

## Grade Level Cluster: 9-12

Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>respond (nonverbally) to commands pertaining to classroom routines (e.g., “Close your book.”)</li> <li>follow instructions or requests from peers (e.g., “Meet me at my locker after 9<sup>th</sup> period.”)</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., “What is the last word on page 45 of the dictionary?”)</li> <li>follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>respond (non-verbally) to explicit language pertaining to classroom instructions</li> <li>process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips)</li> </ul> <p>☑ <b>NDE Modules 3-5</b></p>	<ul style="list-style-type: none"> <li>respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., “What do you do when you hit the books?”)</li> <li>process and respond to discourse from indirect sources (such as cassettes or CDs)</li> </ul> <p>☑ <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)</li> <li>evaluate the appropriateness of messages or information from a variety of sources</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>answer questions that express likes and dislikes</li> <li>state preferences for types of music, games, TV programs, or recreational activities</li> </ul> <p>☑ <b>NDE Modules 1-2</b> ☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>answer a range of questions that express personal preferences</li> <li>describe preferred movies, magazines, stories, or authors</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>express personal preferences or points of view</li> <li>recommend games, songs, books, films, poems, or computer programs and give reasons for selection</li> </ul> <p>☑ <b>NDE Modules 3-5</b></p>	<ul style="list-style-type: none"> <li>express and defend personal preferences, opinions, or points of view</li> <li>discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>	<ul style="list-style-type: none"> <li>express and defend points of view other than from a personal perspective</li> <li>critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles</li> </ul> <p>☑ <b>NDE Module 8</b></p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>identify text features or web resources used for assignments (such as titles or authors)</li> <li>preview visually supported text to glean basic facts</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics)</li> <li>connect information from visually supported text to self</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>match types of books or web resources with information needed for assignments</li> <li>scan material to verify information or hypotheses</li> </ul> <p>☑ <b>NDE Modules 3-5</b></p>	<ul style="list-style-type: none"> <li>use text features or web resources to confirm information for assignments (such as indexes or glossaries)</li> <li>skim material for relevant information</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>	<ul style="list-style-type: none"> <li>scan entries in books or web sites to locate information for assignments</li> <li>revise thoughts and conclusions based on information from text</li> </ul> <p>☑ <b>NDE Module 8</b></p>

FRAMEWORK FOR **LARGE-SCALE & CLASSROOM** INSTRUCTION AND ASSESSMENT

## Grade Level Cluster: 9-12

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Writing</b>	<ul style="list-style-type: none"> <li>• complete forms read orally with identifying information or produce facts about self</li> <li>• jot down key points about language learning (such as use of capital letters for days of week and months of year)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>• complete real life forms (such as leases, applications, licenses)</li> <li>• test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>• create announcements, invitations, or form paragraphs stating who, what, when, and why</li> <li>• reflect on use of newly acquired language or language patterns (such as through self-assessment checklists)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 3-5</b></p>	<ul style="list-style-type: none"> <li>• make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs</li> <li>• edit, revise, or rephrase written language based on feedback</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>• compose social letters, editorials, advice columns, reviews, or resumes</li> <li>• expand and elaborate written language as directed</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Module 8</b></p>

## Grade Level Cluster: 9-12

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>identify and locate sources of information based on oral directions and visual support</li> <li>process information from speakers who use visual or graphic support (such as meteorologists)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>select or sort sources of information based on oral descriptions and visual support</li> <li>match information from TV, films, video, or DVDs to titles of segments</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 2-3</b></p>	<ul style="list-style-type: none"> <li>compare and contrast sources of information based on oral discourse</li> <li>form general ideas based on information from familiar speakers or media</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 4-6</b></p>	<ul style="list-style-type: none"> <li>connect information from various sources based on oral discourse</li> <li>identify summaries of information from radio, cassettes, CDs, or multimedia</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>evaluate information from various sources based on oral discourse</li> <li>integrate information from oral documentaries and other sources on unfamiliar topics</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Module 8</b></p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>state facts related to the news or information in visually supported magazines or newspapers read orally</li> <li>state facts about personal interests or those of friends or members of your family</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>differentiate opinions from facts related to information in visually supported magazines or newspapers read orally</li> <li>do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X])</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 2-3</b></p>	<ul style="list-style-type: none"> <li>provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies)</li> <li>give narrative speeches on personal topics of interest</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 4-6</b></p>	<ul style="list-style-type: none"> <li>critique in detail editorials, reviews, or literary works read orally</li> <li>give persuasive speeches on school-related topics</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 7-8</b></p>	<ul style="list-style-type: none"> <li>debate issues with coherent arguments related to editorials, critiques, reviews, or literary works read orally</li> <li>engage in debates on school-related topics or issues</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Module 8</b></p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>identify words and phrases related to author's purpose</li> <li>match key vocabulary within graphic supported texts to visuals</li> <li>identify facts from pictures and sentences</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>identify ideas related to author's purpose</li> <li>locate key facts in graphics and texts</li> <li>use graphic organizers to compare/contrast information between texts</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 2-3</b></p>	<ul style="list-style-type: none"> <li>identify ideas and supporting details related to author's purpose</li> <li>summarize information in graphics and texts</li> <li>compare/contrast information between and among texts using graphic organizers</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>analyze information related to author's purpose</li> <li>make generalizations from explicit and implicit literary texts</li> <li>critique information from various sources, including the Internet</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 7-8</b></p>	<ul style="list-style-type: none"> <li>interpret author's purpose and apply to other contexts</li> <li>identify extended analogies, symbolism, or abstract ideas in literary texts</li> <li>evaluate validity of information from various sources, including the Internet</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Module 8</b></p>

FRAMEWORK FOR **LARGE-SCALE &** CLASSROOM INSTRUCTION AND ASSESSMENT

## Grade Level Cluster: 9-12

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Writing</b>	<ul style="list-style-type: none"> <li>• copy facts pertaining to current events or issues</li> <li>• produce key words or phrases from written texts</li> <li>• jot down key words or symbols from visuals pertaining to discussions</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>• express opinions or reactions to current events or issues</li> <li>• extract key phrases or sentences from written texts</li> <li>• list key phrases or sentences from discussions</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>• produce editorial comments on current events or issues</li> <li>• take notes or produce outlines from written texts</li> <li>• take notes and produce sentence outlines from discussions and lectures</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>• rewrite stories on current events or issues in different time frames</li> <li>• summarize notes from written texts in paragraph form</li> <li>• produce outlines and summary paragraphs from lecture notes</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 7-8</b></p>	<ul style="list-style-type: none"> <li>• rewrite stories on current events or issues from different perspectives or points of view</li> <li>• produce essays and reports from notes or outlines</li> <li>• produce essays based on notes from lectures</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Module 8</b></p>

## Grade Level Cluster: 9-12

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>• select problem-solving tools from oral statements and visual support</li> <li>• identify properties of quadrilaterals based on visual representations and oral descriptions</li> </ul> <p>☑ NDE Modules 1-2</p>	<ul style="list-style-type: none"> <li>• select problem-solving methods and tools from oral descriptions and visual support</li> <li>• visualize, draw, or construct geometric figures described orally</li> </ul> <p>☑ NDE Module 3</p>	<ul style="list-style-type: none"> <li>• select problem-solving methods and tools to address everyday experiences described orally</li> <li>• compare two and three dimensional figures (including circles and spheres) based on oral descriptions</li> </ul> <p>☑ NDE Modules 4-5</p>	<ul style="list-style-type: none"> <li>• select problem-solving methods and tools from extended oral discourse</li> <li>• locate intersections of geometric figures described orally (such as points, lines, or planes)</li> </ul> <p>☑ NDE Module 6-7</p>	<ul style="list-style-type: none"> <li>• select problem-solving methods and tools from oral reading of grade level <b>math</b> text</li> <li>• follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)</li> </ul> <p>☑ NDE Modules 7-8</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration)</li> <li>• name operations that apply to numbers and figures (such as factoring or coefficients)</li> <li>• identify steps in problem solving using realia or visual support</li> </ul> <p>☑ NDE Modules 1-2</p>	<ul style="list-style-type: none"> <li>• describe derived attributes and their units of measurement using pictures and notation</li> <li>• describe operations that apply to problem-solving (such as determining the slopes of lines)</li> <li>• sequence steps in problem solving using technology or visual support (such as calculators)</li> </ul> <p>☑ NDE Module 3</p>	<ul style="list-style-type: none"> <li>• give examples of derived attributes along with their units of measurement presented orally from <b>math</b> text</li> <li>• give examples of <b>math</b>-related, real life situations (such as use of tips, discounts, or earn run averages)</li> <li>• sequence steps in problem solving relying on mental <b>math</b> or think-alouds</li> </ul> <p>☑ NDE Modules 4-5</p>	<ul style="list-style-type: none"> <li>• discuss the use derived attributes presented orally from text-based <b>math</b> problems</li> <li>• discuss the relevance/usefulness of <b>math</b>-related, real life situations</li> <li>• describe two or more approaches to solving the same <b>math</b> problems</li> </ul> <p>☑ NDE Module 6-7</p>	<ul style="list-style-type: none"> <li>• justify the use of derived attributes presented orally from grade level text-based <b>math</b> problems</li> <li>• justify and defend <b>mathematical</b> solutions to real life situations</li> <li>• describe and give examples of strategies for solving grade level <b>math</b> problems</li> </ul> <p>☑ NDE Modules 7-8</p>

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Reading</b>	<ul style="list-style-type: none"> <li>identify numbers in a variety of forms and <b>mathematical</b> notation within visually supported phrases (such as percent, powers, or roots)</li> <li>organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports)</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>identify numbers in a variety of forms and <b>mathematical</b> terms within visually supported sentences</li> <li>collect and organize graphically displayed data from newspapers or magazines (such as stock market trends)</li> </ul> <p>☑ <b>NDE Module 3</b></p>	<ul style="list-style-type: none"> <li>classify <b>mathematical</b> functions and relationships</li> <li>collect, organize, and display data in charts, tables, or graphs</li> </ul> <p>☑ <b>NDE Modules 4-5</b></p>	<ul style="list-style-type: none"> <li>compare/contrast <b>mathematical</b> functions and relationships in word problems</li> <li>collect, organize, display, and interpret data</li> </ul> <p>☑ <b>NDE Module 6-7</b></p>	<ul style="list-style-type: none"> <li>analyze <b>mathematical</b> functions and relationships in grade level texts</li> <li>collect, organize, display, and interpret data; generalize and apply findings to other data sets</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>produce <b>math</b> equations or formulas from dictation with visual support (e.g., “Twenty plus X equals thirty.”)</li> <li>produce tables from everyday sets of facts (such as months and precipitation rates)</li> <li>produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., “This shows rain in summer.”)</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>produce <b>math</b> equations or formulas from illustrations (e.g., “Use math sentences to describe equations for this figure.”)</li> <li>produce tables, charts, or graphs from authentic data sources</li> <li>make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., “It rains more in June than July.”)</li> </ul> <p>☑ <b>NDE Module 3</b></p>	<ul style="list-style-type: none"> <li>describe uses of <b>math</b> equations or formulas</li> <li>(e.g., “Give examples of when you would use the following...”)</li> <li>outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet)</li> <li>summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines)</li> </ul> <p>☑ <b>NDE Module 4-5</b></p>	<ul style="list-style-type: none"> <li>describe <b>math</b> equations or formulas along with steps involved in problem solving (e.g., “If...then”)</li> <li>interpret tables, charts, or graphs embedded in text</li> <li>draw conclusions related to data from graphs, tables, or charts from everyday sources</li> </ul> <p>☑ <b>NDE Module 6-7</b></p>	<ul style="list-style-type: none"> <li>describe <b>math</b> equations/formulas with a rationale for use in problem solving</li> <li>give implications of information derived from tables, graphs, or charts embedded in grade level text</li> <li>provide a rationale and explain use of data presented in graphs, tables, or charts</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>

## Grade Level Cluster: 9-12

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations)</li> <li>collect and prepare real-life materials needed for <b>scientific</b> experiments based on oral directions</li> </ul> <p>☑ NDE Modules 1-2</p>	<ul style="list-style-type: none"> <li>differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or solar systems)</li> <li>replicate <b>scientific</b> experiments using real-life materials based on oral directions</li> </ul> <p>☑ NDE Modules 3-4</p>	<ul style="list-style-type: none"> <li>match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures)</li> <li>build different hypotheses based on oral descriptions of <b>science</b> issues</li> </ul> <p>☑ NDE Modules 5-6</p>	<ul style="list-style-type: none"> <li>compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/ melting points)</li> <li>match different oral explanations of the results with evidence of the findings</li> </ul> <p>☑ NDE Modules 6-7</p>	<ul style="list-style-type: none"> <li>match analogies (of the functions) of related biological, chemical, or physical structures from oral descriptions from grade level <b>science</b> text</li> <li>conduct <b>scientific</b> inquiry using multimedia resources that include oral input</li> </ul> <p>☑ NDE Modules 7-8</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)</li> <li>create and present collages or depictions of <b>scientific</b> issues</li> </ul> <p>☑ NDE Modules 1-2</p>	<ul style="list-style-type: none"> <li>give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system)</li> <li>brainstorm ideas based on illustrations of <b>scientific</b> issues that affect everyday life (e.g., “What are some examples of pollution?”)</li> </ul> <p>☑ NDE Modules 3-4</p>	<ul style="list-style-type: none"> <li>describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle)</li> <li>describe ways in which <b>scientific</b> issues can be resolved (e.g., “How can we reduce pollution?”)</li> </ul> <p>☑ NDE Modules 5-6</p>	<ul style="list-style-type: none"> <li>discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems)</li> <li>discuss pros and cons of <b>scientific</b> issues using graphic organizers</li> </ul> <p>☑ NDE Module 7-8</p>	<ul style="list-style-type: none"> <li>explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)</li> <li>engage in debates on <b>scientific</b> issues (such as genetic engineering, nuclear energy)</li> </ul> <p>☑ NDE Modules 7-8</p>

FRAMEWORK FOR **LARGE-SCALE &** CLASSROOM INSTRUCTION AND ASSESSMENT

## Grade Level Cluster: 9-12

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Reading</b>	<ul style="list-style-type: none"> <li>identify data from <b>scientific</b> studies from tables, charts, or graphs</li> <li>match pictures of <b>scientific</b> equipment with their uses (such as telescope-see stars)</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>match sources of data depicted in tables, charts, or graphs from <b>scientific</b> studies with research questions</li> <li>match pictures of <b>scientific</b> equipment with descriptions of kinds of scientists (e.g., “Biologists use this tool to see cells.”)</li> </ul> <p>☑ <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>extract information on the use of data presented in text and tables</li> <li>identify <b>scientific</b> equipment needed for <b>scientific</b> investigations (e.g., “You are examining the migratory patterns of birds. Which scientific tools will help you?”)</li> </ul> <p>☑ <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>interpret data presented in text and tables in <b>scientific</b> studies</li> <li>identify <b>scientific</b> equipment associated with descriptions of <b>scientific</b> investigations</li> </ul> <p>☑ <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>evaluate <b>scientific</b> data and discuss the implications of the studies presented in grade level text</li> <li>evaluate relative use of <b>scientific</b> equipment based on readings from <b>scientific</b> investigations (e.g., “Which works best to predict weather patterns and why?”)</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>draw pictures and label steps in <b>scientific</b> experiments (such as distillation)</li> <li>use drawings, words, and phrases to answer WH-questions on lab reports based on experiments</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>state procedures for <b>scientific</b> experiments in biology, chemistry, physics, or earth/space <b>science</b></li> <li>use phrases, sentences, and diagrams to answer questions on lab reports based on experiments</li> </ul> <p>☑ <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>provide information learned from <b>scientific</b> experiments in a lab report, including pre-experiment predictions</li> <li>complete lab reports following step-by-step procedures based on experiments</li> </ul> <p>☑ <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>interpret findings gleaned from data from <b>scientific</b> experiments</li> <li>produce lab reports from outlines or learning logs based on <b>science</b> experiments</li> </ul> <p>☑ <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>justify conclusions reached from examining <b>scientific</b> data</li> <li>produce narrative lab reports based on grade level <b>science</b> experiments</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>

## Grade Level Cluster: 9-12

### Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>• identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps</li> <li>• identify distribution of natural resources around the world from maps or graphs and oral statements</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>• match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps</li> <li>• indicate availability of natural resources from oral statements by constructing graphs or maps</li> </ul> <p>☑ <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>• find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps</li> <li>• compare availability of natural resources of two or more countries from maps or graphs and oral statements</li> </ul> <p>☑ <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>• compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading</li> <li>• analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions</li> </ul> <p>☑ <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>• distinguish between rationales (economic, political, or historical) for significant events in U.S. or world history from oral reading or tapes representing varying perspectives</li> <li>• interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• name elements of major historical, cultural, or economic themes depicted in illustrations (such as ‘war’ for revolution)</li> <li>• state current events (in the news) supported visually</li> </ul> <p>☑ <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>• list characteristics of major historical, cultural, or economic themes depicted in illustrations</li> <li>• restate or orally sketch current or past events supported visually</li> </ul> <p>☑ <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>• give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons)</li> <li>• discuss current or past events or situations and their personal impact</li> </ul> <p>☑ <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>• explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives</li> <li>• analyze current or past events, situations, or issues</li> </ul> <p>☑ <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>• discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)</li> <li>• critique current or past events, situations, issues, or policies giving pros and cons</li> </ul> <p>☑ <b>NDE Modules 7-8</b></p>

## Grade Level Cluster: 9-12

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Reading</b>	<ul style="list-style-type: none"> <li>match people and places with significant periods in world history through illustrations and timelines</li> <li>locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>identify features of significant periods in world history from written statements and timelines</li> <li>locate visually supported information in newspaper articles, magazines, or on the Internet</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>match features of significant periods in world history with written descriptions</li> <li>process information in newspaper and magazine articles or on the Internet</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>compare/contrast significant periods in world history based on <b>social studies</b> text</li> <li>compare and contrast information from various news sources</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>analyze significant periods in world history from grade level <b>social studies</b> text</li> <li>evaluate authenticity or bias in information from various news sources</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 7-8</b></p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>label significant individuals, through illustrations or photographs, in history, politics, economics, or society</li> <li>label results of visually supported surveys related to <b>social studies</b> using yes/no questions (in small groups)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 1-2</b></p>	<ul style="list-style-type: none"> <li>outline the contributions of significant individuals in history, politics, economics, or society</li> <li>plot and describe results of surveys related to <b>social studies</b> using WH-questions (in small groups)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 3-4</b></p>	<ul style="list-style-type: none"> <li>describe the contributions of significant individuals in history, politics, economics, or society</li> <li>develop and administer surveys related to <b>social studies</b> using WH-questions and analyze results (in small groups)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 5-6</b></p>	<ul style="list-style-type: none"> <li>discuss how significant individuals have impacted history, politics, economics, or society</li> <li>develop, analyze, plot results of surveys related to <b>social studies</b>, and summarize responses to interview questions (in small groups)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 6-7</b></p>	<ul style="list-style-type: none"> <li>explain and evaluate the contributions of significant individuals in history, politics, economics, or society</li> <li>develop, analyze, and plot results of surveys related to <b>social studies</b>, summarize, and explain results (in small groups)</li> </ul> <p><input checked="" type="checkbox"/> <b>NDE Modules 7-8</b></p>