GRADE
3

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



NORTH CAROLINA
State Board of Education
Department of Public Instruction

2023

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Quick Reference Guide

GRADE 3

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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INTRODUCTION

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

The *Reference Guides* contain the standards and objectives for each content area's *North Carolina Standard Course of Study* and *North Carolina Extended Content Standards*. The alternate achievement standards are designed for students with significant cognitive disabilities so they can have access to the Standard Course of Study at grade level. The North Carolina Extended Content Standards were developed for English Language Arts, Mathematics, Science, and Social Studies, and are accessible online at: **https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities/nc-extended-content-standards**.

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

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

a. **NC Standard Course of Study by Grade Level:** Arts Education (Dance, Music, Theatre Arts, Visual Arts), English Language Arts, Healthful Living (Health and Physical Education), Digital Learning, Mathematics, Science, and Social Studies.

b. **NC Standard Course of Study by Proficiency Level & Course:** English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level. A one-page summary and standards for all proficiency levels are included for Guidance and World Languages. A one-page summary and rubrics for proficiency placement are included for English Language Development. A one-page summary in the 6th-8th grade guides, organized by course, is provided for Career and Technical Education.

ARTS EDUCATION – DANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

CREATION AND PERFORMANCE

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

3.CP.1.1 Create simple dance sequences by combining dance phrases.

3.CP.1.2 Use teacher-led improvisation to expand movement possibilities for creating dance sequences.

3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

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

3.CP.2.1 Use safe and respectful movement practices in the dance setting.

3.CP.2.2 Understand how use of concentration enhances performance.

3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.

DANCE MOVEMENT SKILLS

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

3.DM.1.1 Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.

3.DM.1.2 Use transitions between multiple body shapes.

3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.

3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.

3.DM.1.5 Understand a variety of spatial designs and relationships used in dance.

RESPONDING

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

3.R.1.1 Compare movement elements (body, space, time, energy) observed in dance.

3.R.1.2 Identify examples of movement skills and elements observed in dance from one's own and different cultures.

CONNECTING

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

3.C.1.1 Exemplify how dance is used by various groups for artistic expression within the local community.

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

ARTS EDUCATION – MUSIC

NORTH CAROLINA STANDARD COURSE OF STUDY

MUSICAL LITERACY

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

3.ML.1.1 Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.

3.ML.1.2 Execute the performance of major scale tones using the voice.

3.ML.1.3 Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments.

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

3.ML.2.1 Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.

3.ML.2.2 Interpret through voice and/or instruments visual representation of the major scale.

3.ML.2.3 Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.

3.ML.2.4 Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures.

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

3.ML.3.1 Use improvisation to create rhythmic and melodic ostinato accompaniments.

3.ML.3.2 Create soundscapes using a variety of sound sources.

3.ML.3.3 Create rhythmic compositions using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time.

MUSICAL RESPONSE

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

3.MR.1.1 Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.

3.MR.1.2 Use musical terminology when describing music that is presented aurally.

3.MR.1.3 Use established criteria to evaluate music.

3.MR.1.4 Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children's voices, and male and female adult voices.

CONTEXTUAL RELEVANCY

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

3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.

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

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

COMMUNICATION

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

3.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.

3.C.1.2 Apply appropriate volume and variation in pitch, rate, and tone to express character.

3.C.1.3 Understand how to transform stories into written dialogue.

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

3.C.2.1 Use improvisation to present a variety of simple stories or situations.

3.C.2.2 Interpret stories from given texts by acting them out.

ANALYSIS

3.A.1 Analyze literary texts and performances.

3.A.1.1 Differentiate specific character traits in texts or scripts.

3.A.1.2 Evaluate informal or formal theatre productions in terms of the emotions or thoughts they evoke.

AESTHETICS

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

3.AE.1.1 Organize spaces to reflect the settings of stories.

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

CULTURE

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

3.CU.1.1 Exemplify how theatre arts are used by various groups for artistic expression within the local community

3.CU.1.2 Explain how theatre, film, and television impact our society.

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

3.CU.2.1 Illustrate theatre etiquette appropriate to the performance situation.

3.CU.2.2 Understand the role of the actor in relation to performance responsibilities, such as memorization, blocking, and characterization.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

VISUAL LITERACY

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

3.V.1.1 Use art vocabulary, including specific artistic terms.

3.V.1.2 Understand that artists use their art to express personal ideas.

3.V.1.3 Identify themes from masters' works.

3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

3.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.

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

3.V.2.1 Create art through a process that includes generating ideas, planning solutions, and producing original art.

3.V.2.2 Use personal point of view and experiences as sources for creating art.

3.V.2.3 Create art from realistic sources of inspiration.

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

3.V.3.1 Understand how a single tool can be manipulated in multiple ways, safely and appropriately.

3.V.3.2 Use a variety of media with refined skills.

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

CONTEXTUAL RELEVANCY

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

3.CX.1.1 Exemplify how visual arts are used by various groups for artistic expression within the local community.

3.CX.1.2 Understand how art documents the history of the local community.

3.CX.1.3 Classify artists, styles, and movements.

3.CX.1.4 Compare purposes of art in different cultures, time periods, and societies.

3.CX.1.5 Use local, natural, or recycled resources to create art.

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

3.CX.2.1 Understand how artists fit or function within a society.

3.CX.2.2 Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.

3.CX.2.3 Use appropriate collaborative skills to create a work of art.

3.CX.2.4 Understand how visual arts has changed and remained the same, with changes in digital media.

CRITICAL RESPONSE

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

3.CR.1.1 Analyze art in terms of the Elements of Art and Principles of Design.

3.CR.1.2 Evaluate the compositional and expressive qualities of personal works of art.

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.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RL.3.8 Not applicable to literature.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Complexity

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 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.3.2 Create readable documents with legible handwriting (manuscript and cursive).

Phonics and Word Recognition

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.
c. Decode multisyllabic words.
d. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.5 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.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
c. Provide reasons that support the opinion.
d. Use linking words and phrases to connect opinion and reasons.
e. Provide a concluding statement or section.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
c. Develop the topic with facts, definitions, and details.
d. Use linking words and phrases to connect ideas within categories of information.
e. Provide a concluding statement or section.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Organize information and ideas around a topic to plan and prepare to write.
b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
d. Use temporal transition words and phrases to signal event order.
e. Provide a sense of closure.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

Research

W.3.5 Conduct short research projects that build knowledge about a topic.

W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

Language Standards – Grammar Continuum

Skill	2-3
Subject/Verb Agreement	• Ensure subject/verb agreement
Nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns
Verbs	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense
Adjectives	• Explain the function of adjectives • Accurately choose which to use – adjective or adverb
Conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions
Adverbs	• Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs
Sentences	• Produce, expand, and rearrange simple and compound sentences
Prepositions	• Explain the function of prepositions
Pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns
Determiners	• Correctly use *a*, *an*, and *the*
Commonly Confused Words	• Correctly use common homophones
Interjections	• Explain the function of and use interjections
Phrases & Clauses	
Usage	

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

Language Standards – Conventions Continuum

Skill	2-3
Capitalization	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization
Punctuation	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue
Spelling	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, and *meaningful word parts*) when writing words
References	• Consult reference materials as needed to check and correct spellings

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.3.5 Demonstrate understanding of nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context.

b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

RL.3.1 Answer who and what questions to demonstrate understanding of details in a familiar text.

RL.3.2 Associate details with events in stories from diverse cultures.

RL.3.3 Identify the feeling of characters in a story.

Craft and Structure

RL.3.4 Determine words and phrases that complete sentences in a text.

RL.3.5 Determine the beginning, middle, and end of a familiar story in order.

RL.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

RL.3.7 Identify parts of illustrations or tactual information that depicts a particular setting or event.

RL.3.9 Identify common elements in two stories in a series.

Range of Reading and Level of Complexity

RL.3.10 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.3.1 Answer who and what, where, questions to demonstrate understanding of details in a text.

RI.3.2 Identify the main topic and retell key details of a text.

RI.3.3 Order two events from a text as “first” and “next.”

Craft and Structure

RI.3.4 Identify key words that complete sentences in a text

RI.3.5 Locate key facts or information in a familiar text.

RI.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to answer who and what questions.

RI.3.8 Identify two related points an author makes in a familiar informational text.

RI.3.9 Identify a common element between two familiar texts on the same topic.

Range of Reading and Level of Complexity

RI.3.10 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.3.2 Uses letters to create written documents.

Craft and Structure

RF.3.4 Apply letter-sound knowledge to begin decoding words.

a. In context, apply basic knowledge of letter-sound correspondences in decoding words

b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).
c. Recognize 40 or more written words.

RF.3.5 Engage in purposeful reading of familiar text.
a. Use context to determine missing words in a familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.3.1 Write an opinion on topics or texts, supporting a point of view with reasons.
a. Select a topic or text and write an opinion about it.
b. Write one or more reasons to support the opinion.

W.3.2 Write to share information by selecting a topic and writing about it, including one or more facts or details.

W.3.3 Write about an event or personal experience, including the names of people involved.

W.3.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

W.3.5 Identify information about a topic for a research project.

W.3.6 Sort information on a topic or personal experience into two provided categories and write about each one.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.3.1 Communicate with others in group interactions.
a. Engage in collaborative interactions about texts.
b. Listen to others' ideas before responding.
c. Indicate confusion or lack of understanding about information presented.

SL.3.2 Identify details in a text read aloud or information presented orally or through other media.

SL.3.3 Answer who, what, and where questions about the details provided by the speaker.

SL.3.4 Communicate opinion on a familiar topic or text including descriptive words.

SL.3.5 Create a multimedia presentation of a story or poem.

LANGUAGE

Conventions of Standard English

L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.

L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.

L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.

L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.

L.3.5 Demonstrate understanding of word relationships and use.
a. Determine the literal meaning of words and phrases in context.
b. Identify words that describe personal emotional states.

L.3.6 Use words acquired through conversations, being read to, and during shared reading activities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MENTAL AND EMOTIONAL HEALTH

3.MEH.1 Understand positive stress management strategies.

3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.

3.MEH.1.2 Classify stress as preventable or manageable.

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

3.MEH.2.1 Identify common sources for feelings of grief or loss.

3.MEH.2.2 Summarize how to seek resources for assistance with feelings of grief or loss.

PERSONAL AND CONSUMER HEALTH

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

3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.

3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.

3.PCH.2 Apply measures for cleanliness and disease prevention.

3.PCH.2.1 Recognize plaque and lack of dental hygiene result in gum disease and cavities.

3.PCH.2.2 Implement proper flossing to prevent tooth decay and gum disease.

3.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

3.PCH.3.1 Use methods for prevention of common unintentional injuries.

3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water.

3.PCH.3.3 Summarize the dangers of weapons and how to seek help if a weapon or firearm is found.

3.PCH.3.4 Implement a plan to escape fire at home while avoiding smoke inhalation.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

3.ICR.1.1 Summarize qualities and benefits of a healthy relationship.

3.ICR.1.2 Plan how to show compassion for all living things and respect for other people's property.

3.ICR.1.3 Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.

3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

NUTRITION AND PHYSICAL ACTIVITY

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

3.NPA.1.1 Use MyPlate to eat a nutritious breakfast each morning.

3.NPA.1.2 Check the Food Facts Label to determine foods that are low in sugar and high in calcium.

3.NPA.1.3 Plan activities for fitness and recreation during out of school hours.

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

3.NPA.2.1 Identify the sources of a variety of foods.

3.NPA.2.2 Categorize beverages that are more nutrient dense.

3.NPA.2.3 Recognize appropriate portion sizes of foods for most Americans.

ALCOHOL, TOBACCO, AND OTHER DRUGS

3.ATOD.1 Understand how to use household products and medicines safely.

3.ATOD.1.1 Identify examples of medications that help individuals with common health problems.

3.ATOD.1.2 Recall rules for taking medicine at school and at home.

3.ATOD.2 Apply strategies involving risk-reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.

3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.

3.ATOD.2.2 Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA STANDARD COURSE OF STUDY

MOTOR SKILL DEVELOPMENT

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

PE.3.MS.1.1 Execute combinations of simple locomotor skills and manipulative skills.

PE.3.MS.1.2 Apply basic manipulative skills while moving/traveling.

PE.3.MS.1.3 Execute mature form when combining locomotor skills with changes in direction.

PE.3.MS.1.4 Use variations of different locomotor skills with rhythmic patters and smooth transitions.

MOVEMENT CONCEPTS

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

PE.3.MC.2.1 Illustrate how practice, attention and effort are required to improve skills.

PE.3.MC.2.2 Integrate the essential elements of correct form for the five fundamental manipulative skills.

PE.3.MC.2.3 Evaluate individual skills using a rubric based on critical cues.

PE.3.MC.2.4 Illustrate a variety of activities that are associated with four or more of the health-related fitness components.

HEALTH-RELATED FITNESS

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

PE.3.HF.3.1 Summarize four or more of the five health related fitness assessments and the associated exercises.

PE.3.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

PE.3.HF.3.3 Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.

PE.3.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.3.PR.4.3 Explain the importance of 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.3.OA.1 For products of whole numbers with two factors up to and including 10:

- Interpret the factors as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.

NC.3.OA.2 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:

- Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.

NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.

- Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
- Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.

Understand properties of multiplication and the relationship between multiplication and division.

NC.3.OA.6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.

Multiply and divide within 100.

NC.3.OA.7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.

- Know from memory all products with factors up to and including 10.
- Illustrate and explain using the relationship between multiplication and division.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Solve two-step problems.

NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.

Explore patterns of numbers.

NC.3.OA.9 Interpret patterns of multiplication on a hundreds board and/or multiplication table.

NUMBER AND OPERATIONS IN BASE TEN

Use place value to add and subtract.

NC.3.NBT.2 Add and subtract whole numbers up to and including 1,000.

- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

Generalize place value understanding for multi-digit numbers.

NC.3.NBT.3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10-90.

NUMBER AND OPERATIONS – FRACTIONS

Understand fractions as numbers.

NC.3.NF.1 Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;

- Explain that a unit fraction is one of those parts.
- Represent and identify unit fractions using area and length models.

NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.

- Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.
- Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.

NC.3.NF.3 Represent equivalent fractions with area and length models by:

- Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.
- Explaining that a fraction with the same numerator and denominator equals one whole.
- Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

MEASUREMENT AND DATA

Solve problems involving measurement.

NC.3.MD.1 Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.

NC.3.MD.2 Solve problems involving customary measurement.

- Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.
- Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.
- Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.

Represent and interpret data.

NC.3.MD.3 Represent and interpret scaled picture and bar graphs:

- Collect data by asking a question that yields data in up to four categories.
- Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
- Solve one and two-step "how many more" and "how many less" problems using information from these graphs.

Understand the concept of area.

NC.3.MD.5 Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.

NC.3.MD.7 Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.

Understand the concept of perimeter.

NC.3.MD.8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

GEOMETRY

Reason with shapes and their attributes.

NC.3.G.1 Reason with two-dimensional shapes and their attributes.

- Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.
- Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

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.3.OA.1 Use repeated addition, bar models, and arrays to find a total product when there are repeated equal groups.

Solve two-step word problems.

NC.3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Solve two-step word problems using addition, subtraction, and multiplication.

Explore patterns of numbers

NC.3.OA.9 Identify arithmetic patterns.

NUMBER AND OPERATIONS IN BASE TEN

Use place value to add and subtract.

NC.3.NBT.2 Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0-30.

Generalize place value understanding for multi-digit numbers.

NC.3.NBT.3 Count by tens using models such as objects, base ten blocks, ten-frames, or money.

NUMBER AND OPERATIONS — FRACTIONS

Understand fractions as numbers.

NC.3.NF.1 Differentiate a fractional part from a whole.

MEASUREMENT AND DATA

Solve problems involving measurement.

NC.3.MD.1 Tell time to the hour on a digital clock.

NC.3.MD.2 Measure the length of objects using standard units.

Represent and interpret data.

NC.3.MD.3 Use picture or bar graph data to answer questions about data.

Understand the concept of perimeter.

NC.3.MD.8 Recognize that perimeter is the distance around a shape.

GEOMETRY

Reason with shapes and their attributes.

NC.3.G.1 Identify the attributes of two dimensional shapes (circle, square, rectangle, triangle, oval, rhombus).

SCIENCE

NORTH CAROLINA STANDARD COURSE OF STUDY

FORCES AND MOTION

3.P.1 Understand motion and factors that affect motion.

3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object.

3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

3.P.1.3 Explain the effects of earth's gravity on the motion of any object on or near the earth.

MATTER: PROPERTIES AND CHANGE

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

3.P.2.1 Recognize that air is a substance that surrounds us, takes up space and has mass.

3.P.2.2 Compare solids, liquids, and gases based on their basic properties.

3.P.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.

ENERGY: CONSERVATION AND TRANSFER

3.P.3 Recognize how energy can be transferred from one object to another.

3.P.3.1 Recognize that energy can be transferred from one object to another by rubbing them against each other.

3.P.3.2 Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.

EARTH IN THE UNIVERSE

3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.

3.E.1.1 Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.

3.E.1.2 Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

3.E.2 Compare the structures of the Earth's surface using models or three-dimensional diagrams.

3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).

3.E.2.2 Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.

3.L.1.1 Compare the different functions of the skeletal and muscular system.

3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.

ECOSYSTEMS

3.L.2 Understand how plants survive in their environments.

3.L.2.1 Remember the function of the following structures as it relates to the survival of plants in their environments:

- Roots – absorb nutrients
- Stems – provide support
- Leaves – synthesize food
- Flowers – attract pollinators and produce seeds for reproduction.

3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.

3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.

3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.3.P.1 Understand the factors that affect motion.

EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped):
- Straight
- Up and down
- Fast and slow

EX.3.P.1.2 Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude).

EX.3.P.1.3 Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.

MATTER, PROPERTY AND CHANGE

EX.3.P.2 Understand the properties of matter before and after they undergo change.

EX.3.P.2.1 Identify liquids and how they take the shape of their container.

EX.3.P.2.2 Compare properties of water to other objects (e.g. objects that can sink, float or stay suspended in water).

EX.3.P.2.3 Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change.

EX.3.P.2.4 Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.3.E.1 Understand how changes in the seasons effect the Earth.

EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall).

EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.3.L.1 Understand basic functions of the human body.

EX.3.L.1.1 Identify basic functions of the human body (e.g. eating, breathing, moving, sleeping).

EX.3.L.1.2 Identify basic needs of the human body (e.g. food, water, rest, protection).

EX.3.L.1.3 Understand how the functions and basic needs of the human body are essential for life.

ECOSYSTEM

EX.3.L.2 Understand how plants survive in their environment.

EX.3.L.2.1 Identify the structures (leaf, flower, roots and stem) of a plant and their functions.

EX.3.L.2.2 Compare basic needs of plants (e.g. air, water, light, soil, food, space) to humans.

EX.3.L.2.3 Compare soil components (sand/clay) and their capacity to retain water.

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

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.

3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.

CIVICS AND GOVERNMENT

3.C&G.1 Understand the structure and function of state and local government.

3.C&G.1.1 Compare the structure and function of both state and local government.

3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.

3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.

ECONOMICS

3.E.1 Understand how economic decisions and resources affect the local economy.

3.E.1.1 Explain how entrepreneurship develops local communities.

3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.

3.E.1.3 Summarize the role supply and demand plays in local economies.

GEOGRAPHY

3.G.1 Understand how geography impacts the development of regions and communities.

3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.

3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.

3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

HISTORY

3.H.1 Understand how various people and historical events have shaped local communities.

3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

3.H.1.2 Explain the lasting impact historical events have had on local communities.

3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

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

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

ECS.3.B.1.1 Identify the values, beliefs, and cultures of various indigenous, religious, racial, and other groups in local communities and the state.

ECS.3.B.1.2 Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.

CIVICS AND GOVERNMENT

3.C&G.1 Understand the structure and function of state and local government.

ECS.3.C&G.1.1 Compare the structure and function of both state and local government.

ECS.3.C&G.1.2 Categorize the roles and responsibilities of leaders in state and local government.

ECS.3.C&G.1.3 Compare how state, local, and/or tribal governments help solve problems within communities.

ECONOMICS

3.E.1 Understand how economic decisions and resources affect the local economy.

ECS.3.E.1.1 Demonstrate an understanding of entrepreneurship.

ECS.3.E.1.2 Recognize how things that are produced and consumed in local communities are based on the types of natural resources that exist in a region.

ECS.3.E.1.3 Identify the role supply and demand plays in local economies.

GEOGRAPHY

3.G.1 Understand how geography impacts the development of regions and communities.

ECS.3.G.1.1 Explain how the location of places impacts the development of communities.

ECS.3.G.1.2 Demonstrate that climate and physical characteristics affect the ways in which people live.

ECS.3.G.1.3 Illustrate how geography impacts the movement of goods and people.

HISTORY

3.H.1 Understand how various people and historical events have shaped local communities.

ECS.3.H.1.1 Demonstrate an understanding of how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

ECS.3.H.1.2 Identify historical events in local communities.

ECS.3.H.1.3 Compare two or more interpretations of historical events or symbols relevant to their local communities.

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).

Second and Third Grade Standards

Second and third graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology). Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (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.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

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.2-3.Narrate.Interpretive. *Interpret language arts narratives by:*

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive. *Construct language arts narratives that:*

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3.Inform.Interpretive. *Interpret informational texts in language arts by:*

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive. *Construct informational texts in language arts that:*

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

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.2-3.Explain.Interpretive. *Interpret mathematical explanations by:*

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive. *Construct mathematical explanations that:*

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

ELD-MA.2-3.Argue.Interpretive. *Interpret mathematics arguments by:*

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive. *Construct mathematics arguments that:*

- Create conjecture using definitions
- Generalize commonalities across cases

- Justify conclusion steps and strategies in simple patterns
- Identify and respond to 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.2-3.Explain.Interpretive. *Interpret scientific explanations by:*

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

ELD-SC.2-3.Explain.Expressive. *Construct scientific explanations that:*

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3.Argue.Interpretive. *Interpret scientific arguments by:*

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive. *Construct scientific arguments that:*

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, 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.2-3.Explain.Interpretive *Interpret social studies explanations by:*

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive *Construct social studies explanations that:*

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

ELD-SS.2-3.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 one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion
- Evaluating source based on distinctions between fact and opinion

GUIDANCE

NORTH CAROLINA STANDARD COURSE OF STUDY

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

SOCIO-EMOTIONAL

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

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

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

COGNITIVE

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

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

CAREER

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

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

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

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

Proficiency Levels

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY (RED)

SOCIO-EMOTIONAL

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

RED.SE.1.1 Understand the importance of self-control and responsibility.

RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.

RED.SE.1.3 Contrast rights and responsibilities.

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

RED.SE.2.1 Identify ways of making and keeping friends.

RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.

EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

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

EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

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

EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

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

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

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

EEE.CR.2.1 Identify personal preferences and interests that influence career choice and success.

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

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

EEE.CR.3.1 Understand the relationship between educational achievement and career success.

EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

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

EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

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

P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.

P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

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

P.SE.2.1 Interpret the meaning of self-concept.

P.SE.2.2 Explain how understanding differences among people can increase self-understanding.

P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

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

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.

IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.

IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

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

IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.

IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.

IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

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

IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.

IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.

IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

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

IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.

IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.

IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

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

IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.

IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

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

IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.

IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.

IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

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

IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.

IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

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

AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.

AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.

AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

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

AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

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

AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.

AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.

AL.CLL.3.3 Use language to modify presentations for some specific audiences.

AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

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

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

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

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

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

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

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

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

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

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

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

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

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

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

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

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

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

AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.

AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

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

AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

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

AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.

AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.

AM.CLL.2.3 Understand how to interpret long, complex texts.

AM.CLL.2.4 Compare literary and technical writing styles.

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

AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.

AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.

AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

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

AM.CLL.4.1 Use dialectical differences to adapt and give presentations.

AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

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

AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

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

AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

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

AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

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

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

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

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

COMMUNITIES

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

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

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

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

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

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

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

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

NOTES