GRADE
6

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

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Quick Reference Guide

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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.

6th Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.6)

Key Ideas and Details
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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 a specific word choice on meaning and tone.

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

8. (Not applicable to literature)

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT (RI.6)

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

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

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

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

Text Types and Purposes*

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

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

6th Grade-Specific Standards For Writing

WRITING STANDARDS (W.6)

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from 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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    c. Use appropriate transitions to 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 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

    e. Provide a conclusion that follows from 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

    a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

    b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

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.

6th Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.6)

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 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
    c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
    d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

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

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

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

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

6th Grade-Specific Standards For Language

LANGUAGE STANDARDS (L.6)

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    b. Use intensive pronouns (e.g., *myself, ourselves*).
    c. Recognize and correct inappropriate shifts in pronoun number and person.*
    d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
    e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*

    b. Spell correctly.

Knowledge of Language

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

    a. Vary sentence patterns for meaning, reader/listener interest, and style.*

    b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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., *audience, auditory, audible*).

    c. Consult 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., personification) in context.

    b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.

    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

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. ***Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems –*** Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

2. ***Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers –*** Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

3. ***Writing, interpreting, and using expressions and equations –*** Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

4. ***Developing understanding of statistical thinking –*** Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

MATHEMATICAL PRACTICES

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

RATIOS AND PROPORTIONAL RELATIONSHIPS

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.1   Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

6.RP.2   Understand the concept of a unit rate a/b associated with a ratio *a:b* with *b* ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)*

6.RP.3   Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

     a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

     b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

     c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

     d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

THE NUMBER SYSTEM

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

6.NS.1   Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

Compute fluently with multi-digit numbers and find common factors and multiples.

6.NS.2   Fluently divide multi-digit numbers using the standard algorithm.

6.NS.3   Fluently add, subtract, multiply, & divide multi-digit decimals using the standard algorithm for each operation.

6.NS.4   Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

    a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, & that 0 is its own opposite.

    b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

    c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7 Understand ordering and absolute value of rational numbers.

    a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*

    b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3° C > –7° C to express the fact that –3° C is warmer than –7° C.*

    c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*

    d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.

6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

EXPRESSIONS AND EQUATIONS

Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

    a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*

    b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*

    c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.*

6.EE.3 Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*

GEOMETRY

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

STATISTICS AND PROBABILITY

Develop understanding of statistical variability.

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.5 Summarize numerical data sets in relation to their context, such as by:

    a. Reporting the number of observations.

    b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

    c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

    d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

ARTS EDUCATION – DANCE
NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

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

6.CP.1.1 Understand the role of improvisation in choreography.

6.CP.1.2 Create short dances that have a beginning, middle, and end, and that vary the use of the dance elements.

6.CP.1.3 Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images.

6.CP.1.4 Use collaborative and cooperative skills to contribute constructively to the creation of dance.

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

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

6.CP.2.2 Use concentration and focus while dancing.

6.CP.2.3 Understand how self-assessment, teacher feedback, and peer feedback can be used to refine dance performance.

DANCE MOVEMENT SKILLS

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

6.DM.1.1 Understand the purpose of beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination.

6.DM.1.2 Compare qualities within the elements of time, space, weight, and flow in dance.

6.DM.1.3 Execute technical skills from a variety of dance forms.

6.DM.1.4 Analyze the components of time in dance.

RESPONDING

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

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

6.R.1.2 Interpret the meanings of dances created by peers and others.

CONNECTING

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

6.C.1.1 Understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

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

6.C.1.3 Understand how dance promotes health and physical well-being.

6.C.1.4 Identify the various roles a person may play when putting together and presenting a dance production.

ARTS EDUCATION – MUSIC
NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

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

6.ML.1.1 Use steady tone when performing music.

6.ML.1.2 Recognize the fundamental techniques necessary to sing and play an instrument.

6.ML.1.3 Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music.

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

6.ML.2.1 Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.

6.ML.2.2 Interpret, through instrument and/or voice, standard notation symbols for pitch.

6.ML.2.3 Recognize standard notation symbols for music.

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

6.ML.3.1 Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.

6.ML.3.2 Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written.

MUSICAL RESPONSE

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

6.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.

6.MR.1.2 Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology.

6.MR.1.3 Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.

CONTEXTUAL RELEVANCY

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

6.CR.1.1 Understand music in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

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

6.CR.1.3 Understand potential health and wellness issues for musicians.

ARTS EDUCATION – THEATRE ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

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

    6.C.1.1 Use physical movement and acting skills to express a variety of emotions to an audience.

    6.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

    6.C.1.3 Understand how to read and write scripts.

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

    6.C.2.1 Use improvisation and acting skills to role play various scenarios and given situations.

    6.C.2.2 Interpret various selections of literature through formal and informal presentations.

ANALYSIS

6.A.1 Analyze literary texts and performances.

    6.A.1.1 Analyze plays in terms of theme, characters, conflict, and their interrelationships.

    6.A.1.2 Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

AESTHETICS

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

    6.AE.1.1 Understand how the major technical elements of theatre, such as lights, sound, set, and costumes, are used to support and enhance a theatrical production.

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

CULTURE

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

    6.CU.1.1 Understand theatre arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

    6.CU.1.2 Create theatrical works that exemplify the style and culture of Europe and South America.

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

    6.CU.2.1 Summarize the rules and purpose of audience etiquette.

    6.CU.2.2 Understand the roles of actors and directors in creating performances.

ARTS EDUCATION – VISUAL ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

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

6.V.1.1 Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.

6.V.1.2 Understand how the Elements of Art can aid in the planning and creation of personal art.

6.V.1.3 Identify artists' styles.

6.V.1.4 Recognize how artists use the Elements of Art and Principles of Design in creating art.

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

6.V.2.1 Generate solutions to artistic problems.

6.V.2.2 Use observation skills of the immediate environment to create original imagery.

6.V.2.3 Understand that original imagery is a means of self-expression used to communicate ideas and feelings.

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

6.V.3.1 Use tools and media appropriately to maintain a safe and orderly work space.

6.V.3.2 Create art using a variety of 2-D and 3-D media, including digital.

6.V.3.3 Create art in different media using various techniques and processes

CONTEXTUAL RELEVANCY

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

6.CX.1.1 Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

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

6.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of art with an emphasis on South American and European art.

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

6.CX.2.1 Exemplify how skills and concepts developed in art are part of, and can be applied to, daily life.

6.CX.2.2 Understand the connections between art and other disciplines.

6.CX.2.3 Understand how collaborative planning is used to create art.

6.CX.2.4 Understand the role of art in creating digital images, technological products, and design.

CRITICAL RESPONSE

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

6.CR.1.1 Generate responses to art using personal preferences, prior knowledge, and relationship to self.

6.CR.1.2 Use formative, self-evaluation strategies and results to improve the quality of art.

HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.

6.MEH.1.1 Implement a structured decision making model to enhance health behaviors.

6.MEH.1.2 Execute a goal setting plan to enhance health behaviors.

6.MEH.2 Analyze the potential outcome of positive stress management techniques.

6.MEH.2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.

6.MEH.2.2 Differentiate between positive and negative stress management strategies.

6.MEH.3 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.

6.MEH.3.1 Interpret failure in terms of its potential for learning and growth.

6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure.

PERSONAL AND CONSUMER HEALTH

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

6.PCH.1.1 Explain the increase of incidence of disease and mortality over the last decades.

6.PCH.1.2 Differentiate between communicable and chronic diseases.

6.PCH.1.3 Recall symptoms associated with common communicable and chronic diseases.

6.PCH.1.4 Select methods of prevention based on the modes of transmission of communicable diseases.

6.PCH.1.5 Explain methods of protecting eyes and vision.

6.PCH.1.6 Summarize protective measures for ears and hearing.

6.PCH.1.7 Summarize the triggers and symptoms for asthma and strategies for controlling asthma.

6.PCH.2 Analyze health information and products.

6.PCH.2.1 Analyze claims for health products and services.

6.PCH.2.2 Evaluate the validity of claims made in advertisements for health products and services.

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

6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment.

6.PCH.3.2 Implement plans to work collaboratively to improve the environment.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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

6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning.

6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.

6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.

6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.

6.ICR.2.1 Explain the impact of early sexual activity outside of marriage on physical, mental, emotional, and social health.

6.ICR.2.2 Summarize the responsibilities of parenthood.

6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.

6.ICR.2.4 Use resources in the family, school, and community to report sexual harassment and bullying.

6.ICR.2.5 Summarize strategies for predicting and avoiding conflict.

6.ICR.2.6 Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.

6.ICR.2.7 Explain the signs of an abusive relationship and access resources for help.

6.ICR.3 Understand the changes that occur during puberty and adolescence.

6.ICR.3.1 Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.

6.ICR.3.2 Summarize the relationship between conception and the menstrual cycle.

NUTRITION AND PHYSICAL ACTIVITY

6.NPA.1 Analyze tools such as Dietary Guidelines and Food Facts Label as they relate to the planning of healthy nutrition and fitness.

6.NPA.1.1 Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.

6.NPA.1.2 Evaluate Food Facts label with the advertisement of nutrition choices and allowable claims on food labels.

6.NPA.1.3 Apply MyPlate meal-planning guides to ethnic and vegetarian choices.

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

6.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.

6.NPA.2.2 Differentiate the health effects of beverages which are nutrient dense with those high in sugar and calories.

6.NPA.2.3 Implement a plan to consume adequate amounts of foods high in fiber.

6.NPA.3 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.

6.NPA.3.1 Explain the relationships between food consumption, physical activity, and healthy weight management.

6.NPA.3.2 Implement a personal wellness plan in nutrition and fitness to enhance quality of life.

ALCOHOL, TOBACCO, AND OTHER DRUGS

6.ATOD.1 Analyze the factors that influence the use alcohol, tobacco, and other drugs.

6.ATOD.1.1 Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.

6.ATOD.1.2 Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.

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

6.ATOD.2.1 Explain the immediate social and physical consequences of tobacco use, including spit tobacco.

6.ATOD.2.2 Summarize the short-term and long-term effects of being exposed to secondhand smoke.

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

6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.

6.ATOD.3.2 Summarize the short-term and long-term benefits of resistance to drug abuse.

HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

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

PE.6.MS.1.1 Use some specialized skills that are refined and appropriate for modified game play.

PE.6.MS.1.2 Integrate locomotor and manipulative skills with partner, in small-group, and in small-sided game situations.

PE.6.MS.1.3 Explain the importance of practice to improve skill level.

PE.6.MS.1.4 Use movement combinations in rhythmic activities.

MOVEMENT CONCEPTS

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

PE.6.MC.2.1 Apply principles of practice and conditioning that enhance movement performance.

PE.6.MC.2.2 Explain the mechanics of various skills or sequences of movement to improve performance.

PE.6.MC.2.3 Explain when and why to use strategies and tactics within game play.

PE.6.MC.2.4 Use information from a variety of sources, both internal and external, to guide and improve personal health.

HEALTH-RELATED FITNESS

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

PE.6.HF.3.1 Apply strategies that result in the achievement of gender- and age-related standards on approved fitness assessments.

PE.6.HF.3.2 Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.

PE.6.HF.3.3 Evaluate personal fitness programs in terms of the basic principles of training.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.6.PR.4.1 Use appropriate strategies to seek greater independence from adults when completing assigned tasks.

PE.6.PR.4.2 Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

PE.6.PR.4.3 Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.

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

6.SI.1 Analyze resources to determine their reliability.

6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose).

6.SI.1.2 Analyze content for relevance to the assigned task.

6.SI.1.3 Analyze resources for point of view, bias, values, or intent of information.

TECHNOLOGY AS A TOOL

6.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.

6.TT.1.1 Select appropriate technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

6.TT.1.2 Select appropriate technology tools to organize data and information (e.g., word processor, database, spreadsheet, graphic organizer, audio and visual recording, online collaboration tools, etc.).

6.TT.1.3 Select appropriate technology tools to present data and information effectively (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

6.RP.1 Apply a research process for collaborative or individual research.

6.RP.1.1 Implement a research process collaboratively.

6.RP.1.2 Implement a research process independently.

SAFETY AND ETHICAL ISSUES

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

6.SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper netiquette) when using resources.

6.SE.1.2 Apply the safety precautions necessary when using online resources (personal information, passwords, etc.).

SCIENCE
NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

6.P.1 Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.

6.P.1.1 Compare the properties of waves to the wavelike property of energy in earthquakes, light and sound.

6.P.1.2 Explain the relationship among visible light, the electromagnetic spectrum, and sight.

6.P.1.3 Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound and hearing.

MATTER: PROPERTIES AND CHANGE

6.P.2 Understand the structure, classifications and physical properties of matter.

6.P.2.1 Recognize that all matter is made up of atoms and atoms of the same element are all alike, but are different from the atoms of other elements.

6.P.2.2 Explain the effect of heat on the motion of atoms through a description of what happens to particles during a change in phase.

6.P.2.3 Compare the physical properties of pure substances that are independent of the amount of matter present including density, melting point, boiling point, and solubility to properties that are dependent on the amount of matter present to include volume, mass and weight.

ENERGY: CONSERVATION AND TRANSFER

6.P.3 Understand characteristics of energy transfer and interactions of matter and energy.

6.P.3.1 Illustrate the transfer of heat energy from warmer objects to cooler ones using examples of conduction, radiation and convection and the effects that may result.

6.P.3.2 Explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature.

6.P.3.3 Explain the suitability of materials for use in technological design based on a response to heat (to include conduction, expansion, and contraction) and electrical energy (conductors and insulators).

EARTH IN THE UNIVERSE

6.E.1 Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.

6.E.1.1 Explain how the relative motion and relative position of the sun, Earth and moon affect the seasons, tides, phases of the moon, and eclipses.

6.E.1.2 Explain why Earth sustains life while other planets do not based on their properties (including types of surface, atmosphere and gravitational force) and location to the Sun.

6.E.1.3 Summarize space exploration and the understandings gained from them.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.

6.E.2.1 Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.

6.E.2.2 Explain how crustal plates and ocean basins are formed, move and interact using earthquakes, heat flow and volcanoes to reflect forces within the earth.

6.E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops.

6.E.2.4 Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

6.L.1 Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.

6.L.1.1 Summarize the basic structures and functions of flowering plants required for survival, reproduction and defense.

6.L.1.2 Explain the significance of the processes of photosynthesis, respiration, and transpiration to the survival of green plants and other organisms.

ECOSYSTEMS

6.L.2 Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.

6.L.2.1 Summarize how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within food chains and food webs (terrestrial and aquatic) from producers to consumers to decomposers.

6.L.2.2 Explain how plants respond to external stimuli (including dormancy and forms of tropism) to enhance survival in an environment.

6.L.2.3 Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, Tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.

SOCIAL STUDIES

NORTH CAROLINA ESSENTIAL STANDARDS

World Geography, History & Culture: Patterns of Continuity and Change –
Beginnings of Human Society to the Emergence of the First Global Age (1450)

Students will focus heavily on the discipline of geography to understand the emergence, expansion, and decline of civilizations and societies in the ancient world. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort should be made to integrate various civilizations, societies, and regions from every continent throughout the semester/year. During this study, students will learn to recognize and interpret the "lessons of history;" those transferable understandings that are supported throughout time by recurring themes and issues. The standards are organized around five strands and these strands should not be taught in isolation, but woven together in an integrated study that helps students better understand the ancient world.

HISTORY

6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

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

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

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

6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

6.H.2.1 Explain how invasions, conquests and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).

6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.

6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).

6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

GEOGRAPHY AND ENVIRONMENTAL LITERACY

6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).

6.G.1.2 Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).

6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).

6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.

6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.

6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns).

ECONOMICS AND FINANCIAL LITERACY

6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.

6.E.1.1 Explain how conflict, compromise and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).

6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

CIVICS AND GOVERNMENT

6.C&G.1 Understand the development of government in various civilizations, societies and regions.

6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).

6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).

6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.

6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

CULTURE

6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).

6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).

6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

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.

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

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

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

GUIDANCE
NORTH CAROLINA ESSENTIAL STANDARDS

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

SOCIO-EMOTIONAL

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

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

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

COGNITIVE

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

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

CAREER

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

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

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

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

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.
EEE.SE.2.1 Contrast the influence of self and others in relationship building.
EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: EARLY INDEPENDENT

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

COGNITIVE

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

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

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

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

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

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

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

CAREER

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

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

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

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

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

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

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

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

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

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

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

COGNITIVE

I.C.1 Use creative strategies to make decisions and solve problems.
    I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.

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

I.C.2 Use analytical strategies to understand situations and make appropriate decisions.
    I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

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

CAREER

I.CR.1 Understand the meaning and importance of career self-awareness and career goals.
    I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.

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

I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
    I. CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

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

I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
    I. CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.

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

I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.
    I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.

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

WORLD LANGUAGES
NORTH CAROLINA ESSENTIAL STANDARDS

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

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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

The following program models are available at Grades 6, 7 and 8:
1. Dual & Heritage Language Programs – Dual Language Immersion
2. Dual & Heritage Language Programs – Heritage Language
3. Middle School Programs
4. High School Courses for Credit taught at the Middle School grades

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

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

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE MID

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFICIENCY LEVEL: ADVANCED LOW

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

AL.CLL.4 Compare the students' culture and the target culture.
AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

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

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.
AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

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

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

AL.COD.2 Understand words and concepts presented in the language.
AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

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

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

AL.COD.3 Use the language to present information to an audience.
AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

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

AL.COD.4 Compare the students' culture and the target culture.
AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

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

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.
AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

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

AL.CMT.2 Understand words and concepts presented in the language.
AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

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

AL.CMT.3 Use the language to present information to an audience.
AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

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

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

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

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

PROFICIENCY LEVEL: ADVANCED MID

CONNECTIONS TO LANGUAGE & LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONNECTIONS TO OTHER DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

CAREER AND TECHNICAL EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS BY COURSE

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

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

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

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

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

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (6.RL)

Key Ideas and Details

1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., the text reads, the boy jumped out of bed and ran to school. Explicit = boy jumping and running. Inferred = got dressed, ate breakfast).
2. Determine the theme or central idea of a text.
3. Describe the ways that characters respond to a problem or event in a story.

Craft and Structure

4. Determine the meaning of simple idioms and figures of speech as they are used in a text.
5. Determine how a particular word, phrase or sentence fits into the overall structure of a text and contributes to its meaning.
6. Identify words that describe what the narrator or speaker in a story is thinking or feeling.

Integration of Knowledge and Ideas

7. Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.
8. (Not applicable to literature)
9. Compare two stories, poems, or dramas on similar themes or topics.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaging in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the poem to compare it with the poem we read yesterday. Read or listen to the text to identify words that describe what the narrator is thinking.).

READING STANDARDS FOR INFORMATIONAL TEXT (6.RI)

Key Ideas and Details

1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = Add one egg. Inferred = Use raw egg, crack it open).
2. Determine the theme or central idea of a text.
3. Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.

Craft and Structure

4. Determine the meaning of simple idioms and figures of speech as they are used in a text.
5. Determine how a particular word, phrase or sentence fits into the overall structure of a text.
6. Determine the purpose of a text.

Integration of Knowledge and Ideas

7. Find similarities across information presented in different formats (e.g., print or digital text, video, multimedia).
8. Determine whether claims in a text are fact or opinion.
9. Compare two texts about similar events.

Range of Reading and Level of Text Complexity

    10. Demonstrate understanding of text while actively engaged in reading or listening to historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to compare what it says about the city to what we learned about the city yesterday.)

WRITING STANDARDS (6.W)

Text Types and Purposes

    1. Write* a claim and support it with two or more reasons or other relevant evidence.

    2. Write* an informative or explanatory text.

        a. Write* the topic.

        b. Develop the topic with two or more facts or concrete details.

        c. Provide a closing.

    3. Write* a narrative about personal or imagined experiences or events.

        a. Write* about multiple events and use temporal words (e.g., next, then) to signal event order.

        b. Include one or more characters.

        c. Provide a closing.

Production and Distribution of Writing

    4. Produce writing* that addresses a particular task or purpose.

    5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.

    6. Use technology to produce and publish writing*.

Research to Build and Present Knowledge

    7. Write* to answer a question based on one or more sources of information.

    8. Select quotes from one or more print or digital sources that provide important information about a topic.

    9. Write* about information gathered from literary or informational texts.

        a. Apply grade 6 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic).

        b. Apply grade 6 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

Range of Writing

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

SPEAKING AND LISTENING STANDARDS (6.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. Ask and answer questions specific to the topic, text or issue under discussion.

        d. Determine whether others involved in the discussion agree or disagree with own perspective.

2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.

3. Identify the points the speaker makes and how one or more is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Present findings including descriptions, facts, or details related to a main idea or theme.

5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.

6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

LANGUAGE STANDARDS (6.L)

Conventions of Standard English

1. Demonstrate understandings of Standard English grammar and usage when communicating.
   a. Use indefinite pronouns (e.g., anybody, nobody, someone).
   b. Recognize when own message fails to convey intended meaning and use strategies to improve expression.

2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
   a. Capitalize sentences and proper nouns.
   b. Use a question mark at the end of a written question.
   c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/ or common spelling patterns.

Knowledge of Language

3. Use language to achieve desired meaning when writing or communicating.
   a. Vary use of language when listener or reader does not understand initial attempt.

Vocabulary Acquisition and Use

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
   a. Use context to identify which word in an array of content related words is missing from a sentence.
   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

5. Demonstrate understanding of word relationships.
   a. Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.
   b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).

6. Acquire and use general academic and domain-specific words and phrases.

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.
**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

MATHEMATICS
EXTENDED CONTENT STANDARDS

RATIOS & PROPORTIONAL RELATIONSHIPS (6.RP)

Understand ratio concepts
1. Compare part-part and part-whole relationships (i.e., how many pieces of fruit? How many are apples how many are oranges?).
2. Write ratios to represent relationships between two quantities.

THE NUMBER SYSTEM (6.NS)

Extend previous understandings of fractions.
1. Compare the relationships between the unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, 1/8,1/10).
2. Add fractions with like denominators to make a whole (halves, thirds, fourths, fifths, sixths, eighths, and tenths).

Multiply with numbers 0-10.
3. Solve multiplication problems when groups and size of groups is known but the whole is unknown (a x b=).

Apply and extend previous understandings of numbers to the system of rational numbers.
4. Understand that the order of the digits determines the given number and use this understanding to compare sets and numbers (i.e., 24 and 42, 24 is less than 42 because it contains 2 tens and 42 contains 4 tens).
5. Compare temperatures including negatives (use a non-digital thermometer).

EXPRESSIONS & EQUATIONS (6.EE)

Apply and extend previous understandings of arithmetic to algebraic expressions.
1. Write, read, and evaluate addition and subtraction expressions in which letters stand for numbers; i.e., 2 numbers with one number being represented by one letter (fixed variable 7+X=9 where x can only be one number).

GEOMETRY (6.G)

Solve real-world and mathematical problems involving area, and perimeter.
1. Determine the perimeter of rectangular figures.
2. Partition rectangular figures into rows and columns of same-size squares without gaps and overlaps and count them to find the area.

STATISTICS & PROBABILITY (6.SP)

Develop understanding of statistical variability.
1. Develop and implement a survey to collect data.

Summarize distributions on picture graphs, line plots, and bar graphs.
2. Display numerical data.
3. Summarize numerical data sets in relation to their context by reporting the number of observations.

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.6.E.1 Compare structures of the Earth's surface.

EX.6.E.1.1 Identify Earth's land features (e.g. mountains, valleys, volcanoes, islands).

EX.6.E.1.2 Compare Earth's land features (e.g. mountains, valleys) by using models, pictures, diagrams, and maps.

MATTER, PROPERTIES AND CHANGE

EX.6.L.1 Understand the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.

EX.6.L.1.1 Identify functions of the parts of a plant.

EX.6.L.1.2 Understand how the functions of plant structures (e.g. leaves, stem, roots, bloom) are essential for life.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.6.E.1 Compare structures of the Earth's surface.

EX.6.E.1.1 Identify Earth's land features (e.g. mountains, valleys, volcanoes, islands).

EX.6.E.1.2 Compare Earth's land features (e.g. mountains, valleys) by using models, pictures, diagrams, and maps.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.6.L.1 Understand the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.

EX.6.L.1.1 Identify functions of the parts of a plant.

EX.6.L.1.2 Understand how the functions of plant structures (e.g. leaves, stem, roots, bloom) are essential for life.

ECOSYSTEMS

EX.6.L.3 Understand the role of producers and consumers in an ecosystem.

EX.6.L.3.1 Define producers and consumers.

EX.6.L.3.2 Classify living things as either producers or consumers.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.6.G.1 Understand geographic factors influence choice of tools and resources.

EX.6.G.1.1 Identify the tools needed in different environments (e.g., tractor on the farm).

EX.6.G.1.2 Compare regions of the state (e.g., Mountains verses Coast).

EX.6.G.2 Use maps to understand the community.

EX.6.G.2.1 Locate community markers on a map (pictures of the location).

ECONOMICS AND FINANCIAL LITERACY

EX.6.E.1 Understand the impact of available resources on individuals and the community for meeting needs and wants.

EX.6.E.1.1 Distinguish between needs (food, clothing, shelter, transportation) and wants (types of food, leisure activities).

EX.6.E.1.2 Identify available resources to meet individual or community needs and wants.

EX.6.E.1.3 Explain how financial decisions impact the fulfillment of needs and wants.

CIVICS AND GOVERNANCE

EX.6.C&G.1 Describe the factors that influence change in rights and responsibilities.

EX.6.C&G.1.1 Describe how rights and responsibilities within the community environment support the concept of the "common good".

EX.6.C&G.1.2 Describe the factors that influence change on rights and responsibilities for different locations.

EX.6.C&G.1.3 Describe how the demands of various school settings may impact changes in rules.

EX.6.C&G.1.4 Describe how age changes the rights and responsibilities of an individual.

EX.6.C&G.1.5 Actively engage in communicative exchanges by supporting an individual's opinion with details.

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