GRADE
8

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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2012

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Quick Reference Guide

GRADE 8

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.

8th Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.8)

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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 specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.8)

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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.

8th Grade-Specific Standards For Writing

WRITING STANDARDS (W.8)

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s), 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 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), 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.
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 into broader categories; 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.
   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, description, and reflection, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
   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 8 on page 52.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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 literary or informational texts to support analysis, reflection, and research.
    a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
    b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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.

8th Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.8)

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 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 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.8)

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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
    b. Form and use verbs in the active and passive voice.
    c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
    d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    b. Use an ellipsis to indicate an omission.
    c. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 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., *precede, recede, secede*).
    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. verbal irony, puns) in context.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
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. ***Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations –*** Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions (y/x = m or y = mx) as special linear equations (y = mx + b), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m·A. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, under-standing that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.
2. ***Grasping the concept of a function and using functions to describe quantitative relationships –*** Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.
3. ***Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem –*** Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

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.

THE NUMBER SYSTEM

Know that there are numbers that are not rational, and approximate them by rational numbers.

8.NS.1 Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.

8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

EXPRESSIONS AND EQUATIONS

Work with radicals and integer exponents.

8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/2^7$.*

8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Analyze and solve linear equations and pairs of simultaneous linear equations.

8.EE.7 Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.EE.8 Analyze and solve pairs of simultaneous linear equations.

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

FUNCTIONS

Define, evaluate, and compare functions.

8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Note: Function notation is not required in Grade 8.)

8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Use functions to model relationships between quantities.

8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

GEOMETRY

Understand congruence and similarity using physical models, transparencies, or geometry software.

8.G.1 Verify experimentally the properties of rotations, reflections, and translations:

a. Lines are taken to lines, and line segments to line segments of the same length.

b. Angles are taken to angles of the same measure.

c. Parallel lines are taken to parallel lines.

8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

STATISTICS AND PROBABILITY

Investigate patterns of association in bivariate data.

8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

ARTS EDUCATION – DANCE

NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

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

8.CP.1.1 Use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances.

8.CP.1.2 Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer.

8.CP.1.3 Organize dance sequences into simple dances that communicate ideas, experiences, feeling, images, or stories.

8.CP.1.4 Use reflection and discussion to revise choreography.

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

8.CP.2.1 Use safe and respectful behaviors as a dance class participant.

8.CP.2.2 Integrate the use of clarity, concentration, and focus while dancing.

8.CP.2.3 Integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance.

DANCE MOVEMENT SKILLS

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

8.DM.1.1 Apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement.

8.DM.1.2 Apply combinations of time, space, weight, and flow in dance.

8.DM.1.3 Execute technical skills in dance.

8.DM.1.4 Integrate breath support to facilitate and clarify movement.

RESPONDING

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

8.R.1.1 Use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance.

8.R.1.2 Use multiple perspectives and criteria in evaluating dances.

CONNECTING

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

8.C.1.1 Understand the role of dance in North Carolina and the United States in relation to history and geography.

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

8.C.1.3 Design personal strategies to improve health and well-being through dance.

8.C.1.4 Explain the implications of career pathways and economic considerations when selecting careers in dance.

ARTS EDUCATION – MUSIC

NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

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

8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.

8.ML.1.2 Integrate the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument.

8.ML.1.3 Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while singing and/or playing a varied repertoire of music with technical accuracy.

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

8.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, 6/8, 3/8, and *alla breve* meter signatures.

8.ML.2.2 Interpret, through instrument and/or voice, standard notation symbols in two different clefs, using extended staves.

8.ML.2.3 Use standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.

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

8.ML.3.1 Produce simple rhythmic and melodic improvisations on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys.

8.ML.3.2 Construct short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), using a variety of traditional and non-traditional sound, notational, and 21st century technological sources.

MUSICAL RESPONSE

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

8.MR.1.1 Interpret the gestures of a conductor when singing or playing an instrument.

8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.

8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction).

CONTEXTUAL RELEVANCY

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

8.CR.1.1 Understand the role of music in North Carolina and the United States in relation to history and geography.

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

8.CR.1.3 Understand laws regarding the proper access, use, and protection of music.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

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

8.C.1.1 Use physical movement and acting skills to express stories to an audience.

8.C.1.2 Apply appropriate vocal elements, such as pitch, volume, and projection, effectively while portraying characters.

8.C.1.3 Create original works that communicate ideas and feelings.

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

8.C.2.1 Use acting skills, such as observation, concentration, and characterization, to perform original, written scenes.

8.C.2.2 Interpret multiple characters from literature through formal and informal presentations.

ANALYSIS

8.A.1 Analyze literary texts and performances.

8.A.1.1 Analyze plays in terms of theme, characters, conflict, dialogue, mood, and atmosphere.

8.A.1.2 Evaluate the theatrical quality of formal or informal theatre productions.

AESTHETICS

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

8.AE.1.1 Apply the major technical elements to informal and formal presentations.

8.AE.1.2 Understand how to use technical theatre components of costumes, props, masks, set pieces, lighting and sound to support formal or informal dramatic presentations.

CULTURE

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

8.CU.1.1 Understand the role of theatre arts in North Carolina and the United States in relation to history and geography.

8.CU.1.2 Create theatrical works that exemplify the style and culture of North Carolina, the United States and/or North America.

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

8.CU.2.1 Use appropriate theatre etiquette as a participant in informal and formal theatre.

8.CU.2.2 Understand the roles of technical theatre in relation to theatrical productions.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

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

8.V.1.1 Use art vocabulary to evaluate art.

8.V.1.2 Apply the Elements of Art and Principles of Design in the planning and creation of personal art.

8.V.1.3 Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.

8.V.1.4 Analyze the relationship between the Elements of Art and the Principles of Design in art.

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

8.V.2.1 Create art that uses the best solutions to identified problems.

8.V.2.2 Apply observation skills and personal experiences to create original art.

8.V.2.3 Create original art that conveys one or more ideas or feelings.

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

8.V.3.1 Apply knowledge of safety and media to maintain and take care of the work space and art.

8.V.3.2 Use a variety of media to create art.

8.V.3.3 Evaluate techniques and processes to select appropriate methods to create art.

CONTEXTUAL RELEVANCY

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

8.CX.1.1 Understand the role of visual arts in North Carolina and the United States in relation to history and geography.

8.CX.1.2 Analyze art from various historical periods in terms of style, subject matter, and movements.

8.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of art from NC and the United States.

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

8.CX.2.1 Compare personal interests and abilities to those needed to succeed in a variety of art careers.

8.CX.2.2 Analyze skills and information needed from visual arts to solve problems in art and other disciplines.

8.CX.2.3 Use collaboration to arrive at effective solutions to identified problems.

8.CX.2.4 Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts.

CRITICAL RESPONSE

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

8.CR.1.1 Use convincing and logical arguments to respond to art.

8.CR.1.2 Critique personal art based on identified criteria.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

8.MEH.1 Create positive stress management strategies.

8.MEH.1.1 Evaluate stress management strategies based on personal experience.

8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.

8.MEH.1.3 Design effective methods to deal with anxiety.

8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.

8.MEH.2.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.

8.MEH.2.2 Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).

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

8.MEH.3.1 Recognize signs and symptoms of hurting self or others.

8.MEH.3.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.

PERSONAL AND CONSUMER HEALTH

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

8.PCH.1.1 Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.

8.PCH.1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy).

8.PCH.1.3 Interpret health appraisal data to assess personal risks for preventable disease.

8.PCH.2 Evaluate health information and products.

8.PCH.2.1 Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.

8.PCH.2.2 Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails).

8.PCH.3 Analyze measures necessary to protect the environment.

8.PCH.3.1 Outline the potential health consequences of global environmental problems.

8.PCH.3.2 Explain the impact of personal behaviors on the environment, both positively and negatively.

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

8.PCH.4.1 Execute the Heimlich maneuver on a mannequin.

8.PCH.4.2 Demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

8.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.

8.ICR.1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for seeking help.

8.ICR.1.3 Explain the effects of tolerance and intolerance on individuals and society.

8.ICR.1.4 Illustrate communication skills that build and maintain healthy relationships.

8.ICR.1.5 Use decision-making strategies appropriate for responding to unknown people via the Internet, telephone, and face-to-face.

8.ICR.1.6 Recognize resources that can be used to deal with unhealthy relationships.

8.ICR.2 Remember that abstinence from sexual activity outside of marriage means a positive choice for young people.

8.ICR.2.1 Recall abstinence as voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.

8.ICR.2.2 Recall skills and strategies for abstaining from sexual activity outside of marriage.

8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.

8.ICR.3.1 Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.

8.ICR.3.2 Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.

8.ICR.3.3 Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.

8.ICR.3.4 Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).

NUTRITION AND PHYSICAL ACTIVITY

8.NPA.1 Apply tools (Body Mass Index, Dietary Guidelines) to plan healthy nutrition and fitness.

8.NPA.1.1 Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity.

8.NPA.1.2 Summarize the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.

8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.

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

8.NPA.2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.

8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting.

8.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.

8.NPA.3.1 Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).

8.NPA.3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.

8.NPA.3.3 Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.

ALCOHOL, TOBACCO, AND OTHER DRUGS

8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.

8.ATOD.1.1 Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.

8.ATOD.1.2 Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.

8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.

8.ATOD.2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.

8.ATOD.2.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.

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

8.ATOD.3.1 Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.

8.ATOD.3.2 Identify positive alternatives to the use of alcohol and drugs.

8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

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

PE.8.MS.1.1 Execute proficiency in some complex combinations of movement specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.

PE.8.MS.1.2 Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations.

PE.8.MS.1.3 Apply basic strategy and tactics that contribute to successful participation.

PE.8.MS.1.4 Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.

MOVEMENT CONCEPTS

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

PE.8.MC.2.1 Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.

PE.8.MC.2.2 Compare movement concepts and principles and critical elements of activity of performances representing different levels of skill.

PE.8.MC.2.3 Integrate strategies and tactics within game play.

PE.8.MC.2.4 Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.

HEALTH-RELATED FITNESS

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

PE.8.HF.3.1 Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.

PE.8.HF.3.2 Summarize the potential short and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.

PE.8.HF.3.3 Use a variety of resources to assess, monitor, and improve personal fitness.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.8.PR.4.1 Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.

PE.8.PR.4.2 Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

PE.8.PR.4.3 Compare factors in different cultures that influence the choice of physical activity and nutrition.

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

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

8.SI.1.1 Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

8.SI.1.2 Evaluate content for relevance to the assigned task.

8.SI.1.3 Evaluate resources for point of view, bias, values, or intent of information.

TECHNOLOGY AS A TOOL

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

8.TT.1.1 Use appropriate technology tools and other resources to access information (search engines, electronic databases, digital magazine articles).

8.TT.1.2 Use appropriate technology tools and other resources to organize information (e.g. graphic organizers, databases, spreadsheets, and desktop publishing).

8.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

8.RP.1 Apply a research process to complete project-based activities.

8.RP.1.1 Implement a project-based activity collaboratively.

8.RP.1.2 Implement a project-based activity independently.

SAFETY AND ETHICAL ISSUES

8.SE.1 Analyze responsible behaviors when using information and technology resources.

8.SE.1.1 Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

8.SE.1.2 Analyze safety precautions when using online resources (personal information, passwords, etc.).

SCIENCE

NORTH CAROLINA ESSENTIAL STANDARDS

MATTER: PROPERTIES AND CHANGE

8.P.1 Understand the properties of matter and changes that occur when matter interacts in an open and closed container.

8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.

8.P.1.2 Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of elements.

8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

8.P.1.4 Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.

ENERGY: CONSERVATION AND TRANSFER

8.P.2 Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.

8.P.2.1 Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.

8.P.2.2 Explain the implications of the depletion of renewable and nonrenewable energy resources and the importance of conservation.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

8.E.1 Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.

8.E.1.1 Explain the structure of the hydrosphere including:
- Water distribution on earth
- Local river basins and water availability

8.E.1.2 Summarize evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:
- Estuaries
- Marine ecosystems
- Upwelling
- Behavior of gases in the marine environment
- Value and sustainability of marine resources
- Deep ocean technology and understandings gained

8.E.1.3 Predict the safety and potability of water supplies in North Carolina based on physical and biological factors, including:
- Temperature
- Dissolved oxygen
- pH
- Nitrates and phosphates
- Turbidity
- Bio-indicators

8.E.1.4 Conclude that the good health of humans requires:
- Monitoring of the hydrosphere
- Water quality standards
- Methods of water treatment
- Maintaining safe water quality
- Stewardship

EARTH HISTORY

8.E.2 Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms.

8.E.2.1 Infer the age of Earth and relative age of rocks and fossils from index fossils and ordering of rock layers (relative dating and radioactive dating).

8.E.2.2 Explain the use of fossils, ice cores, composition of sedimentary rocks, faults, and igneous rock formations found in rock layers as evidence of the history of the Earth and its changing life forms.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

8.L.1 Understand the hazards caused by agents of diseases that effect living organisms.

8.L.1.1 Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease.

8.L.1.2 Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease.

8.L.2 Understand how biotechnology is used to affect living organisms.

8.L.2.1 Summarize aspects of biotechnology including:
- Specific genetic information available
- Careers
- Economic benefits to North Carolina
- Ethical issues
- Implications for agriculture

ECOSYSTEMS

8.L.3 Understand how organisms interact with and respond to the biotic and abiotic components of their environment.

8.L.3.1 Explain how factors such as food, water, shelter and space affect populations in an ecosystem.

8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including:
- Coexistence and cooperation
- Competition (predator/prey)
- Parasitism
- Mutualism

8.L.3.3 Explain how the flow of energy within food webs is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).

EVOLUTION AND GENETICS

8.L.4 Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.

8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution.

8.L.4.2 Explain the relationship between genetic variation and an organism's ability to adapt to its environment.

MOLECULAR BIOLOGY

8.L.5 Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.

8.L.5.1 Summarize how food provides the energy and the molecules required for building materials, growth and survival of all organisms (to include plants).

8.L.5.2 Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion).

SOCIAL STUDIES

NORTH CAROLINA ESSENTIAL STANDARDS

North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times)

Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time. Although the major focus is state and national history, efforts should also be made to include a study of local history. 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 creation and development of NC and the US.

HISTORY

8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

8.H.1.5 Analyze the relationship between historical context and decision-making.

8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.

8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.

8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).

8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).

8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

GEOGRAPHY AND ENVIRONMENTAL LITERACY

8.G.1 Understand the geographic factors that influenced North Carolina and the United States.

8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.

8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).

8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).

ECONOMICS AND FINANCIAL LITERACY

8.E.1 Understand the economic activities of North Carolina and the United States.

8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).

8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

CIVICS AND GOVERNMENT

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).

8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

8.C&G.2 Understand the role that citizen participation plays in societal change.

8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).

8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

CULTURE

8.C.1 Understand how different cultures influenced North Carolina and the United States.

8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian)

8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

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

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

Grade level clusters 6-12 – http://www.wida.us/standards/6-12 Standards web.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 (RED)

SOCIO-EMOTIONAL

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

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

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

RED.SE.1.3 Contrast rights and responsibilities.

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT (EEE)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: PROGRESSING (P)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY INDEPENDENT (EI)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

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

I.SE.1.1 Explain the role of personal responsibility in leadership.

I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

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

I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.

I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

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

I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.

I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

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

I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.

I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

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

I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

WORLD LANGUAGES

NORTH CAROLINA 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

PROFICIENCY LEVEL: NOVICE LOW (NL)

CONNECTIONS TO LANGUAGE & LITERACY

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

NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.

NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.

NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

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

NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.

NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.

NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.

NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.

NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

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

NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.

NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

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

NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.

NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.

NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

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

NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.

NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

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

NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.

NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.

NL.COD.2.3 Recognize words in groups from other disciplines.

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

NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.

NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.

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

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

NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.

NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

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

NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

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

NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.

NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

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

NL.CMT.3.1 Identify arts, sports, games and media from the target culture.

NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

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

NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.

NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.

NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.

NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

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

NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

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

NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.

NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

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

NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.

NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

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

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CLL.4.2 Exemplify instances of cognates and loan words.

NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

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

NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.

NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

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

NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.

NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.

NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

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

NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.

NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.

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

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

NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.

NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

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

NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.

NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

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

NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.

NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

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

NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

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

NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.

NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

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

NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.

NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.

NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.

NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

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

NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.

NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.

NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.

NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

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

NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.

NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

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

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

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

NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.

NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.

NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

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

NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

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

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

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

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

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

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

NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

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

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

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

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

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

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

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

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

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

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

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

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

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

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

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

IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

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

IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.

IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.

IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.

IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.

IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

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

IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.

IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.

IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

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

IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

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

IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.

IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

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

IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.

IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

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

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

IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

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

IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.

IL.CMT.4.2 Create resources in the target language for use in the community.

IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

PROFICIENCY LEVEL: INTERMEDIATE MID (IM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

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

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

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

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

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

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.

IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

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

IH.CLL.4.1 Identify dialectical differences in media from various cultures.

IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

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

IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.

IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

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

IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

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

IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.

IH.COD.3.2 Summarize personal views related to academic content with supporting details.

IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.

IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

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

IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.

IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

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

IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.

IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

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

IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.

IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

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

IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.

IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.

IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

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

IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.

IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW (AL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: ADVANCED MID (AM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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 (8.RL)

Key Ideas and Details

1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).
2. Determine the theme or central idea of a text and select details that relate to it.
3. Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including simple analogies.
5. Compare and contrast the structure of a story to a drama or poem on the same topic.
6. Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings).

Integration of Knowledge and Ideas

7. Compare and contrast a filmed or live production of a story or drama with its text or script and determine how the acting influences meaning (e.g., the main character makes the role funny when the words alone are serious).
8. (Not applicable to literature)
9. Compare and contrast themes, patterns of events or characters across two or more stories or dramas.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to the story to select quotes that best reflect the theme. Read or listen to the story to determine why it is humorous).

READING STANDARDS FOR INFORMATIONAL TEXT (8.RI)

Key Ideas and Details

1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).
2. Determine the theme or central idea of a text and select details that relate to it.
3. Compare and contrast key individuals, ideas or events in a text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in text, including simple analogies.
5. Determine the topic sentence in a paragraph.
6. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.

Integration of Knowledge and Ideas

7. Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.
8. Determine whether claims in a text are fact or opinion and identify reasoning or evidence to support facts.
9. Evaluate the key information provided by authors of two different texts on the same topic and determine if they agree or disagree on each point.

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 identify information that conflicts with the information we learned yesterday).

WRITING STANDARDS (8.W)

Text Types and Purposes

1. Write* a claim.
    a. Support claim with two or more reasons or other relevant evidence.
    b. State one opposing or counterclaim.
2. Write* an informative or explanatory text.
    a. Write* the topic.
    b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
    c. Develop the topic with two or more facts or concrete details.
    d. Use domain specific vocabulary.
    e. Provide a closing.
3. Write* narratives 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 dialogue as appropriate.
    d. Use words or phrases to describe the character(s).
    e. 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 and pose questions 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 8 Extended Reading Standards to literature (e.g., Write* key details that support the theme).
    b. Apply grade 8 Extended Reading Standards to literary nonfiction (e.g., List in writing* conflicting information presented across two texts).

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 (8.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.
    d. Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted.
2. Identify the purpose of information in graphical, oral, visual or multimodal formats (e.g., an advertisement is selling something; a newspaper headline is telling about something important; the announcement is telling about school events).
3. Determine whether the claims made by a speaker are fact or opinion.

Presentation of Knowledge and Ideas

4. Present findings including relevant descriptions, facts, or details.
5. Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into 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 (8.L)

Conventions of Standard English

1. Demonstrate understandings of standard English grammar and usage when communicating.
    a. Form and use regular and irregular verbs.
    b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.
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 communication.
    a. Use action verbs

Vocabulary Acquisition and Usage

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 use of multiple meaning words (e.g., draw the curtains).
    b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).
    c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)
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

EXPRESSIONS & EQUATIONS (8.EE)

Understand the connections between proportional relationships, lines, and linear equations.

1. Make equivalent ratios given the unit rate.
2. Graph equivalent ratios in the first quadrant.

Analyze and solve linear equations and pairs of simultaneous linear equations.

3. Use equations to solve problems using all operations when a part is unknown.

GEOMETRY (8.G)

Understand congruence using physical models.

1. Describe the attributes of figures: number of faces or edges, equal sizes of sides and number angles.
2. Understand congruence in polygons with different orientations (proximity, position, directions and turns).

Solve real-world and mathematical problems involving volume of right rectangular prisms.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
    a. A cube with side length 1 unit called a “unit cube” is said to have “one cubic unit” of volume, and can be used to measure volume.
    b. Understand volume is the number of cubes used to fill a solid figure without gaps and overlaps.
4. Measure volumes of right rectangular figures by counting unit cubes.

STATISTICS & PROBABILITY (8.SP)

Investigate patterns of association in bivariate data.

1. Describe trends such as positive, negative or no association given a scatter plot.

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.8.P.2 Understand that energy has the ability to cause motion or create change.

EX.8.P.2.1 Identify forms of energy, such as light, heat, electrical, and energy of motion.

EX.8.P.2.2 Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).

EX.8.P.2.3 Identify that a hot object will make a cold object warm when they touch.

MATTER, PROPERTIES AND CHANGE

EX.8.P.1 Understand the interactions of matter and energy and the changes that occur.

EX.8.P.1.1 Identify that a whole object weighs the same as all of its parts together.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.8.E.1 Understand the hydrosphere.

EX.8.E.1.1 Identify water features on the earth's surface (oceans, lakes, rivers, glaciers).

EX.8.E.1.2 Compare Earth's saltwater and freshwater features (oceans, lakes, rivers).

EX.8.E.1.3 Understand that human health requires monitoring of the hydrosphere and stewardship (e.g. water conservation, pollution).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.8.L.1 Understand that germs can cause disease.

EX.8.L.1.1 Recognize that germs can cause illness.

EX.8.L.1.2 Identify illnesses that may be caused by germs.

EX.8.L.1.3 Demonstrate hygienic practices that reduce the presence of germs.

EX.8.L.1.4 Describe minor treatments to prevent infection and the spread of disease (Band-Aid on cut; Cover mouth for sneeze or cough; Use and disposal of tissues).

ECOSYSTEMS

EX.8.L.2 Explain the interdependence of living organisms in the environment.

EX.8.L.2.1 Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers).

EX.8.L.2.2 Understand the relationship between living things and their environment.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.8.G.1 Understand North Carolina geographic locations.

EX.8.G.1.1 Describe activities specific to regions of the state.

EX.8.G.1.2 Describe the 3 regional areas of North Carolina (mountains, piedmont and coastal) and their physical characteristics.

EX.8.G.1.3 Use a map to get to an unfamiliar location within the school and/or community.

EC.8.G.1.4 Use available technology tools (i.e., GPS and GIS software) to locate community markers which will meet specific purposes (i.e., restaurants, coffee, attractions).

ECONOMICS AND FINANCIAL LITERACY

EX.8.E.1 Understand personal economic activities.

EX.8.E.1.1 Develop strategies for determining how to allocate resources.

EX.8.E.1.2 Evaluate personal financial indicators of growth and stability (e.g. credit, savings, investing, borrowing and giving).

CIVICS AND GOVERNANCE

EX.8.C&G.2 Understand the role of an individual can effect change.

EX.8.C&G.2.1 Apply self-advocacy skills to request new choices (e.g., verbal, pictorial, etc.) to negotiate change.