils to one another and living organisms.

BIOLOGICAL EVOLUTION—UNITY AND DIVERSITY

ECS.LS.4.2 Understand how fossils found in rock layers suggest ideas about Earth's early environments.

- ECS.LS.4.2.1 Use models to compare fossils to one another and living organisms.

EARTH'S PLACE IN THE UNIVERSE

ECS.EES.4.1 Understand the causes of day and night and phases of the moon.

- ECS.EES.4.1.1 Use models to identify the cause of day and night based on the rotation of the Earth on its axis.
- ECS.EES.4.1.2 Use models to communicate the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).

EARTH'S SYSTEMS

ECS.EES.4.2 Understand the structures of the Earth's surface using models.

- ECS.EES.4.2.2 Conduct investigations to classify rocks as metamorphic, sedimentary, or igneous.

EARTH AND HUMAN ACTIVITY

ECS.EES.4.3 Identify changes caused by human impact on the environment.

- ECS.EES.4.3.2 Use models to communicate how humans can adapt their behavior to live in changing environments (e.g. recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).

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

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

- 4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.
- 4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina

CIVICS AND GOVERNMENT

4.C&G.1 Understand the role of citizens in local and state government.

- 4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.
- 4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.
- 4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

ECONOMICS

4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

- 4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.
- 4.E.1.2 Explain factors that have led to economic growth and decline for North Carolina's major industries.
- 4.E.1.3 Explain ways in which factors of production are influenced by the availability of resources in North Carolina.

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

- 4.E.2.1 Explain the way in which personal financial decisions such as spending and saving may affect everyday life.
- 4.E.2.2 Exemplify outcomes of positive and negative financial decisions.

GEOGRAPHY

4.G.1 Understand the role geography has played in the development of North Carolina.

- 4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.
- 4.G.1.2 Exemplify the ways in which movement of people, goods and ideas has impacted the development of North Carolina using maps and other geographic tools.
- 4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina.

HISTORY

4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

- 4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.
- 4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.
- 4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.
- 4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.
- 4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.
- 4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

INQUIRY

Compelling Questions

- I.1.1 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

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

- ECS.4.B.1.1 Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of North Carolina.
- ECS.4.B.1.2 Demonstrate an understanding of how the values and beliefs of various indigenous, religious, and racial groups have impacted North Carolina.

CIVICS AND GOVERNMENT

4.C&G.1 Understand the role of citizens in local and state government.

- ECS.4.C&G.1.1 Compare the roles and responsibilities of state elected leaders.
- ECS.4.C&G.1.2 Demonstrate an understanding of the impact women, indigenous, religious, and racial groups have on local and state government.
- ECS.4.C&G.1.3 Compare examples of rights and responsibilities reflected in the North Carolina Constitution.

ECONOMICS

4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

- ECS.4.E.1.1 Explain the ways in which scarcity impacts economic decisions in North Carolina.
- ECS.4.E.1.2 Identify the factors that led to economic growth and decline for North Carolina industries over time.
- ECS.4.E.1.3 Identify factors of production that are influenced by the availability of resources in North Carolina.

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

- ECS.4.E.2.1 Demonstrate an understanding of spending and saving and how it may affect everyday life.
- ECS.4.E.2.2 Explain outcomes of positive and negative financial decisions.

GEOGRAPHY

4.G.1 Understand the role geography has played in the development of North Carolina.

- ECS.4.G.1.1 Use geographic tools to compare various geographic regions in North Carolina.
- ECS.4.G.1.2 Illustrate ways in which movement of people and goods has impacted the development of North Carolina using maps and other geographic tools.
- ECS.4.G.1.3 Identify the reasons for forced and voluntary migration to, from, and within North Carolina.

HISTORY

4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

- ECS.4.H.1.1 Demonstrate an understanding of how the experiences and achievements of minorities, indigenous groups, and marginalized people have impacted North Carolina.
- ECS.4.H.1.2 Identify the changing roles of women, indigenous, racial and other minority groups throughout the history of North Carolina.
- ECS.4.H.1.3 Identify ways in which revolution, reform, and resistance have shaped North Carolina.
- ECS.4.H.1.4 Outline the role North Carolina has played in major conflicts and events throughout the history of America.
- ECS.4.H.1.5 Demonstrate an understanding of two or more perspectives of various historical events in North Carolina.
- ECS.4.H.1.6 Demonstrate an understanding of two or more perspectives of various historical symbols in North Carolina.

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA STANDARD COURSE OF STUDY

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

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

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

- 1) Equity of Opportunity and Access;
- 2) Integration of Content and Language;
- 3) Collaboration Among Stakeholders; and
- 4) Functional Approach to Language Development.

Equity of Opportunity and Access

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

Integration of Content and Language

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

Collaboration Among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of Multilingual Learners. Communication and collaboration between ESL teachers and other educators—including general education teachers, EC specialists, and AIG specialists—is vital to the success of Multilingual Learners.

Although different classrooms may have different instructional foci, all classrooms with Multilingual Learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for Multilingual Learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of Multilingual Learners (WIDA 2020).

Functional Approach to Language Development

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

NC ELD Standard Course of Study Framework

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

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

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

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

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

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

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

Fourth and Fifth Grade Standards

In the upper elementary grades, students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. The oral and written language of fourth and fifth graders is becoming more sophisticated, and Multilingual Learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for Multilingual Learners to interact in pairs and small groups to enhance their learning (WIDA 2020).

ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

Multilingual Learners communicate for Social and Instructional purposes within the school setting.

Given its broad scope and applicability, *Language Expectations and Language Functions* for Standard 1 (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for Standard 1 can be readily interwoven or paired with those in Standards 2-5 (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

ELD-LA.4-5.Narrate.Interpretive. Interpret language arts narratives by:

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive. Construct language arts narratives that:

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5.Inform.Interpretive. Interpret informational texts in language arts by:

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive. Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5.Argue.Interpretive. Interpret language arts arguments by:

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive. Construct language arts arguments that:

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

ELD-MA.4-5.Explain.Interpretive. Interpret mathematical explanations by:

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive. *Construct mathematical explanations that:*

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

ELD-MA.4-5.Argue.Interpretive. *Interpret mathematics arguments by:*

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive. *Construct mathematics arguments that:*

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

ELD STANDARD 4: LANGUAGE FOR SCIENCE

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

ELD-SC.4-5.Explain.Interpretive. *Interpret scientific explanations by:*

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive. *Construct scientific explanations that:*

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

ELD-SC.4-5.Argue.Interpretive. *Interpret scientific arguments by:*

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive. *Construct scientific arguments that:*

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

ELD-SS.4-5.Explain.Interpretive. Interpret social studies explanations by:

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive. Construct social studies explanations that:

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

ELD-SS.4-5.Argue.Interpretive. Interpret social studies arguments by:

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive. Construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

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.

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INDEPENDENT (I)

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.CL.1 Use the language to engage in interpersonal communication.

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

IM.CL.2 Understand words and concepts presented in the language.

- IM.CL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CL.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.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

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.

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.

