GRADE
4

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

NC DEPARTMENT OF PUBLIC INSTRUCTION

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FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

TABLE OF CONTENTS

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.

4th Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.4)

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.4)

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS: FOUNDATIONAL SKILLS (RF.4)

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

WRITING STANDARDS (W.4)

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

    b. Provide reasons that are supported by facts and details.

    c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

    d. Provide a concluding statement or section related to the opinion presented.

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

    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

    c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e. Provide a concluding statement or section related to the information or explanation presented.

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

    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

    b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

    c. Use a variety of transitional words and phrases to manage the sequence of events.

    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

    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 and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)

6. With some guidance and support from adults, 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 one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

   a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

   b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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.

4th Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.4)

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 4 topics and texts*, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

       c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

       d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (L.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
    b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
    c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
    d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
    e. Form and use prepositional phrases.
    f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
    g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use correct capitalization.
    b. Use commas and quotation marks to mark direct speech and quotations from a text.
    c. Use a comma before a coordinating conjunction in a compound sentence.
    d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases to convey ideas precisely.*
    b. Choose punctuation for effect.*
    c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

MATHEMATICS
COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. ***Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends –*** Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

2. ***Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, multiplication of fractions by whole numbers –*** Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

3. ***Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry –*** Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

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.

OPERATIONS AND ALGEBRAIC THINKING

Use the four operations with whole numbers to solve problems.

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (Note: See Glossary, Table 2.)

4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

NUMBER AND OPERATIONS IN BASE TEN
Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Generalize place value understanding for multi-digit whole numbers.

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

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

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

NUMBER AND OPERATIONS – FRACTIONS
Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100.

Extend understanding of fraction equivalence and ordering.

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

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

4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

    a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

    b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

    c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

    d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

    a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

    b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, $n × (a/b) = (n × a)/b$.)

    c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Understand decimal notation for fractions, and compare decimal fractions.

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

MEASUREMENT AND DATA

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

  a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

  b. An angle that turns through *n* one-degree angles is said to have an angle measure of n degrees.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

GEOMETRY

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

ARTS EDUCATION – DANCE
NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

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

4.CP.1.1 Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.

4.CP.1.2 Use independent and/or cooperative skills to improvise and create dance.

4.CP.1.3 Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.

4.CP.1.4 Understand how different strategies for problem solving in dance lead to different outcomes.

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

4.CP.2.1 Use control of body, voice, and focus necessary for effective participation in dance.

4.CP.2.2 Use concentration and focus to perform short dance sequences.

4.CP.2.3 Identify personal goals to improve performance quality in dance.

DANCE MOVEMENT SKILLS

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

4.DM.1.1 Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.

4.DM.1.2 Illustrate a variety of ways to use shapes.

4.DM.1.3 Execute locomotor and non-locomotor (axial) movement with clarity and intent.

4.DM.1.4 Differentiate between duple and triple meter.

4.DM.1.5 Execute a variety of group spatial designs and relationships while dancing.

RESPONDING

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

4.R.1.1 Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.

4.R.1.2 Explain how personal perspective influences interpretations of dance.

4.R.1.3 Use different aesthetic criteria for evaluating dances.

CONNECTING

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

4.C.1.1 Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina.

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

ARTS EDUCATION – MUSIC
NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

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

4.ML.1.1 Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.

4.ML.1.2 Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.

4.ML.1.3 Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff.

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

4.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

4.ML.2.2 Interpret through voice and/or instruments simple pitch notation in the treble clef in major keys.

4.ML.2.3 Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.

4.ML.2.4 Use standard symbols to notate rhythm, meter, and dynamics in simple patterns.

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

4.ML.3.1 Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.

4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.

4.ML.3.3 Create rhythmic compositions which include the use of whole, dotted half, half and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple and triple time and which are arranged using a variety of sound sources.

MUSICAL RESPONSE

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

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

4.MR.1.2 Explain personal preferences for specific musical works and styles, using appropriate music terminology.

4.MR.1.3 Design a set of criteria for evaluating music performances and compositions.

4.MR.1.4 Classify instruments into Western orchestral categories of wind, string, percussion, and brass.

CONTEXTUAL RELEVANCY

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

4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.

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

ARTS EDUCATION – THEATRE ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

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

 4.C.1.1 Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.

 4.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling.

 4.C.1.3 Understand how to adapt sources, such as literature texts, poetry, and speeches, into scripts.

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

 4.C.2.1 Use improvisation to tell stories and express ideas.

 4.C.2.2 Interpret multiple characters from stories through use of the body and voice.

ANALYSIS

4.A.1 Analyze literary texts and performances.

 4.A.1.1 Analyze texts or scripts in terms of specific character traits and relationships among them.

 4.A.1.2 Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.

AESTHETICS

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

 4.AE.1.1 Select technical options that could be used to enhance a performance space.

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

CULTURE

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

 4.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.

 4.CU.1.2 Create theatrical works that exemplify aspects of the culture, beliefs, and history of North Carolina.

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

 4.CU.2.1 Use critiques to improve performances.

 4.CU.2.2 Understand the role of the playwright in relation to script construction techniques, such as dialogue, protagonist, and antagonist.

ARTS EDUCATION – VISUAL ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

4.V.1 Use the language of visual arts to communicate effectively.
4.V.1.1 Use appropriate art vocabulary to compare artists' styles.

4.V.1.2 Apply personal choices while creating art.

4.V.1.3 Infer meaning from art.

4.V.1.4 Understand how the Elements of Art are used to develop a composition.

4.V.1.5 Understand how the Principles of Design work in relation to each other.

4.V.2 Apply creative and critical thinking skills to artistic expression.
4.V.2.1 Identify different successful solutions to artistic problems.

4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art.

4.V.2.3 Create abstract art that expresses ideas.

4.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.
4.V.3.1 Apply a variety of methods of manipulating a single tool, safely and appropriately.

4.V.3.2 Compare characteristics of a variety of media.

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

CONTEXTUAL RELEVANCY

4.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
4.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.

4.CX.1.2 Recognize key contributions of North Carolina artists in art history.

4.CX.1.3 Classify NC artists in terms of styles, genre, and/or movements.

4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.

4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.

4.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.
4.CX.2.1 Exemplify visual arts industries in North Carolina.

4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.

4.CX.2.3 Understand individual roles, while applying collaborative skills in creating art.

4.CX.2.4 Explain the effect of technology on the way products look and how they are created.

CRITICAL RESPONSE

4.CR.1 Use critical analysis to generate responses to a variety of prompts.
4.CR.1.1 Use visual clues to interpret the content of art.

4.CR.1.2 Critique personal art based on teacher-established criteria.

HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

4.MEH.1 Apply positive stress management strategies.
    4.MEH.1.1 Summarize effective coping strategies to manage eustress and distress.

    4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.

4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.
    4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.

    4.MEH.2.2 Explain how effective problem solving aids in making healthy choices.

PERSONAL AND CONSUMER HEALTH

4.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.
    4.PCH.1.1 Explain how to prevent or control common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.

    4.PCH.1.2 Recognize methods that prevent the spread of germs that cause communicable diseases.

4.PCH.2 Understand body systems and organs, functions, and their care.
    4.PCH.2.1 Identify the basic components and functions of the respiratory system.

    4.PCH.2.2 Summarize habits to care for the skin.

4.PCH.3 Analyze health information and products.
    4.PCH.3.1 Outline the functions of various health products.

    4.PCH.3.2 Analyze advertisements of health products and services in terms of claims made and the validity of those claims.

4.PCH.4 Understand necessary steps to prevent and respond to unintentional injury.
    4.PCH.4.1 Explain why it is safe to be a friend of someone who has a disease or health condition (cancer, HIV, asthma, or epilepsy).

    4.PCH.4.2 Identify personal protection equipment needed for sports or recreational activities.

    4.PCH.4.3 Illustrate skills for providing first aid for choking victims (including the Heimlich maneuver).

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

4.ICR.1 Understand healthy and effective interpersonal communication and relationships.
    4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.

    4.ICR.1.2 Exemplify empathy toward those affected by disease and disability.

    4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.

    4.ICR.1.4 Recognize situations that might lead to violence.

    4.ICR.1.5 Exemplify how to seek assistance for bullying.

    4.ICR.1.6 Contrast healthy and unhealthy relationships.

4.ICR.2 Understand the changes that occur during puberty and adolescence.
    4.ICR.2.1 Summarize physical and emotional changes during puberty.

    4.ICR.2.2 Recognize that individuals experience puberty at different rates (early, average, late).

NUTRITION AND PHYSICAL ACTIVITY

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

    4.NPA.1.1 Plan meals using MyPlate.

    4.NPA.1.2 Carry out measures to prevent food borne illness, including hand washing and appropriate food storage and preparation.

    4.NPA.1.3 Use the Food Facts Label to plan meals and avoid food allergies.

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

    4.NPA.2.1 Compare unhealthy and healthy eating patterns, including eating in moderation.

    4.NPA.2.2 Explain the effects of eating healthy and unhealthy breakfasts and lunches.

ALCOHOL, TOBACCO, AND OTHER DRUGS

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

    4.ATOD.1.1 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.

    4.ATOD.1.2 Explain why tobacco is an addictive product.

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

    4.ATOD.2.1 Identify possible internal and external influences on tobacco use.

    4.ATOD.2.2 Explain why people are influenced by various marketing strategies employed by tobacco companies.

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

    4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.

    4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.

HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

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

PE.4.MS.1.1 Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.

PE.4.MS.1.2 Create movement skill sequences commonly associated with various sports and activities.

PE.4.MS.1.3 Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.

PE.4.MS.1.4 Identify tempo in slow and fast rhythms.

MOVEMENT CONCEPTS

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

PE.4.MC.2.1 Apply basic concepts of movement to improve individual performance.

PE.4.MC.2.2 Apply elements of form or motor development principles to help others improve their performance.

PE.4.MC.2.3 Evaluate skills in a game situation using a rubric based on critical concepts.

PE.4.MC.2.4 Classify examples of health-related fitness into the five components.

HEALTH-RELATED FITNESS

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

PE.4.HF.3.1 Understand why and how to complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.

PE.4.HF.3.2 Evaluate oneself in terms of the five recommended behaviors for obesity prevention.

PE.4.HF.3.3 Use physiological indicators to adjust physical activity.

PERSONAL/SOCIAL RESPONSIBILITY

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

PE.4.PR.4.1 Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.

PE.4.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.4.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

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

4.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.

   4.SI.1.1 Use various types of resources to gather information (including print and online media).

   4.SI.1.2 Use relevant Sources of Information for an assigned task.

   4.SI.1.3 Use reliable Sources of Information.

INFORMATIONAL TEXT

4.IN.1 Apply appropriate strategies when reading for enjoyment and for information.

   4.IN.1.1 Implement appropriate reading strategies when reading for information.

   4.IN.1.2 Explain the importance of relevant characteristics in various genres.

TECHNOLOGY AS A TOOL

4.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

   4.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

   4.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

   4.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

4.RP.1 Apply a research process as part of collaborative research.

   4.RP.1.1 Implement a research process by collaborating effectively with other students.

SAFETY AND ETHICAL ISSUES

4.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources.

   4.SE.1.1 Understand the guidelines for responsible use of technology hardware.

   4.SE.1.2 Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

   4.SE.1.3 Understand internet safety precautions (personal information, passwords, etc.).

SCIENCE
NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

4.P.1 Explain how various forces affect the motion of an object.

4.P.1.1 Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.

4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.

MATTER: PROPERTIES AND CHANGE

4.P.2 Understand the composition and properties of matter before and after they undergo a change or interaction.

4.P.2.1 Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).

4.P.2.2 Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.

4.P.2.3 Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.

ENERGY: CONSERVATION AND TRANSFER

4.P.3 Recognize that energy takes various forms that may be grouped based on their interaction with matter.

4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.

4.P.3.2 Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

EARTH IN THE UNIVERSE

4.E.1 Explain the causes of day and night and phases of the moon.

4.E.1.1 Explain the cause of day and night based on the rotation of Earth on its axis.

4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.

EARTH HISTORY

4.E.2 Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.

4.E.2.1 Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms.

4.E.2.2 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.

4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

ECOSYSTEMS

4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

    4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

    4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.

    4.L1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).

    4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

MOLECULAR BIOLOGY

4.L.2 Understand food and the benefits of vitamins, minerals and exercise.

    4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.

    4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

SOCIAL STUDIES
NORTH CAROLINA ESSENTIAL STANDARDS
North Carolina History: Pre-Colonial through Reconstruction

HISTORY

4.H.1 Analyze the chronology of key historical events in North Carolina history.

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.

4.H.1.2 Explain how and why North Carolina was established.

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina.

4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state's history.

4.H.2.2 Explain the historical significance of North Carolina's state symbols.

GEOGRAPHY AND ENVIRONMENTAL LITERACY

4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina.

4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, and land use).

4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.

4.G.1.3 Exemplify the interactions of various peoples, places, and cultures in terms of adaptation and modification of the environment.

4.G.1.4 Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past and present.

ECONOMICS AND FINANCIAL LITERACY

4.E.1 Understand how a market economy impacts life in North Carolina.

4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity, and entrepreneurship.

4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.

4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.

4.E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.

4.E.2 Understand the economic factors when making personal choices.

4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.

4.E.2.2 Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs.

CIVICS AND GOVERNMENT

4.C&G.1 Understand the development, structure and function of North Carolina's government.

4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.

4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.

4.C&G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.

4.C&G.1.4 Compare North Carolina's government with local governments.

4.C&G.2 Analyze the North Carolina Constitution.

4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.

4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.

4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

CULTURE

4.C.1 Understand the impact of various cultural groups on North Carolina.

4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).

4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

ENGLISH LANGUAGE DEVELOPMENT
NORTH CAROLINA ESSENTIAL STANDARDS

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

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

STANDARD 1   English language learners communicate for Social and Instructional purposes within the school setting.

STANDARD 2   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

STANDARD 3   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

STANDARD 4   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

STANDARD 5   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The **Performance Definitions** for North Carolina's levels of English language proficiency follow WIDA's Performance Definitions. These can be downloaded. http://www.wida.us/standards/RG_ Performance Definitions.pdf

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

   Grade level clusters K-5 – http://www.wida.us/standards/PreK-5 Standards web.pdf

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

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

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

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

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

Writing Rubric of the WIDA™ Consortium Grades 1-12

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

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

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

GUIDANCE
NORTH CAROLINA ESSENTIAL STANDARDS

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

SOCIO-EMOTIONAL

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

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

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

COGNITIVE

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

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

CAREER

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

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

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

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

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

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY

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)

Two program models are available at the Elementary Level:
1. FLES/Early Start Programs
2. Dual Language/Immersion Programs

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.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (4.RL)

Key Ideas and Details
1. Identify details or examples in a text that explain what the text says explicitly.
2. Identify appropriate titles of a story, drama or poem.
3. Identify words that describe characters, settings or events in a story or drama.

Craft and Structure
4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).
5. Identify texts as poems, drama, and prose.
6. Identify the narrator of a text.

Integration of Knowledge and Ideas
7. Use text and illustrations to understand a story.
    a. Match text with appropriate illustrations from a story.
    b. Identify details that exist in the illustrations that do not appear in the text of a story.
    c. Identify details that exist in the text that do not appear in the illustrations.
8. (Not applicable to literature)
9. Compare characters or events, in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity
10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.).

READING STANDARDS FOR INFORMATIONAL TEXT (4.RI)

Key Ideas and Details
1. Determine details or examples in a text that help explain what the text says explicitly.
2. Identify appropriate titles for a text.
3. Sequence the steps in a set of directions or the series of events in a written recount of a past event.

Craft and Structure
4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a <thermometer> to measure the temperature.).
5. Determine whether a text is about a topic or an event.
6. Identify similarities between own experience and a written account of the same experience or event.

Integration of Knowledge and Ideas
7. Answer factual questions about information presented graphically or visually presented in a text.
8. Identify evidence (details and examples) that support particular points in a text.
9. Compare and contrast two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to a text to find similarities. Read or listen to a text to determine which is most important.).

READING STANDARDS: FOUNDATIONAL SKILLS (4.RF)

Phonics and Word Recognition

1. Apply letter-sound and word analysis skills in reading words.
    a. In context apply letter-sound knowledge to use context plus first letter to identify words.
    b. Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words).
    c. Recognize 40 or more written words.

Fluency

2. Read text comprised of familiar words with accuracy and understanding to support comprehension.

WRITING STANDARDS (4.W)

Text Types and Purposes

1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information.
    a. Select a topic or book to write about and state an opinion.
    b. List reasons that support the opinion.
    c. List facts or details to support opinion.
2. Write to convey information clearly.
    a. Select a topic and illustrations or visual/tactile supports related it.
    b. List words related to the topic.
    c. List facts or details related to the topic.
3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).

Production and Distribution of Writing

4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.
5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.
6. With guidance and support from adults, use technology to produce and publish writing*.

Research to Build Knowledge

7. Gather information about a topic from two or more sources.
8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and measures (inches and feet), and put it into appropriate weights and measures categories).
9. Write* in response to text being read or heard.
    a. Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).
    b. Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).

Range of Writing

    10. Write routinely for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS (4.SL)

Comprehension and Collaboration

1. Participate in communicative exchanges.

    a. Communicate directly with peers in multi-turn exchanges.

    b. Ask and answer questions of adult or peer communication partners in multi-turn exchanges.

    c. Clarify own ideas as requested by communication partner.

    d. Make comments that contribute to the discussion and link to the remarks of others.

2. Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.

3. Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).

Presentation of Knowledge and Ideas

4. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., "What book did we read? What did you learn?").

5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.

6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, "Did you like it?" and a simple "Yah" is acceptable).

LANGUAGE STANDARDS (4.L)

Conventions of Standard English

1. Demonstrate understandings of standard English grammar and usage when communicating.

    a. Use comparative and superlative adjectives (e.g., I want the bigger one).

    b. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).

    c. Use possessive pronouns (e.g., mine, my, your, his, her, our, their).

2. Apply knowledge of letter-sound relationships and familiar spelling patterns when writing.

    a. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

    b. Recognize ending punctuation.

Effective Language Use

3. Use language to achieve desired meaning when writing or communicating.

    a. Use language to express emotions.

Vocabulary Acquisition and Usage

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

    a. Choose from an array of content related words to complete sentence read aloud by adults.

    b. Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).

5. Demonstrate understanding of word relationships.

    a. Use simple, common idioms (e.g., you bet, it's a deal, cool).

    b. Demonstrate understanding of words by identifying other words that are the same and different in meaning.

6. Use words appropriately across contexts including words that signal emotions and attention to topic.

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

MATHEMATICS
EXTENDED CONTENT STANDARDS

OPERATIONS & ALGEBRAIC THINKING (4.OA)

Use the two operations with whole numbers to solve problems (up to 50).
1. Solve addition and subtraction problems when change is unknown (i.e. 8 + _ = 10, 6 − _ = 3).
2. Use part-part-whole problem, to combine two parts into one whole when whole is unknown.

Understand relationship between multiplication and division.
3. Illustrate multiplication and division by making equal sized groups using models.
4. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot.
5. Use the symbolic representation of multiplication and division to write a number sentence.

Analyze patterns.
6. Use repeating shape patterns to make predictions and extend simple repeating patterns.
7. Understand the concept of counting by 2's.

NUMBER & OPERATIONS IN BASE TEN (4.NBT)

Generalize place value understanding for multi-digit whole numbers.
1. Illustrate whole numbers to 50 by composing and decomposing numbers.
2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.

Use place value understanding and properties of operations to perform multi-digit arithmetic.
3. Solve addition and subtraction problems up to 50 with and without models (cubes, counters, etc.).
4. Solve multiplication and division (without remainders) problems up to 50 using models (cubes, counters, etc.).

NUMBER & OPERATIONS - FRACTIONS (4.NF)

Develop understanding of fractions as numbers.
1. Identify whole, half, and fourth using concrete models (use continuous and discrete items).
2. Use symbolic representation for each fractional part.
3. Use a number line to identify the half between each number.

MEASUREMENT & DATA (4.MD)

Solve problems involving measurement time and mass.
1. Tell time to the nearest hour.
2. Compare two objects using direct comparison of mass.
3. Solve problems using appropriate vocabulary to describe differences in weight (e.g. more, less, same).
4. Use customary unit to measure weight (ounces and pounds).

Represent and interpret data.
5. Organize and represent data using bar graphs.
6. Title and label axis of graph.
7. Answer questions posed about the collected data.

GEOMETRY (4.G)

Identify lines, angles, and properties of a shape (circle, square, rectangle, triangle, and rhombus).

1. Identify angles in each shape.
2. Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs curved lines).

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.4.P.1 Understand how force affects the motion of an object.

EX.4.P.1.1 Describe the motion of a moving object (away from or closer).

EX.4.P.1.2 Define force as a push or a pull.

EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.

MATTER, PROPERTIES AND CHANGE

EX.4.P.2 Compare solid materials by their physical properties.

EX.4.P.2.1 Identify different types of solid materials (wood, rock, plastic, rubber, glass, metal).

EX.4.P.2.2 Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.4.E.1 Use the tools for observing, recording and measuring changes in weather conditions.

EX.4.E.1.1 Use a thermometer to record temperature changes, during the day, from day to day, and season to season.

EX.4.E.1.2 Measure precipitation and note amounts (none, some, much) from day to day.

EX.4.E.1.3 Understand that moving air is wind and it affects the weather and our environment.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.4.L.1 Understand the needs of living things.

EX.4.L.1.1 Identify healthy and unhealthy food choices for humans.

EX.4.L.1.2 Understand the effects of healthy and unhealthy food choices on the body.

ECOSYSTEMS

EX.4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable plants and animals to survive in changing habitats.

EX.4.L.1.1 Describe how animals adapt to their environment (e.g. bears hibernate in the winter, birds fly south for the winter, lizards change color).

EX.4.L.1.2 Describe how plants adapt to their environments (e.g. plants grow towards the sun, leaves fall in the winter).

EX.4.L.1.3 Identify ways that plants and animals protect themselves.

EX.4.L.1.4 Understand why adaptations and changes in behavior are essential for survival.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.4.G.1 Understand human, environmental, and technological factors affect life in North Carolina.

EX.4.G.1.1 Understand locations have specific addresses that include name of town/city and state.

EX.4.G.1.2 Identify goods and services available in your community and North Carolina.

EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.

EX.4.G.1.4 Identify tools that assist in obtaining wants and needs.

EX.4.G.1.5 Use maps to locate places in the classroom.

ECONOMICS AND FINANCIAL LITERACY

EX.4.E.1 Understand how producers and consumers contribute to the economy.

EX.4.E.1.1 Identify the producers of products in the community and North Carolina.

EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.

EX.4.E.2 Understand the economic factors when making personal choices.

EX.4.E.2.1 Understand how the amount of money a person has affects personal choices.

CIVICS AND GOVERNANCE

EX.4.C&G.2 Understand the rights and responsibilities of citizens.

EX.4.C&G.2.1 Identify basic rights of an individual.

EX.4.C&G.2.2 Apply knowledge of basic responsibilities of individuals in a group (e.g., clean up after self, participating in conversations, respecting others space).

EX.4.C&G.2.4 Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.

NOTES