

GRADE
7

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



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INTRODUCTION

The *Quick Reference Guide for The North Carolina Standard Course of Study* is intended to serve as a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple disciplines. 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 grade level teachers teaching multiple disciplines or teams of teachers collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for all of the *Common Core State Standards*, *North Carolina Essential Standards*, and *North Carolina Extended Content Standards*. 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.

The *Reference Guide* is organized into four major sections:

- 1. Common Core State Standards** – On June 2, 2010, North Carolina adopted the K-12 *Common Core State Standards* for *Mathematics* and for *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- 2. North Carolina Essential Standards by Grade Level** – The *North Carolina Essential Standards* were written by teams of North Carolina Educators and are available by grade level for Arts Education (Dance, Music, Theatre Arts, Visual Arts), Healthful Living (Health and Physical Education), Information and Technology, Science, and Social Studies.
- 3. North Carolina Essential Standards by Proficiency Level & Course** – The Essential Standards for English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level rather than by grade 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. You will find a one page summary in the 6th-8th grade guides for Career and Technical Education, organized by Course.
- 4. North Carolina Extended Content Standards** – These alternate achievement standards are designed for students with the most significant cognitive disabilities to 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.

For additional information visit:

NC Public Schools – <http://www.ncpublicschools.org>

NCDPI Wiki Spaces – www.ncdpi.wikispaces.net

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

7th Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.7)

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. (Not applicable to literature)
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.7)

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

7th Grade-Specific Standards For Writing

WRITING STANDARDS (W.7)

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

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

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

7th Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.7)

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (L.7)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).
 - b. Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* For more information, reference the Common Core State Standards for English Language Arts, History/Social Studies, Science, and Technical Subjects document. See the table on page 56 for a complete listing and *Appendix A* for an example of how these skills develop in sophistication.

LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

COMMON CORE STATE STANDARDS

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH.6-8)

Key Ideas and Detail

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST.6-8)

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS (WHST.6-8)

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. (See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MATHEMATICS

COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. **Developing understanding of and applying proportional relationships** – Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
2. **Developing understanding of operations with rational numbers and working with expressions and linear equations** – Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
3. **Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume** – Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
4. **Drawing inferences about populations based on samples** – Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

MATHEMATICAL PRACTICES

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.

RATIOS AND PROPORTIONAL RELATIONSHIPS

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

- 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour.*
- 7.RP.2 Recognize and represent proportional relationships between quantities.
- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.*
 - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
- 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

THE NUMBER SYSTEM

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

- 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
 - Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - Apply properties of operations as strategies to add and subtract rational numbers.
- 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
 - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

- c. Apply properties of operations as strategies to multiply and divide rational numbers.
 - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. (NOTE: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

EXPRESSIONS AND EQUATIONS

Use properties of operations to generate equivalent expressions.

- 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
- 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
 - b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

GEOMETRY

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

- 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- 7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- 7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

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

- 7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- 7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

STATISTICS AND PROBABILITY

Use random sampling to draw inferences about a population.

- 7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- 7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations.

- 7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
- 7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

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

- 7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

- 7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
 - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
- 7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
- Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
 - Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

ARTS EDUCATION – DANCE

NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

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

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

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

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

DANCE MOVEMENT SKILLS

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

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

RESPONDING

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

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

CONNECTING

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

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

ARTS EDUCATION – MUSIC

NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

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

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

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

- 7.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meter signatures.
- 7.ML.2.2 Interpret, through instrument and/or voice, standard notation symbols for pitch in appropriate clefs.
- 7.ML.2.3 Classify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

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

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

MUSICAL RESPONSE

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

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

CONTEXTUAL RELEVANCY

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

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

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

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

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

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

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

ANALYSIS

7.A.1 Analyze literary texts and performances.

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

AESTHETICS

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

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

CULTURE

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

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

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

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

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

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

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

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

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

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

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

CONTEXTUAL RELEVANCY

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

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

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

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

CRITICAL RESPONSE

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

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

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

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

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

7.MEH.2 Evaluate positive stress management strategies.

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

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

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

PERSONAL AND CONSUMER HEALTH

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

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

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

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

7.PCH.3 Evaluate health information and products.

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

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

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

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

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

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

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

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

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

NUTRITION AND PHYSICAL ACTIVITY

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

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

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

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

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

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

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

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

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

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

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

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

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

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

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

MOVEMENT CONCEPTS

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

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

HEALTH-RELATED FITNESS

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

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

PERSONAL /SOCIAL RESPONSIBILITY

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

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

INFORMATION AND TECHNOLOGY

NORTH CAROLINA ESSENTIAL STANDARDS

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 integrated Information and Technology Essential Standards, collaborative planning should occur in grade level planning teams which include media specialist and technology facilitators.

SOURCES OF INFORMATION

7.SI.1 Evaluate information resources based on specified criteria.

- 7.SI.1.1 Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).
- 7.SI.1.2 Evaluate content for relevance to the assigned task.
- 7.SI.1.3 Evaluate resources for point of view, bias, values, or intent of information.

TECHNOLOGY AS A TOOL

7.TT.1 Use technology and other resources for assigned tasks.

- 7.TT.1.1 Use appropriate technology tools and other resources to access information.
- 7.TT.1.2 Use appropriate technology tools and other resources to organize information (e.g. graphic organizers, databases, spreadsheets, and desktop publishing).
- 7.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

RESEARCH PROCESS

7.RP.1 Apply a research process to complete given tasks.

- 7.RP.1.1 Implement a collaborative research process activity that is group selected.
- 7.RP.1.2 Implement an independent research process activity that is student selected.

SAFETY AND ETHICAL ISSUES

7.SE.1 Apply responsible behaviors when using information and technology resources.

- 7.SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper netiquette) when using resources.
- 7.SE.1.2 Apply the safety precautions necessary when using online resources (personal information, passwords, etc.).

SCIENCE

NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

7.P.1 Understand motion, the effects of forces on motion and the graphical representations of motion.

- 7.P.1.1 Explain how the motion of an object can be described by its position, direction of motion, and speed with respect to some other object.
- 7.P.1.2 Explain the effects of balanced and unbalanced forces acting on an object (including friction, gravity and magnets).
- 7.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.
- 7.P.1.4 Interpret distance versus time graphs for constant speed and variable motion.

ENERGY: CONSERVATION AND TRANSFER

7.P.2 Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.

- 7.P.2.1 Explain how kinetic and potential energy contribute to the mechanical energy of an object.
- 7.P.2.2 Explain how energy can be transformed from one form to another (specifically potential energy and kinetic energy) using a model or diagram of a moving object (roller coaster, pendulum, or cars on ramps as examples).
- 7.P.2.3 Recognize that energy can be transferred from one system to another when two objects push or pull on each other over a distance (work) and electrical circuits require a complete loop through which an electrical current can pass.
- 7.P.2.4 Explain how simple machines such as inclined planes, pulleys, levers and wheel and axles are used to create mechanical advantage and increase efficiency.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

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

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

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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

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

EVOLUTION AND GENETICS

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

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

SOCIAL STUDIES

NORTH CAROLINA ESSENTIAL STANDARDS

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

Students will study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences among world regions. A conscious effort should be made to include an integrated study of various societies and regions from every continent throughout the semester/year. During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues. The standards are organized around five strands and these strands should not be taught in isolation, but woven together in an integrated study that helps students better understand the modern world.

HISTORY

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

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

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

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

GEOGRAPHY AND ENVIRONMENTAL LITERACY

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

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

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

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

ECONOMICS AND FINANCIAL LITERACY

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

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

CIVICS AND GOVERNMENT

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

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

CULTURE

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

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

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA ESSENTIAL STANDARDS

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

The North Carolina English Language Development Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

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

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded. [http://www.wida.us/standards/RG_Performance Definitions.pdf](http://www.wida.us/standards/RG_Performance%20Definitions.pdf)

The 2007 Edition of the WIDA ELD Standards outlines the progression of English language development of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and the Model Performance Indicators (MPIs) which are grouped in **formative and summative frameworks** are available as two separate documents to reduce the size of the download.

Grade level clusters K-5 – [http://www.wida.us/standards/PreK-5 Standards web.pdf](http://www.wida.us/standards/PreK-5%20Standards%20web.pdf)

Grade level clusters 6-12 – [http://www.wida.us/standards/6-12 Standards web.pdf](http://www.wida.us/standards/6-12%20Standards%20web.pdf)

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Essential Standards and provides CAN DO Descriptors is available at the following link: <http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf>

Speaking Rubric of the WIDA™ Consortium*

| Task Level | Linguistic Complexity | Vocabulary Usage | Language Control |
|-------------------------|--|---|---|
| 5 Bridging | A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas | Technical language related to the content area; facility with needed vocabulary is evident | Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make |
| 4 Expanding | A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity | Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident | At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference |
| 3 Developing | Simple and expanded oral sentences; responses show emerging complexity used to add detail | General and some specific language related to the content area; may grope for needed vocabulary at times | When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse |
| 2 Beginning | Phrases, short oral sentences | General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident | When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences |
| 1 Entering | Single words, set phrases or chunks of memorized oral language | Highest frequency vocabulary from school setting and content areas | When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar |

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Writing Rubric of the WIDA™ Consortium Grades 1-12

| Task Level | Linguistic Complexity | Vocabulary Usage | Language Control |
|-------------------------|--|--|--|
| 6 Reaching* | A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language | Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments |
| 5 Bridging | A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization | Usage of technical language related to the content area; evident facility with needed vocabulary | Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility |
| 4 Expanding | A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident | Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference |
| 3 Developing | Simple and expanded sentences that show emerging complexity used to provide detail | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident | Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text |
| 2 Beginning | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced | Usage of general language related to the content area; lack of vocabulary may be evident | Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors |
| 1 Entering | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language | Usage of highest frequency vocabulary from school setting and content areas | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text |

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GUIDANCE

NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for Guidance are 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

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: EARLY EMERGENT/EMERGENT

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.

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

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 ESSENTIAL STANDARDS

The North Carolina Essential Standards for World Languages are organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

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

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

For more information regarding program models, please see the Unpacking Tools at:
<http://www.ncpublicschools.org/acre/standards/support-tools/#unworld>

Proficiency Levels

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

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

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

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

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.

CAREER AND TECHNICAL EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS BY COURSE

The 2012 Career and Technical Education Essential Standards document contains program area and course descriptions and links to essential standards by course. Four types of courses are available:

- Courses Developed by the Department of Public Instruction
- Courses Adapted by the Department of Public Instruction
- Courses Using Adopted Curriculum
- Courses Approved as Local Course Options

Career Clusters™ are broad groupings of occupations/career specialties, organized by common knowledge and skills required for career success. There are 16 Career Clusters™ and 79 related pathways (subgroupings of occupations/career specialties). All NC CTE courses align to the Career Clusters™. In North Carolina, Career Clusters™ are supported by eight program areas, with each area having school-based, work-based, or community-based learning opportunities.

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

Visit this link to access the Career and Technical Education Essential Standards:
<http://www.ncpublicschools.org/docs/cte/standards/2012cteessentialstandards.pdf>

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (7.RL)

Key Ideas and Details

1. Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = the girl is strong, pretty and lonely. Inferred = brave and persistent).
2. Determine the theme or central idea of a text, and identify the characters and setting.
3. Determine how two or more events in a story are related (e.g., The cupboard was empty when they looked so they went shopping.).

Craft and Structure

4. Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the author).
5. Determine whether a text is a story, drama, or poem.
6. Determine what words an author uses to contrast characters in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.
8. (Not applicable to literature)
9. Compare a fictional portrayal of a time, place, or character with an historical account of the same time, place or character.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the story to compare it with the video we watched. Read or listen to the text to determine how the two main events are related.).

READING STANDARDS FOR INFORMATIONAL TEXT (7.RI)

Key Ideas and Details

1. Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = Animals eat plants to live. Inferred = some things die so other things can live).
2. Determine two or more central ideas in a text.
3. Determine how two or more events in a text are related (e.g., the severe storm flooded the town so they had to rescue the people in boats.).

Craft and Structure

4. Determine the meaning of simple idioms and figures of speech as they are used in a text.
5. Determine how headings, key words, and key phrases relate to the topic of a text.
6. Compare the purpose of two or more texts on the same topic.

Integration of Knowledge and Ideas

7. Determine how understanding shifts when reading a text versus experiencing an audio, video, or multimedia version of it (e.g., Read to list words that describe the main character then add to or revise the resulting list of words after watching a video portrayal of the same text.).
8. Analyze a text to identify reasons or evidence which support claims in a text.
9. Compare and contrast the key information provided by authors of two different texts on the same topic.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to determine if the claims are fact or opinion.)

WRITING STANDARDS (7.W)

Text Types and Purposes

1. Write* a claim and support it with two or more reasons or other relevant evidence.
2. Write* an informative or explanatory text.
 - a. Write* the topic.
 - b. Develop the topic with two or more facts or concrete details.
 - c. Use domain specific vocabulary.
 - d. Provide a closure.
3. Write* a narrative about personal or imagined experiences or events.
 - a. Write* about multiple events and use temporal words to signal event order.
 - b. Include one or more characters.
 - c. Use words or phrases to describe the character(s).
 - d. Provide a closing.

Production and Distribution of Writing

4. Produce writing* that addresses a particular task, purpose, or audience.
5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.
6. Use technology to produce and publish writing*.

Research to Build and Present Knowledge

7. Write* to answer a question based on two or more sources of information.
8. Select quotes from two or more print or digital source that provide important information about a topic.
9. Write* about information gathered from literary or informational texts.
 - a. Apply grade 7 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic).
 - b. Apply grade 7 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

Range of Writing

10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS (7.SL)

Comprehension and Collaboration

1. Participate in communicative exchanges.
 - a. Come to discussions prepared to share information.
 - b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.
 - c. Remain on the topic of the discussion when asking or answering questions or making other contributions.
2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.
3. Determine whether the claims made by a speaker are fact or opinion.

Presentation of Knowledge and Ideas

4. Present findings including descriptions, facts, or details related to a main idea or theme.
5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.
6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

LANGUAGE STANDARDS (7.L)

Conventions of Standard English

1. Demonstrate understandings of standard English grammar and usage when communicating.
 - a. Produce simple sentences.
 - b. Combine two simple sentences using common conjunctions to produce compound sentences.
2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
 - a. Use ending punctuation.
 - b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

Knowledge of Language

3. Use language to achieve desired meaning when writing or communicating.
 - a. Use precise language as required to achieve desired meaning.

Vocabulary Acquisition and Use

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
 - a. Use context to identify which word in an array of content related words is missing from a sentence.
 - b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
5. Demonstrate understanding of word relationships.
 - a. Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening.
 - b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).
6. Acquire and use general academic and domain-specific words and phrases.

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

MATHEMATICS

EXTENDED CONTENT STANDARDS

RATIOS & PROPORTIONAL RELATIONSHIPS (7.RP)

Understand ratio concepts and use ratio reasoning to solve problems.

1. Model equivalent ratios (i.e., 2:1 two reds and 1 blue; if I put down two more red blocks how many blue blocks should be added?).

THE NUMBER SYSTEM (7.NS)

Apply and extend previous understandings of operations with fractions and whole numbers.

1. Subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) by modeling with fraction bars.
2. Use all operations to solve problems with whole numbers (0-100).

EXPRESSIONS & EQUATIONS (7.EE)

Use properties of operations to generate equivalent expressions.

1. Understand that adding zero to a number leaves it unchanged.
2. Use concrete objects and representations to illustrate addition of 3 or more numbers, regardless of which pair is added first, equal the cardinal number (associative).
3. Use concrete objects and representations to illustrate multiplication of 2 numbers regardless of order equal the cardinal number (commutative).

Solve real-life and mathematical addition and subtraction problems using numerical and algebraic equations.

4. Understand the concept of equality with models (i.e., if there is a quantity of 5 on one side of the equation and a quantity of 2 on the other what quantity is added to make it equal).
5. Use the concept of equality to solve problems with unknown quantities.

GEOMETRY (7.G)

Solve real-life and mathematical problems involving area.

1. Use rectangles and multiplication to solve area problems.

STATISTICS & PROBABILITY (7.SP)

Use random sampling to draw inferences about a population.

1. Identify a representative random sample (i.e., would not select only the people who ride buses)
2. Use samples to gain information about a population.
3. Interpret the results of the sampling.

Draw informal comparative inferences about two populations.

4. Compare data from two picture graphs, line plots, or bar graphs.

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

5. Understand the events of probability as being possible or impossible.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

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

- EX.7.P.1.1 Identify balanced and unbalanced forces.
- EX.7.P.1.2 Understand that motion is produced by unbalanced forces.
- EX.7.P.1.3 Understand that gravity is an unbalanced force that causes objects to fall towards the Earth.

MATTER, PROPERTIES AND CHANGE

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

- EX.7.P.2.1 Understand matter is made of smaller units.
- EX.7.P.2.2 Understand units are combined to make a whole object.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

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

- EX.7.E.1.1 Recognize the water left in an open container evaporates over time.
- EX.7.E.1.2 Identify the parts of the water cycle (evaporation, condensation, precipitation, run off).
- EX.7.E.1.3 Describe the consequences of too much or too little water (e.g. drought, flooding).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

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

- EX.7.L.1.1 Identify that insects spread pollen to help flowering plants make seeds.
- EX.7.L.1.2 Describe ways that a plant and an animal help each other.
- EX.7.L.1.3 Describe characteristics that help a plant or an animal survive.

ECOSYSTEMS

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

- EX.7.L.2.1 Define decomposers.
- EX.7.L.2.2 Understand how decomposers and consumers are different.
- EX.7.L.2.3 Classify living organisms as producers, consumers, or decomposers.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

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

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

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

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

ECONOMICS AND FINANCIAL LITERACY

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

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

CIVICS AND GOVERNANCE

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

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

