



***NORTH CAROLINA WORLD LANGUAGE ESSENTIAL STANDARDS:
CLASSICAL LANGUAGES, DUAL & HERITAGE LANGUAGES, MODERN LANGUAGES***

Philosophy

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and, thus, have influenced others by their actions and their words. In recent years, technology tools have brought the world closer and have erased many of the existing borders. As boundaries between countries are dissolving, the need for learning world languages has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's global marketplace.

The *North Carolina World Language Essential Standards* are based on a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:

- All students can learn and experience success in a second or world language.
- Any language can be used to teach academic content at any level or within any program.
- Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long, articulated sequence of study.
- Language skills increase in the four areas (listening, speaking, reading, writing) as students build mastery or acquire proficiency in the world language.
- Students learn in various ways and acquire proficiency in a language at different rates based on:
 - time devoted to language learning - both formal instructional hours and informal opportunities;
 - access to language programs that offer an extended sequence of courses;
 - intensity of language study - continuous and articulated, rather than interrupted;
 - type of writing system (alphabet vs. character) used in the language being learned;
 - their age, developmental level, motivation, etc.
- Students augment needed skills to be citizens of a global society by learning another language.
- Students develop insights into other cultures, as well as their own, when learning another language.
- Students make interdisciplinary connections when learning another language, because all other content areas can be incorporated into language lessons, reinforcing skills such as reading, writing, problem solving, hypothesizing, and so on.
- Proficiency reflects the students' ability to communicate in a functional way with the new language and can be measured formatively, as with *LinguaFolio*, and summatively with tests designed for that purpose.

The *North Carolina Basic Education Program (BEP)*, along with the federal *Elementary and Secondary Education Act* reauthorizations, such as the 2002 No Child Left Behind legislation, present world languages as a core subject that every student should learn as part of a balanced curriculum. Internationally, most countries require all of their students to study one or more world languages, which parallels the North Carolina State Board of Education's Future-Ready Students for the 21st Century goals.

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

The first goal states that North Carolina public schools will produce globally competitive students in which “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including **a mastery of languages**, an appreciation of the arts, and competencies in the use of technology.”

The Future-Ready graduate has 17 skills noted that are necessary for success, including the following that are developed in the study of world languages:

- Multilingual
- Knowledgeable Global Citizen

Learning another language will build those skills, and, as a student builds proficiency in a language, other future-ready skills are also practiced and refined:

- Effective Communicator
- Proficient Reader
- Literate Consumer of Media
- Creative/Innovative and Critical Thinker
- Curious Researcher
- Strong Team Contributor
- Relationship Builder

Besides developing the skills listed above, the study of another language also leads to greater academic achievement overall, which is seen in higher scores on standardized tests (EOG and SAT scores in reading, writing and math); greater cognitive development in the areas of mental flexibility, creativity, divergent thinking and higher-order thinking skills; a broader English vocabulary; a better understanding of one’s own language and culture; and enhanced career opportunities in all 16 of the career clusters outlined in *A Crisis of Relevance: How NC Must Innovate to Graduate All Students Career-and College-Ready*.

Proficiency Organization

The most efficient way to measure proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

1. Novice Low (NL)
2. Novice Mid (NM)
3. Novice High (NH)
4. Intermediate Low (IL)
5. Intermediate Mid (IM)
6. Intermediate High (IH)
7. Advanced Low (AL)
8. Advanced Mid (AM)
9. Advanced High (AH)
10. Superior (S)

In the *ACTFL K-12 Performance and Proficiency Guidelines*, each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction;

informal exposure to the language through travel abroad; accessing online resources for individual practice; etc.

In order to account for these variations, as well as to embed multiple entry points, it was decided that the *World Language Essential Standards* would be organized by proficiency level, rather than grade level. For each program, exit proficiency outcomes have been determined that will show what a student should know and be able to do when they hear, speak, read, or write the language.

Language Skills & the Essential Standards Framework

The intent of the *World Language Essential Standards*, along with the American Council for the Teaching of Foreign Language (ACTFL)'s *Standards for Foreign Language Learning in the 21st Century*, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C's or Communication, Culture, Connections, Comparisons, and Communities.

Within the *World Language Essential Standards*, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands:

- Connections to Language & Literacy (CLL)
- Connections to Other Disciplines (COD)
- Communities (CMT)

Here is a brief summary of each skill or Essential Standard:

1. Use the language to engage in interpersonal communication.

(Interpersonal Communication : Person-to-Person Communication)

Interpersonal skills are used in informal, one-on-one or small group conversations. Students can ask for clarification when needed and negotiate with each other during the conversation. Most interpersonal communication involves everyday topics, like greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, and so on.

2. Understand words and concepts presented in the language.

(Interpretive Communication: Listening and Reading)

Interpretive skills involve receiving information in a situation where meaning cannot be negotiated. Students hear or see the message and respond based on their interpretation. These messages could be about any topic and come from a wide variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentations-live and recorded, etc.

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

(Presentational Communication: Speaking and Writing)

Presentational skills involve preparing information to be shared with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language. These presentations vary from somewhat informal, such as a quick report to the class on an article, to quite formal, which might be a culminating project involving a multimedia display with a speech.

4. Compare the students' culture and the target culture. (Culture)

Learning about **culture** means building an understanding of the **practices, perspectives and products of a society**. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

Here is a brief summary of each of the three strands:

Connections to Language & Literacy – CLL (Comparisons)

The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines-COD (Connections)

Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.

Communities – CMT (Communities)

Students preparing for success in the 21st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.

The common Clarifying Objectives are broad enough to allow each World Languages program to address the universal content and skills that are inherent to all language programs, and the sample Assessment Prototypes illustrate ways that these objectives *might* be assessed in the classroom in ways that are unique to Classical Language, Dual & Heritage Language and Modern Language programs. Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

WORLD LANGUAGE PROGRAMS: CLASSICAL LANGUAGES, DUAL & HERITAGE LANGUAGES, MODERN LANGUAGES

Learning any world language involves the development of the skills discussed above, but language programs vary, based on the type of learning environment and the unique aspects of the languages themselves. There is value in studying any of the world languages, and the decision of which language to study is made by the student, based on interest and available offerings.

Classical Language programs involve the study of languages like Latin, Sanskrit, and Ancient Greek, which are sometimes called “dead” languages, since they are no longer a native or first language for any population. The study of Classical Languages builds skills in reading, writing, reciting, and translating. There is no conversation component to Classical Languages, because they are not being used in an everyday way by a society, so Interpersonal Communication is not a focus of study.

Dual & Heritage Language programs include dual language/immersion programs where students are taught academic content in two languages, English and the target language, as well as Spanish for Native Speaker or other heritage languages taught to native speakers. In dual language/immersion programs, students are learning math, science, social studies, etc., in two languages and become bilingual and biliterate as a result. For heritage language speakers, such as those who speak Spanish or some other language besides English at home, heritage language programs help build literacy skills in reading and writing, so that they can bridge into advanced language courses.

Modern Language programs involve the study of languages that are a first or native language for a population somewhere in the world. These programs are the most common and are often what comes to mind when world language or foreign language classes are mentioned. In North Carolina, the following languages are studied as modern languages: American Sign Language (ASL), Arabic, Cherokee, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Mandarin Chinese, Portuguese, Russian, Spanish, Turkish, and Urdu. Additional modern languages could be added to this list at any time and would use the same set of Essential Standards, Clarifying Objectives, and Assessment Prototypes.

Measuring Proficiency in Communication Skills

Mastering a language focuses on developing competency or proficiency in communication skills. The proficiency level achieved is directly linked to the amount of time spent learning the language. Taking a language course means that time is measured in instructional hours.

For example, If Student A takes a French I course in a block schedule that meets for 90 minutes each day throughout a semester, then s/he accumulates 135 hours of formal instructional time: 90 minutes per day X 90 school days in a semester = 8,100 minutes in a school year or 135 hours total.

If Student B takes a Latin I course that meets for 50 minutes each day throughout the school year, then s/he accumulates 150 hours of formal instructional time: 50 minutes per day X 180 school days = 9,000 minutes in a school year or 150 hours total for the school year.

As students progress through a language program and accumulate 135 or 150 hours for each course, this instructional time adds up.

- Level I: 135-150 (total hours for a block schedule or a traditional schedule)
- Level II: 270-300 (total hours including Level I time)
- Level III: 405-450 (total hours including Levels I and II)
- Level IV: 540-600 (total hours including Levels I-III)
- Level V: 675-750 (total hours including Levels I-IV)
- Level VI: 810-900 (total hours including Levels I-V)
- Level VII: 945-1,050 (total hours including Levels I-VI)
- Level VIII: 1,080-1,200 (total hours including Levels I-VII)

The examples above focus on the most prevalent type of world language program at the high school level, but students can begin to study a world language at any point, K-12. Elementary school programs allow students to start the study of a language as early as kindergarten, though formal instructional time is somewhat harder to gauge because of the variety of programs and the students' developmental level. Middle school programs also vary widely, from exploratory programs that do not build proficiency in communication skills to proficiency-based programs that earn students high school graduation credit.

In addition, the type of writing system used by a language impacts the amount of time needed to reach different levels of proficiency. Learning an alphabetic language, or one that uses a system in which each letter is linked to a particular sound, is different than learning a logographic language that uses a character writing system. For native English speaking students, a logographic language will require more time to master the writing system, which also impacts reading skills.

There are also languages like Cherokee and Japanese that use a syllabary system, where each letter or character represents a syllable or sound combination. Based on advice from national experts, Cherokee has been grouped with alphabetic languages and Japanese with logographic ones.

The program introductions that follow describe each type of program and outline proficiency expectations for the different variations, including alphabetic and logographic languages.

Introduction to Classical Language Programs

Classical Language programs involve the study of languages that are no longer a native or first language for any population (ex. Latin, Sanskrit, Ancient Greek). However, these languages are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on. The primary focus in Classical Language learning is the development of Interpretive Reading skills. Interpretive Listening, as well as Presentational Speaking and Writing, are ancillary skills that support language learning. These modalities are of particular value for students with different learning styles and of various ages.

Since the focus of Classical Languages is on the written and not the spoken word, the following differences appear in the way the exit proficiency expectations are written:

- Classics students will spend little time on Presentational Speaking beyond the Novice Level. While it is important that students appreciate the fact that Classical Languages were once used to communicate orally, there is little point in becoming proficient in speaking a Classical Language.
- An increased use of oral techniques appears in the Intermediate Levels in the study of poetry and oratory, where sound adds to the meaning of the literature.
- Since the primary focus is Interpretive Reading, students progress more quickly in their reading skills, and, if they continue to study the language, they will be able to read original authors such as Caesar, Vergil, Ovid, Catullus and others.

Classical Language Exit Proficiency Expectations for Ancient Greek, Latin, Sanskrit, etc.

Level and → total hours	I or 135-150 hours	II or 270-300 hours	III or 405-450 hours	IV or 540-600 hours	V or 675-750 hours	VI or 810-900 hours
↓MODE & Skill						
INTERPRETIVE Listening	Novice Low - Mid	Novice Mid - High	Intermediate Low-Mid			
INTERPRETIVE Reading	Novice High – Intermedi ate Low	Intermediat e Low	Intermediat e Mid	Intermediate High	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice High			
PRESENTATIONAL Writing	Novice Mid	Novice High	Intermediat e Low	Intermediate Mid - High		

Introduction to Dual & Heritage Language Programs – Dual Language/Immersion Programs

The focus of dual language/immersion programs is to help students become proficient in a target language, in addition to English. These students master subject content from other disciplines, using the target language or both languages.

Research shows:

- All students develop high levels of proficiency in the target language and English.
- Academic performance of students is at or above grade level.
- Students demonstrate positive cross-cultural attitudes and behaviors.

Four different models of dual language/immersion programs exist in North Carolina for students to become bilingual, biliterate, and bicultural. Specific program models vary, based on how instruction is scheduled between the target language and English, with varying levels of proficiency upon completion of the program(s):

Two-Way programs group native speakers of English with native speakers of the target language. The mix is approximately 50% of each group. Content is delivered in the target language and in English.

Full Immersion programs primarily serve native speakers of English in an environment where the target language is used exclusively. Content is delivered in the target language. English Language Arts is typically introduced around grade 2.

Partial Immersion programs primarily serve native speakers of English in an environment where the target language is used for some portion of the day. Content is delivered in the target language and in English.

Developmental Bilingual programs are designed to help non-English speakers learn English, as well as to maintain and improve their native or heritage language skills. Content is delivered in English and in the heritage language.

Please go to <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/dual-language-immersion> for more information about these models.

Proficiency expectations are presented as ranges to accommodate the different models of dual language/immersion programs and the varying amounts of time spent learning content in the target language. Proficiency would be assessed at the end of each gradespan.

Dual Language/Immersion Exit Proficiency Expectations for Alphabetic Languages, such as Cherokee, French, German, Greek, Spanish, Urdu, etc.

Gradespan and → Exit level for assessment	K-2 → 2 nd grade	3-5 → 5 th grade	6-8 → 8 th grade	9-12 → 12 th grade
↓MODE & Skill				
INTERPRETIVE Listening	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
INTERPRETIVE Reading	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Intermediate High-Advanced Mid
PRESENTATIONAL Speaking	Novice Mid	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
PRESENTATIONAL Writing	Novice Mid	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid

Dual Language/Immersion Exit Proficiency Expectations for Logographic Languages, such as Mandarin Chinese, Japanese, etc.

Gradespan and → Exit level for assessment	K-2 → 2 nd grade	3-5 → 5 th grade	6-8 → 8 th grade	9-12 → 12 th grade
↓MODE & Skill				
INTERPRETIVE Listening	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low- Mid
INTERPRETIVE Reading	Novice Mid	Novice High- Intermediate Low	Intermediate Low-Mid	Intermediate High-Advanced Low
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Intermediate High-Advanced Low
PRESENTATIONAL Speaking	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
PRESENTATIONAL Writing	Novice Mid	Novice High- Intermediate Low	Intermediate Low-Mid	Intermediate High-Advanced Low

Introduction to Dual & Heritage Language Programs – Heritage Language Programs

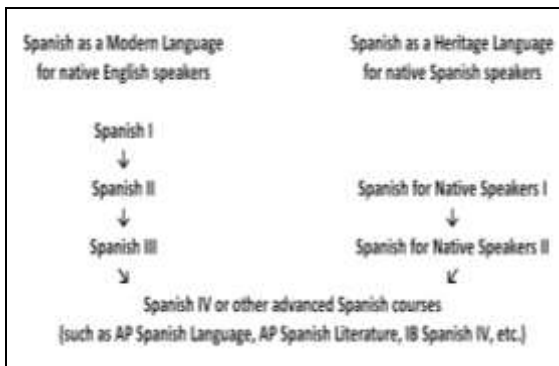
The national *ACTFL Standards for Foreign Language Learning* address the issue of heritage language students or those students who have home backgrounds in a language other than English or come from other immersion experiences, formal or informal.

These students need instruction that allows them to maintain strengths in their heritage language, while developing new ones, particularly in academic vocabulary and literacy skills or the areas of reading and writing. With such support, they will become knowledgeable global citizens with the skills to be multilingual and multi-literate in a way that honors their need to simultaneously identify and communicate with:

- their heritage, home, or immersion culture(s) and;
- the mainstream culture(s) in which they live and work.

The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but that also understands the nuances of the many cultures. The educated heritage speaker is an authentic resource who will have expanded career opportunities in the 21st Century.

Heritage Language courses are designed to serve as a bridge into advanced modern language courses.



Using Spanish as an example for alphabetic languages, heritage language students can enroll in Spanish for Native Speakers I and Spanish for Native Speakers II, which is an honors course, because it is equivalent to a Level III course in proficiency expectations. Upon completion of these two courses, students can proceed to Spanish IV and/or Advanced Placement (AP) Spanish, where they will be joined by fourth- and/or fifth-year students who are studying Spanish as a modern language.

Heritage Language Exit Proficiency Expectations for Alphabetic Languages or Programs, such as French for Native Speakers, German for Native Speakers, Spanish for Native Speakers, etc.

Level and → total hours	Level I or 135-150 hours	Level II or 270-300 hours
↓MODE & Skill		
INTERPRETIVE Listening	Intermediate Low	Intermediate Mid
INTERPRETIVE Reading	Novice Mid-High	Intermediate Low
INTERPERSONAL Person-to-Person	Intermediate Low	Intermediate Mid
PRESENTATIONAL Speaking	Novice Mid-High	Intermediate Low
PRESENTATIONAL Writing	Novice Mid	Novice High

Using Mandarin Chinese as an example for logographic languages, heritage language students can enroll in Mandarin Chinese for Native Speakers I and Mandarin Chinese for Native Speakers II, which is an honors course because it is equivalent to a Level III course in proficiency expectations. Upon completion of these two courses, students can proceed to Mandarin Chinese IV and/or Advanced Placement (AP) Mandarin Chinese, where they will be joined by fourth-and/or fifth-year students who are studying Mandarin Chinese as a modern language.



Heritage Language Exit Proficiency Expectations for Logographic Languages or Programs, such as Mandarin Chinese for Native Speakers, Japanese for Native Speakers, etc.

Level and → total hours	Level I or 135-150 hours	Level II or 270-300 hours
↓MODE & Skill		
INTERPRETIVE Listening	Novice High	Intermediate Low
INTERPRETIVE Reading	Novice Low-Mid	Novice High
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low
PRESENTATIONAL Speaking	Novice Mid-High	Novice High-Intermediate Low
PRESENTATIONAL Writing	Novice Low-Mid	Novice Mid-High

Introduction to Modern Language Programs

Modern Language programs involve the study of languages that are a first or native language in use today somewhere in the world. In North Carolina, the following modern languages are currently being studied: American Sign Language (ASL), Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Japanese, Mandarin Chinese, Russian, and Spanish. Additional languages can be added at any time.

Modern language instruction is a vital part of a global-ready curriculum. Proficiency-based instruction is aligned with the characteristics of a 21st Century learner, in that it acknowledges that the student may progress from one level to another, independent of the course in which he or she is enrolled, and that proficiency may vary in each of the four skill areas: listening, speaking, reading, and writing.

The focus of proficiency-based curriculum is on day-to-day communication that accommodates learners who begin learning a language at any age. There are four different models of modern language programs offered in North Carolina, depending on the age of the beginning learner:

1. Elementary grades K-6 have language-focused and/or content-enriched FLES (Foreign Language Elementary School), also called Early Start Programs. These programs focus on developing oral proficiency and can involve reinforcing core content knowledge. Therefore, emphasis is placed on Interpersonal Skills, along with Interpretive Listening and Presentational Speaking.

Helena Curtain and Carol Ann Dahlberg, who co-wrote *Languages and Children - Making the Match: New Languages for Young Learners, Grades K-8* (2010), describe best practices for proficiency-based FLES programs. Minimally, students need to be learning a language for 90 minutes per week or having class sessions of 30-40 minutes held 3-5 times per week. There are programs that exceed 90 minutes per week, which is the reason ranges are given in the proficiency expectations chart below.

Modern Language Exit Proficiency Expectations for FLES/Early Start Programs of 90 minutes per week or more for Alphabetic and Logographic Languages

Proficiency Assessment →	End of 2 nd year of study	End of 3 rd year of study	End of 4 th year of study	End of 5 th year of study	End of 6 th year of study
↓MODE & Skill					
INTERPRETIVE Listening	Novice Mid	Novice High	Intermediate Low		Intermediate Mid
INTERPRETIVE Reading	Novice Low-Mid	Novice Mid-High	Novice High		Intermediate Low
INTERPERSONAL Person-to-Person	Novice Mid	Novice High	Novice High-Intermediate Low	Intermediate Low	Intermediate Mid
PRESENTATIONAL Speaking	Novice Low-Mid	Novice Mid-High	Novice High-Intermediate Low	Intermediate Low	Intermediate Low-Mid
PRESENTATIONAL Writing	Novice Low-Mid	Novice Mid-High		Novice High – Intermediate Low	

2. FLES program variations that do not meet the 90 minutes per week minimum are actually foreign language exploratory or FLEX programs, which are not designed to build proficiency. K-8 FLEX programs, sometimes referred to as part of the “wheel,” potentially lay the foundation for future interest in proficiency-based language study. Exploratory programs are focused on goals, such as introducing basic vocabulary for one or more languages and teaching students about different cultures.
3. Middle School grades 6-8 have language-focused beginning and continuing programs. These programs are designed to develop all the skills necessary to articulate fully to a high school modern language program.

In June 2007, the State Board of Education took action on a policy that affected middle school language study. Middle school students in grades 6-8, beginning with the 2007-2008 school year, may earn high school graduation credit for world language courses, if the course meets the high school level standards and consists of 150 clock hours of instruction in a traditional schedule or a minimum of 135 clock hours of instruction in a block schedule. While the course(s) will count toward graduation requirements, the student GPA will be computed with courses taken during high school years. Middle schools have flexibility to offer one level over two academic years, so that students receive 0.5 credit for Part I and 0.5 credit for Part II to receive the full credit.

4. High school grades 9-12 have language-focused programs. These are intended to develop proficiency in the modern language, to articulate to college-level language courses, and to provide the credits students need to meet and exceed college entrance requirements, like the University of North Carolina system’s Minimum Admissions Requirement of two credits in the same second language or demonstration of proficiency in a language other than English.

Modern Language Exit Proficiency Expectations for Alphabetic Languages, such as Arabic, Cherokee, French, German, Greek, Hebrew, Hindi, Italian, Portuguese, Russian, Spanish, Turkish, Urdu, etc.

Level and → total hours	I or *135- 150 hours	II or *270- 300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810- 900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
↓MODE & Skill								
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPERSONAL Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Adv. Mid
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.

Modern Language Exit Proficiency Expectations for Logographic Languages, such as Mandarin Chinese, Japanese, Korean, etc.

Level with → total hours	I or *135- 150 hours	II or *270- 300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810- 900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
↓MODE & Skill								
INTERPRETIVE Listening	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Advanced Low	
INTERPRETIVE Reading	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Advanced Low	
INTERPERSONAL Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice Mid- High	Novice High- Intermediate Low		Intermediate Low-Mid		Int. Mid- High
PRESENTATIONAL Writing	Novice Low	Novice Mid	Novice Mid- High	Novice High- Intermediate Low		Intermediate Low-Mid		Int. Mid- High

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.

Introduction to Modern Language Programs – Visual

American Sign Language (ASL) is a vibrant language used by people of all ages to communicate everyday life experiences, needs, thoughts, and abstract ideas but in a visual way. ASL has a rich culture and heritage. ASL is the predominant language most commonly used by the Deaf community in the United States and Canada. In addition, other countries have their own signed languages, like Mexican Sign Language and French Sign Language (LSF).

In 2007, the General Assembly of North Carolina passed legislation (§ 115C-81.3) recognizing ASL as a modern language that fulfills the UNC Minimum Admissions requirement for foreign language at our state’s colleges and universities. Manually Coded English (MCE) systems, such as Signing Exact English and Seeing Essential English (SEE), do not meet the requirement.

Since ASL is a visual language, the communication modes involve different skills:

- Interpretive Listening is labeled Interpretive Receptive, meaning that information is received visually, not auditorially.
- Interpretive Reading is fingerspelling, which is a series of individual hand shapes that represent the alphabet and letter combinations.
- Presentational Speaking is Presentational Expressive, because information is being conveyed visually through signs, not verbally.
- Presentational Writing is now Presentational Glossing or writing ASL on paper. Glossing is a written system to indicate which signs and other non-manual makers, such as facial expressions and body movements, should be used.

Modern Language Exit Proficiency Expectations for Visual Languages such as ASL

Level and → total hours	I or *135- 150 hours	II or *270- 300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810- 900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
↓MODE & Skill								
INTERPRETIVE Receptive	Novice High	Int. Low	Intermediate Mid		Int. High	Adv. Low	Advanced Mid	
INTERPRETIVE Receptive- Fingerspelling	Novice Mid	Novice High	Intermediate Low		Int. Mid	Intermediate High		Adv. Low
INTERPERSONAL Interactive	Novice Mid	Novice High	Intermediate Low		Int. Mid	Int. High	Advanced Low	
PRESENTATIONAL Expressive	Novice Mid	Novice High	Intermediate Low		Int. Mid	Int. High	Adv. Low	Adv. Mid
PRESENTATIONAL Glossing	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Advanced Low	

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

NL – Novice Low Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class. The proficiency expectations charts are included with the program descriptions in the preamble.

CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
		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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

NM – Novice Mid Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class. The proficiency expectations charts are included with the program descriptions in the preamble.

CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

NH – Novice High Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class. The proficiency expectations charts are included with the program descriptions in the preamble.

CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
		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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

IL – Intermediate Low Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

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CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
		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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

IM – Intermediate Mid Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

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CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

IH – Intermediate High Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

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CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
		IH.CLL.4.2	Evaluate texts and presentations for cultural viewpoints, values, and bias.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

AL – Advanced Low Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class. The proficiency expectations charts are included with the program descriptions in the preamble.

CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
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.

**North Carolina Essential Standards
World Languages**

Note on Numbering:

AM – Advanced Mid Proficiency Level

Note on Strands:

CLL - Connections to Language & Literacy

COD – Connections to Other Disciplines

CMT – Communities

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class. The proficiency expectations charts are included with the program descriptions in the preamble.

CLL: Connections to Language & Literacy

	Essential Standard	Clarifying Objectives	
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.

COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
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.

CMT: Communities

	Essential Standard	Clarifying Objectives	
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.

	Essential Standard	Clarifying Objectives	
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.