

NORTH CAROLINA STANDARD COURSE OF STUDY
Crosswalk
 K-12 World Languages

The purpose of this document is to provide a general comparison of the 2010 World Languages Standard Course of Study and the 2024 World Languages Standard Course of Study. It provides initial insight into similarities and differences between these two sets of standards. This document is not intended to answer all questions about the nuances of the new standards versus the old.

Note: The 2024 World Languages standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for K-12 World Languages.

2010 Strands	2024 Strand	Notes
Connections to Language & Literacy (CLL) Strand Connections to Other Disciplines (COD) Strand	Interdisciplinary & Literacy Connections (ILC) Strand	Two strands were combined and drawn from two of the five components, Connections and Comparisons, of the <i>World-Readiness Standards for Learning Languages</i> (2015) or 5 C's into one strand to streamline the strand structure and reduce duplications while remaining aligned to the 5 C's, which are also described as two of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
2010 Essential Standards/Clarifying Objectives	2024 Standards/Objectives	Notes
Standard #2 Interpretive Communication: Understand words and concepts presented in the language.	Standard #1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.	Standards were reordered so that the Interpretive Communication Mode appears first, emphasizing target language input, or the receptive skills of listening, reading, and viewing, before output or productive skills for students in the second language acquisition process; each standard is one

		of the three modes from the Communication component of the <i>World-Readiness Standards for Learning Languages</i> (2015) or first C of the 5 C's, which is also described as the first of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
Proficiency Level: Novice Low (NL)		Notes
<p>NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.</p> <p>NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.</p> <p>NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.</p> <p>NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.</p> <p>NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.</p> <p>NL.COD.2.3 Recognize words in groups from other disciplines.</p>	<p>NL.ILC.1.1 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in informational texts.</p> <p>NL.ILC.1.2 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in fictional texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Low proficiency level.</p>
Proficiency Level: Novice Mid (NM)		Notes

<p>NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.</p> <p>NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.</p> <p>NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.</p> <p>NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.</p> <p>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.).</p> <p>NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p> <p>NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.</p> <p>NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.</p>	<p>NM.ILC.1.1 Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in informational texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Mid proficiency level.</p>
	<p>NM.ILC.1.2 Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in fictional texts.</p>	

<p>NM.CLL.4.3 Compare the language conventions of the students' language and the target language.</p>		
<p><i>Proficiency Level: Novice High (NH)</i></p>		<p>Notes</p>
<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p> <p>NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.</p> <p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target</p>	<p>NH.ILC.1.1 Identify the topic and some isolated facts in informational texts.</p> <p>NH.ILC.1.2 Identify the topic and some isolated elements in fictional texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice High proficiency level.</p>

language.		
Proficiency Level: Intermediate Low (IL)		Notes
<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.</p> <p>IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.</p> <p>IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.</p>	<p>IL.ILC.1.1 Identify the topic and related information in informational texts.</p> <p>IL.ILC.1.2 Identify the topic and related information in fictional texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Low proficiency level.</p>

<p>IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.</p>		
<p><i>Proficiency Level: Intermediate Mid (IM)</i></p>		<p>Notes</p>
<p>IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.</p> <p>IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.</p> <p>IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.</p> <p>IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.</p> <p>IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.</p> <p>IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.</p>	<p>IM.ILC.1.1 Identify the main idea and key information in informational texts.</p> <p>IM.ILC.1.2 Identify the main idea and key information in fictional texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Mid proficiency level.</p>
<p><i>Proficiency Level: Intermediate High (IH)</i></p>		<p>Notes</p>
<p>IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar</p>	<p>IH.ILC.1.1 Identify the purpose and some supporting details in informational texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a</p>

<p>topics, live or via media.</p> <p>IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.</p> <p>IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.</p> <p>IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.</p> <p>IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.</p> <p>IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.</p>	<p>IH.ILC.1.2 Identify the main story and some supporting details in fictional texts.</p>	<p>guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate High proficiency level.</p>
<p><i>Proficiency Level: Advanced Low (AL)</i></p>		<p>Notes</p>
<p>AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.</p> <p>AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.</p> <p>AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.</p> <p>AL.COD.2.1 Understand detailed information in texts on unfamiliar academic</p>	<p>AL.ILC.1.1 Interpret the purpose and supporting details in informational texts.</p> <p>AL.ILC.1.2 Analyze the main story and supporting details in fictional texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Low proficiency level. The <i>ACTFL Proficiency Guidelines</i> (2024) were also used with the Advanced levels (low-mid-high) to refine the descriptions of language proficiency.</p>

<p>topics.</p> <p>AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.</p> <p>AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.</p>		
<i>Proficiency Level: Advanced Mid (AM)</i>		Notes
<p>AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.</p> <p>AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.</p> <p>AM.CLL.2.3 Understand how to interpret long, complex texts.</p> <p>AM.CLL.2.4 Compare literary and technical writing styles.</p> <p>AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.</p> <p>AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.</p>	<p>AM.ILC.1.1 Interpret the purpose and many supporting details in informational texts.</p> <p>AM.ILC.1.2 Analyze the main story and many supporting details in fictional texts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Mid proficiency level. The <i>ACTFL Proficiency Guidelines</i> (2024) were also used with the Advanced levels (low-mid-high) to refine the descriptions of language proficiency.</p>
	<i>Proficiency Level: Advanced High (AH)</i>	
Not applicable	AH.ILC.1.1 Interpret the flow of ideas and infer meaning on unfamiliar and/or abstract topics in informational texts.	The 2010 World Language Essential Standards did not include the Advanced High proficiency level. The feedback collected during the review phase led to

	AH.ILC.1.2 Analyze the flow of ideas and some nuances, from different viewpoints, in fictional texts.	the Data Review Committee (DRC) recommendation to increase the rigor of student outcomes by raising the proficiency exit expectations, so the Standards Writing Team (SWT) added objectives at the Advanced High proficiency level.
2010 Essential Standards/Clarifying Objectives	2024 Standards/Objectives	Notes
Standard #1 Interpersonal Communication: Use the language to engage in interpersonal communication.	Standard #2 Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.	Standards were reordered so that the Interpersonal Communication Mode appears second, emphasizing target language output, or the productive skills of signing, speaking, or writing, after input or receptive skills for students in the second language acquisition process; each standard is one of the three modes from the Communication component of the <i>World-Readiness Standards for Learning Languages</i> (2015) or first C of the 5 C's, which is also described as the first of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
Proficiency Level: Novice Low (NL)		Notes
NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.	NL.ILC.2.1 Express basic needs, using practiced or memorized words and/or phrases with the help of gestures or visuals.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Low proficiency level.
NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.	NL.ILC.2.2 Express basic preferences or feelings, using practiced or memorized words and/or phrases, with the help of gestures or visuals.	

<p>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.</p> <p>NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.</p> <p>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.</p> <p>NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.</p>	<p>NL.ILC.2.3 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and/or phrases, with the help of gestures or visuals.</p>	
<p><i>Proficiency Level: Novice Mid (NM)</i></p>		<p>Notes</p>
<p>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.</p> <p>NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.</p> <p>NM.COD.1.1 Use memorized words and phrases to exchange information about the</p>	<p>NM.ILC.2.1 Express basic needs, using practiced or memorized words and phrases, as well as simple sentences and questions.</p> <p>NM.ILC.2.2 Express preferences or feelings and react to those of others, using practiced or memorized words, phrases, simple sentences, and questions.</p> <p>NM.ILC.2.3 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using practiced or</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Mid proficiency level.</p>

<p>classroom and school environment.</p> <p>NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.</p> <p>NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.</p>	<p>memorized words, phrases, and simple sentences.</p>	
<p><i>Proficiency Level: Novice High (NH)</i></p>		<p>Notes</p>
<p>NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.</p> <p>NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.</p> <p>NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.</p> <p>NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.</p> <p>NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.</p>	<p>NH.ILC.2.1 Interact to meet basic needs related to everyday activities, by using simple sentences and questions.</p> <p>NH.ILC.2.2 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, by using simple sentences and questions.</p> <p>NH.ILC.2.3 Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by using simple sentences.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice High proficiency level.</p>

<p>NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.</p>		
<p><i>Proficiency Level: Intermediate Low (IL)</i></p>		<p>Notes</p>
<p>IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.</p> <p>IL.CLL.1.2 Use questions to exchange information in familiar situations.</p> <p>IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.</p> <p>IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.</p>	<p>IL.ILC.2.1 Interact to meet basic needs and to request and provide information in familiar situations, by creating simple sentences and asking appropriate follow-up questions.</p> <p>IL.ILC.2.2 Respond by asking about some details related to preferences, feelings, or opinions on familiar topics, using simple sentences and asking appropriate follow-up questions.</p> <p>IL.ILC.2.3 Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by creating simple sentences and asking appropriate follow-up questions.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Low proficiency level.</p>
<p><i>Proficiency Level: Intermediate Mid (IM)</i></p>		<p>Notes</p>
<p>IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.</p> <p>IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.</p> <p>IM.CLL.1.3 Use questions with some detail to exchange information in</p>	<p>IM.ILC.2.1 Interact to meet needs in a variety of familiar situations, by creating a series of sentences and asking a variety of follow-up questions.</p> <p>IM.ILC.2.2 Express preferences or opinions and provide basic advice on a variety of familiar topics, by creating a series of sentences and asking a variety of follow-up questions.</p> <p>IM.ILC.2.3 Exchange information on familiar and some researched topics, by</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Mid proficiency level.</p>

<p>uncomplicated situations.</p> <p>IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.</p> <p>IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.</p>	<p>creating a series of sentences and asking a variety of follow-up questions.</p>	
<p><i>Proficiency Level: Intermediate High (IH)</i></p>		<p>Notes</p>
<p>IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.</p> <p>IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.</p> <p>IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.</p> <p>IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.</p> <p>IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.</p> <p>IH.COD.1.3 Understand how to ask and answer questions related to academic</p>	<p>IH.ILC.2.1 Interact to meet needs in a variety of situations, sometimes involving a complication, by creating connected sentences and asking a variety of questions.</p> <p>IH.ILC.2.2 Explain preferences and opinions and provide advice on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.</p> <p>IH.ILC.2.3 Exchange information in conversations and some discussions on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate High proficiency level.</p>

pursuits and career interests.		
<i>Proficiency Level: Advanced Low (AL)</i>		Notes
AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.	AL.ILC.2.1 Interact to resolve an unexpected complication that arises during familiar as well as academic, social, and professional situations.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Low proficiency level. The <i>ACTFL Proficiency Guidelines</i> (2024) were also used with the Advanced levels (low-mid-high) to refine the descriptions of language proficiency.
AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.	AL.ILC.2.2 Explain and compare preferences, opinions, and give advice on familiar as well as academic, social, and professional topics.	
AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.	AL.ILC.2.3 Exchange information on a variety of familiar as well as academic, social, and professional topics.	
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.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.		
<i>Proficiency Level: Advanced Mid (AM)</i>		Notes
AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics	AM.ILC.2.1 Interact to resolve an unexpected complication that arises in a familiar situation, providing detailed	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a

<p>with fluency and flexibility.</p> <p>AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.</p> <p>AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.</p> <p>AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.</p> <p>AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.</p>	<p>explanations and offering a variety of resolutions.</p> <p>AM.ILC.2.2 Maintain extended conversations by providing supporting opinions and expressing advice in detail.</p> <p>AM.ILC.2.3 Use probing questions and provide detailed responses to maintain discussions on a variety of familiar and unfamiliar academic, social, and professional topics.</p>	<p>guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Mid proficiency level. The <i>ACTFL Proficiency Guidelines (2024)</i> were also used with the Advanced levels (low-mid-high) to refine the descriptions of language proficiency.</p>
<i>Proficiency Level: Advanced High (AH)</i>		Notes
Not applicable	<p>AH.ILC.2.1 Interact to resolve an unexpected complication in a situation that may be unfamiliar.</p> <p>AH.ILC.2.2 Discuss and support opinions and give advice on a variety of complex topics, where the issues may be abstract or hypothetical, and ask precise questions.</p> <p>AH.ILC.2.3 Use specific questions and explanations to discuss a variety of complex topics that may be abstract or hypothetical.</p>	<p>The 2010 World Language Essential Standards did not include the Advanced High proficiency level. The feedback collected during the review phase led to the Data Review Committee (DRC) recommendation to increase the rigor of student outcomes by raising the proficiency exit expectations, so the Standards Writing Team (SWT) added objectives at the Advanced High proficiency level.</p>
2010 Essential Standards/Clarifying Objectives	2024 Standards/Objectives	Notes
<p>Standard #3 Presentational Communication: Use the language to present information to an</p>	<p>Standard #3 Presentational Mode: Present information, concepts, and ideas</p>	<p>The Presentational Communication Mode was maintained as the third standard, emphasizing target language output, or</p>

audience.	to listeners, readers, or viewers.	the productive skills (signing, speaking, or writing) that have been rehearsed or prepared for an audience; each standard is one of the three modes from the Communication component of the <i>World-Readiness Standards for Learning Languages</i> (2015) or first C of the 5 C's, which is also described as the first of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
Proficiency Level: Novice Low (NL)		Notes
<p>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.</p> <p>NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.</p> <p>NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.</p> <p>NL.CLL.4.3 Recognize examples of cognates and loan words.</p> <p>NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.</p>	<p>NL.ILC.3.1 Introduce themselves using practiced or memorized words and/or phrases, with the help of gestures or visuals.</p> <p>NL.ILC.3.2 Express likes and dislikes using practiced or memorized words and/or phrases, with the help of gestures or visuals.</p> <p>NL.ILC.3.3 Label very familiar people, places, and objects using practiced or memorized words and/or phrases, with the help of gestures or visuals.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Low proficiency level.

NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.	Removed	The objective did not address using language skills to build proficiency.
<i>Proficiency Level: Novice Mid (NM)</i>		Notes
<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>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.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.CLL.4.2 Exemplify instances of cognates and loan words.</p>	<p>NM.ILC.3.1 Present information about their interests and activities using practiced or memorized words, phrases and simple sentences.</p> <p>NM.ILC.3.2 Express likes and dislikes on very familiar and everyday topics of interest, using practiced or memorized words, phrases and simple sentences.</p> <p>NM.ILC.3.3 Provide information about very familiar and everyday topics using practiced or memorized words, phrases and simple sentences.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Mid proficiency level.
NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.	Removed	The objective did not address using language skills to build proficiency.
<i>Proficiency Level: Novice High (NH)</i>		Notes
<p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p> <p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.COD.3.1 Use the target language to</p>	<p>NH.ILC.3.1 Present information about their lives and activities, using simple sentences most of the time.</p> <p>NH.ILC.3.2 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <p>NH.ILC.3.3 Provide information about familiar and everyday topics, using simple sentences most of the time.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice High proficiency level.

<p>give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.</p>		
<p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	Removed	The objective did not address using language skills to build proficiency.
<p><i>Proficiency Level: Intermediate Low (IL)</i></p>		<p>Notes</p>
<p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.</p> <p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>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.</p> <p>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</p>	<p>IL.ILC.3.1 Present information about their lives, activities, and events, by creating simple sentences and some complex sentences.</p> <p>IL.ILC.3.2 Express preferences on familiar and everyday topics of interest and explain why they feel that way, by creating simple sentences and some complex sentences.</p> <p>IL.ILC.3.3 Present on familiar and everyday topics, creating simple sentences and some complex sentences.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Low proficiency level.</p>

<p>target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.</p> <p>IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.</p>		
<p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p>	Removed	The objective did not address using language skills to build proficiency.
<p><i>Proficiency Level: Intermediate Mid (IM)</i></p>		<p>Notes</p>
<p>IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.</p> <p>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.</p> <p>IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.</p> <p>IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.</p>	<p>IM.ILC.3.1 Tell stories about familiar activities, events, and experiences, by creating a series of connected sentences including some complex sentences.</p> <p>IM.ILC.3.2 State a viewpoint about familiar topics and give some reasons to support it, by creating a series of connected sentences including some complex sentences.</p> <p>IM.ILC.3.3 Give presentations on familiar topics and some concrete, researched topics, by creating a series of connected sentences including some complex sentences.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Mid proficiency level.</p>

<p>IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.</p>		
<p>IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	Removed	The objective did not address using language skills to build proficiency.
<p><i>Proficiency Level: Intermediate High (IH)</i></p>		<p>Notes</p>
<p>IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.</p> <p>IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.</p> <p>IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.</p> <p>IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.</p> <p>IH.COD.3.2 Summarize personal views related to academic content with supporting details.</p> <p>IH.COD.3.3 Explain familiar and new concepts related to other academic</p>	<p>IH.ILC.3.1 Tell stories about familiar events and experiences, by creating short paragraphs with some complex sentences and using various time frames.</p> <p>IH.ILC.3.2 State a viewpoint and provide reasons to support it on familiar or researched topics, by creating short paragraphs with some complex sentences and using various time frames.</p> <p>IH.ILC.3.3 Give detailed presentations on a variety of familiar topics and some concrete, researched topics, by creating short paragraphs with some complex sentences and using various time frames.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate High proficiency level.</p>

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.	Removed	The objective did not address using language skills to build proficiency.
<i>Proficiency Level: Advanced Low (AL)</i>		Notes
AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.	AL.ILC.3.1 Tell stories about events (social, community, school, etc.) and personal experiences, by generating paragraphs that use complex sentences across time frames.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Low proficiency level. The <i>ACTFL Proficiency Guidelines</i> (2024) were also used with the Advanced levels (low-mid-high) to refine the descriptions of language proficiency.
AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.	AL.ILC.3.2 State a viewpoint with supporting evidence on some concrete topics, by generating paragraphs that use complex sentences across time frames.	
AL.CLL.3.3 Use language to modify presentations for some specific audiences.	AL.ILC.3.3 Deliver presentations on some concrete topics, by generating paragraphs that use complex sentences across time frames.	
AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.		
AL.CMT.3.1 Use the language to share information about a variety of topics with 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.	Removed	The objective did not address using language skills to build proficiency.
<i>Proficiency Level: Advanced Mid (AM)</i>		Notes
AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.	AM.ILC.3.1 Narrate events about concrete experiences, by generating logically sequenced paragraphs that use complex sentences across time frames, demonstrating some control of the language.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know
AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on		

<p>concrete, social and professional topics.</p> <p>AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.</p> <p>AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.</p> <p>AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.</p> <p>AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.</p>	<p>AM.ILC.3.2 Present organized arguments on a variety of concrete topics with supporting evidence, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language.</p> <p>AM.ILC.3.3 Deliver detailed presentations and elaborate on a variety of concrete topics, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language.</p>	<p>and be able to do at the Advanced Mid proficiency level. The <i>ACTFL Proficiency Guidelines (2024)</i> were also used with the Advanced levels (low-mid-high) to refine the descriptions of language proficiency.</p>
<p>AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.</p>	<p>Removed</p>	<p>The objective did not address using language skills to build proficiency.</p>
<p><i>Proficiency Level: Advanced High (AH)</i></p>		<p>Notes</p>
<p>Not applicable</p>	<p>AH.ILC.3.1 Give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues, while demonstrating control of the language.</p> <p>AH.ILC.3.2 Present clear arguments with supporting evidence on complex concrete topics, addressing related issues hypothetically, while demonstrating control of the language.</p>	<p>The 2010 World Language Essential Standards did not include the Advanced High proficiency level. The feedback collected during the review phase led to the Data Review Committee (DRC) recommendation to increase the rigor of student outcomes by raising the proficiency exit expectations, so the Standards Writing Team (SWT) added objectives at the Advanced High proficiency level.</p>

	AH.ILC.3.3 Deliver cohesive presentations and elaborate on a variety of complex concrete topics, and often deal with related issues hypothetically, while demonstrating control of the language.	
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2010 Strand	2024 Strand	Notes
Communities (CMT) Strand Standard #4 Culture: Compare the students' culture and the target culture.	Intercultural & Communities Connections (ICC) Strand	The Communities strand was combined with the Culture standard to create the new Intercultural and Communities Connections (ICC) strand. These are drawn from two of the five components, Culture and Communities, of the <i>World-Readiness Standards for Learning Languages</i> (2015) or 5 C's into one strand to streamline the strand structure and reduce duplications while remaining aligned to the 5 C's, which are also described as two of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
2010 Essential Standards/Clarifying Objectives	2024 Standards/Objectives	Notes
Standard #2 Interpretive Communication: Understand words and concepts presented in the language.	Standard #1 Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.	Standards were reordered so that the Interpretive Communication Mode appears first, emphasizing target language input, or the receptive skills of listening, reading, and viewing, before output or productive skills for students in the second language acquisition process; each standard is one

		of the three modes from the Communication component of the <i>World-Readiness Standards for Learning Languages</i> (2015) or first C of the 5 C's, which is also described as the first of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
<i>Proficiency Level: Novice Low (NL)</i>		Notes
<p>NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.</p> <p>NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.</p> <p>NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.</p>	<p>NL.ICC.1.1 Identify a few memorized or familiar words and/or phrases in historical and/or modern resources from the target cultures, when supported by gestures or visuals.</p> <p>NL.ICC.1.2 Identify a few products and practices of the target cultures.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Low proficiency level, as well as the Novice range for Intercultural Communication.
<i>Proficiency Level: Novice Mid (NM)</i>		Notes
<p>NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.</p> <p>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.</p> <p>NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.</p>	<p>NM.ICC.1.1 Identify some memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.</p> <p>NM.ICC.1.2 Identify some products and practices of the target cultures.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Mid proficiency level, as well as the Novice range for Intercultural Communication.

<i>Proficiency Level: Novice High (NH)</i>		Notes
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.ICC.1.1 Identify many memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice High proficiency level, as well as the Novice range for Intercultural Communication.
NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.	NH.ICC.1.2 Identify many products and practices of the target cultures.	
<i>Proficiency Level: Intermediate Low (IL)</i>		Notes
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.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture. IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details. IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences. IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.	IL.ICC.1.1 Identify the topic and related information in historical and/or modern texts from the target cultures.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Low proficiency level, as well as the Intermediate range for Intercultural Communication.
<i>Proficiency Level: Intermediate Mid (IM)</i>		Notes

<p>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.</p> <p>IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.</p> <p>IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.</p> <p>IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.</p> <p>IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.</p> <p>IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.</p> <p>IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.</p> <p>IM.COD.4.2 Understand how practices and perspectives impact the target culture.</p>	<p>IM.ICC.1.1 Identify the main idea and key information in historical and/or modern texts from the target cultures.</p> <p>IM.ICC.1.2 Compare some practices, products, and perspectives from the target cultures, when the topics are familiar and/or researched.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Mid proficiency level, as well as the Intermediate range for Intercultural Communication.</p>
<p><i>Proficiency Level: Intermediate High (IH)</i></p>		<p>Notes</p>

<p>IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.</p> <p>IH.CLL.4.1 Identify dialectical differences in media from various cultures.</p> <p>IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.</p> <p>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.</p> <p>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.</p> <p>IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.</p> <p>IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.</p>	<p>IH.ICC.1.1 Identify the purpose and some supporting details in historical and/or modern texts from the target cultures.</p> <p>IH.ICC.1.2 Compare many cultural practices, products, and perspectives from the target cultures, when the topics are familiar and/or unfamiliar.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate High proficiency level, as well as the Intermediate range for Intercultural Communication.</p>
<p><i>Proficiency Level: Advanced Low (AL)</i></p>		<p>Notes</p>

<p>AL.CLL.4.1 Compare dialectical differences in media from various target cultures.</p> <p>AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.</p> <p>AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.</p> <p>AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.</p> <p>AL.CMT.4.2 Differentiate the effect of events in the target culture’s history on its contemporary perspectives, practices, and products.</p> <p>AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students’ culture perspectives.</p> <p>AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.</p> <p>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</p>	<p>AL.ICC.1.1 Interpret the purpose and supporting details in historical and/or modern texts from the target cultures.</p> <p>AL.ICC.1.2 Analyze how some practices and products are related to perspectives of the target cultures.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Low proficiency level, as well as the Advanced range for Intercultural Communication.</p>
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language.		
<i>Proficiency Level: Advanced Mid (AM)</i>		Notes
AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.	AM.ICC.1.1 Interpret the purpose and many supporting details in historical and/or modern texts from the target cultures.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Mid proficiency level, as well as the Advanced range for Intercultural Communication.
AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.	AM.ICC.1.2 Analyze how practices and products are related to the perspectives of the target cultures.	
AM.CMT.4.2 Critique the effect of events in the target culture’s history on perspectives, practices, and products of global interest.		
AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.		
<i>Proficiency Level: Advanced High (AH)</i>		
Not applicable	AH.ICC.1.1 Interpret the flow of ideas and recognize inferences from different viewpoints in historical and/or modern texts from the target cultures.	The 2010 World Language Essential Standards did not include the Advanced High proficiency level. The feedback collected during the review phase led to the Data Review Committee (DRC) recommendation to increase the rigor of student outcomes by raising the proficiency exit expectations, so the Standards Writing Team (SWT) added objectives at the Advanced High proficiency level.
	AH.ICC.1.2 Analyze how a variety of practices and products are related to the perspectives of the target cultures.	
2010 Essential Standards/Clarifying Objectives	2024 Standards/Objectives	Notes
Standard #1 Interpersonal Communication: Use the language to engage in interpersonal	Standard #2 Interpersonal Mode: Interact and negotiate meaning in signed,	Standards were reordered so that the Interpersonal Communication Mode appears second, emphasizing target

communication.	spoken, or written conversations.	language output, or the productive skills of signing, speaking, or writing, after input or receptive skills for students in the second language acquisition process; each standard is one of the three modes from the Communication component of the <i>World-Readiness Standards for Learning Languages</i> (2015) or first C of the 5 C's, which is also described as the first of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
<i>Proficiency Level: Novice Low (NL)</i>		Notes
<p>NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.</p> <p>NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.</p> <p>NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.</p> <p>NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.</p> <p>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.</p>	<p>NL.ICC.2.1 Use culturally appropriate greetings and/or expressions of courtesy in interactions with peers from the target cultures and/or communities of learners.</p> <p>NL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and/or phrases in familiar contexts.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Low proficiency level, as well as the Novice range for Intercultural Communication.</p>

<p>NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.</p>		
<p><i>Proficiency Level: Novice Mid (NM)</i></p>		<p>Notes</p>
<p>NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.</p>	<p>NM.ICC.2.1 Use culturally appropriate expressions and rehearsed behaviors in interactions with peers from the target cultures and/or communities of learners.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Mid proficiency level, as well as the Novice range for Intercultural Communication.</p>
<p>NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.</p>	<p>NM.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and phrases, as well as simple sentences and questions in familiar contexts.</p>	
<p>NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.</p>		
<p><i>Proficiency Level: Novice High (NH)</i></p>		<p>Notes</p>
<p>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.</p>	<p>NH.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by using culturally appropriate greetings and questions.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice High proficiency level, as well as the Novice range for Intercultural Communication.</p>
<p>NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.</p>	<p>NH.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using simple sentences and questions in familiar contexts.</p>	
<p><i>Proficiency Level: Intermediate Low (IL)</i></p>		<p>Notes</p>
<p>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.</p>	<p>IL.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by asking culturally appropriate questions and answering appropriately.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Low</p>
<p>IL.CMT.1.2 Use the language to exchange information with people from the target</p>		

culture about shared experiences.	IL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by participating in conversations on familiar topics.	proficiency level, as well as the Intermediate range for Intercultural Communication.
<i>Proficiency Level: Intermediate Mid (IM)</i>		Notes
<p>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.</p> <p>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.</p>	<p>IM.ICC.2.1 Recognize essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.</p> <p>IM.ICC.2.2 Engage actively with peers from the target culture and/or communities of learners by participating in conversations on familiar topics.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Mid proficiency level, as well as the Intermediate range for Intercultural Communication.
<i>Proficiency Level: Intermediate High (IH)</i>		Notes
<p>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.</p> <p>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.</p>	<p>IH.ICC.2.1 Demonstrate understanding of essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.</p> <p>IH.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in conversations on primarily familiar topics.</p>	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate High proficiency level, as well as the Intermediate range for Intercultural Communication.
<i>Proficiency Level: Advanced Low (AL)</i>		Notes
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.ICC.2.1 Demonstrate understanding of explicit social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know

	AL.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in discussions on familiar and sometimes unfamiliar topics.	and be able to do at the Advanced Low proficiency level, as well as the Advanced range for Intercultural Communication.
<i>Proficiency Level: Advanced Mid (AM)</i>		Notes
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.ICC.2.1 Demonstrate understanding of explicit, and some implied, social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Mid proficiency level, as well as the Advanced range for Intercultural Communication.
	AM.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in extended discussions on both familiar and unfamiliar topics.	
<i>Proficiency Level: Advanced High (AH)</i>		Notes
Not applicable	AH.ICC.2.1 Demonstrate understanding of explicit and implied social conventions by appropriately adapting conversation with peers from the target culture and/or communities of learners.	The 2010 World Language Essential Standards did not include the Advanced High proficiency level. The feedback collected during the review phase led to the Data Review Committee (DRC) recommendation to increase the rigor of student outcomes by raising the proficiency exit expectations, so the Standards Writing Team (SWT) added objectives at the Advanced High proficiency level.
	AH.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in unprompted extended discussions on both familiar and unfamiliar topics.	
2010 Essential Standards/Clarifying Objectives	2024 Standards/Objectives	Notes
Standard #3 Presentational Communication: Use the language to present information to an	Standard #3 Presentational Mode: Present information, concepts, and ideas	The Presentational Communication Mode was maintained as the third standard, emphasizing target language output, or

audience.	to listeners, readers, or viewers.	the productive skills (signing, speaking, or writing) that have been rehearsed or prepared for an audience; each standard is one of the three modes from the Communication component of the <i>World-Readiness Standards for Learning Languages</i> (2015) or first C of the 5 C's, which is also described as the first of the five goals in the <i>Standards for Classical Language Learning</i> (2017) and the <i>Standards for Learning American Sign Language</i> (2022).
<i>Proficiency Level: Novice Low (NL)</i>		Notes
<p>NL.CMT.3.1 Identify arts, sports, games and media from the target culture.</p> <p>NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.</p> <p>NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.</p> <p>NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.</p> <p>NL.CMT.4.4 Identify products from the target cultures that are used globally.</p> <p>NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.</p>	<p>NL.ICC.3.1 Label typical products or practices from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.</p> <p>NL.ICC.3.2 Copy and/or recite very simple poetry, songs, and/or quotes from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Low proficiency level, as well as the Novice range for Intercultural Communication.</p>

<p>NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.</p>		
<p><i>Proficiency Level: Novice Mid (NM)</i></p>		<p>Notes</p>
<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p> <p>NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.</p> <p>NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.</p> <p>NM.COD.4.2 Identify information about target culture perspectives and practices.</p> <p>NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.</p> <p>NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p>	<p>NM.ICC.3.1 Deliver short presentations that identify products or practices in the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.</p> <p>NM.ICC.3.2 Present and/or recite simple poetry, songs, and/or stories from the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice Mid proficiency level, as well as the Novice range for Intercultural Communication.</p>

<p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>		
<p><i>Proficiency Level: Novice High (NH)</i></p>		<p>Notes</p>
<p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p> <p>NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.</p> <p>NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.</p> <p>NH.COD.4.1 Understand cultural practices and perspectives from the target culture.</p> <p>NH.COD.4.2 Identify the products of the target culture.</p> <p>NH.CMT.4.3 Identify key characteristics of target culture traditions.</p> <p>NH.CMT.4.2 Identify examples of products,</p>	<p>NH.ICC.3.1 Deliver short presentations that describe products or practices in the target cultures and/or communities of language learners, using simple sentences most of the time.</p> <p>NH.ICC.3.2 Provide information about very familiar topics from the target cultures and/or communities of language learners, using simple sentences most of the time.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Novice High proficiency level, as well as the Novice range for Intercultural Communication.</p>



practices, and perspectives in the community related to the target culture.		
<i>Proficiency Level: Intermediate Low (IL)</i>		Notes
IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.	IL.ICC.3.1 Deliver short presentations that describe how practices influence some products or perspectives in the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Low proficiency level, as well as the Intermediate range for Intercultural Communication.
IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.	IL.ICC.3.2 Present on familiar and everyday topics from the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.	
IL.CMT.4.2 Create resources in the target language for use in the community.		
IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.		
IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.		
IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.	Removed	The objective did not address using language skills to build proficiency.
<i>Proficiency Level: Intermediate Mid (IM)</i>		Notes
IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.	IM.ICC.3.1 Deliver short presentations that describe how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.	The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate Mid proficiency level, as well as the Intermediate range for Intercultural Communication.
IM.CMT.3.2 Use the language in school or community activities related to the target culture.	IM.ICC.3.2 Present on familiar topics and some concrete, researched topics from the target cultures and/or communities of	
IM.CMT.4.2 Explain how events in the target culture's history have impacted		

<p>contemporary perspectives, practices, and products.</p> <p>IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.</p>	<p>language learners, by creating a series of connected sentences including some complex sentences.</p>	
<p><i>Proficiency Level: Intermediate High (IH)</i></p>		<p>Notes</p>
<p>IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.</p> <p>IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.</p> <p>IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.</p> <p>IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.</p> <p>IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.</p>	<p>IH.ICC.3.1 Deliver presentations that summarize how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames.</p> <p>IH.ICC.3.2 Present on a variety of familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Intermediate High proficiency level, as well as the Intermediate range for Intercultural Communication.</p>
<p><i>Proficiency Level: Advanced Low (AL)</i></p>		<p>Notes</p>
<p>AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.</p> <p>AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.</p>	<p>AL.ICC.3.1 Deliver presentations that summarize how perspectives shape some products or practices in the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames.</p> <p>AL.ICC.3.2 Present on some concrete topics from the target cultures and/or communities of language learners, by</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Low proficiency level, as well as the Advanced range for Intercultural Communication.</p>

	generating paragraphs that use complex sentences across time frames.	
<i>Proficiency Level: Advanced Mid (AM)</i>		Notes
<p>AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.</p> <p>AM.CMT.3.2 Use specialized and precise language in school and community events.</p> <p>AM.CLL.4.1 Use dialectical differences to adapt and give presentations.</p> <p>AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.</p> <p>AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.</p> <p>AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.</p>	<p>AM.ICC.3.1 Deliver detailed presentations that describe how perspectives shape some products and practices in the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language.</p> <p>AM.ICC.3.2 Present with some elaboration on concrete topics from the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language.</p>	<p>The <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), particularly the Benchmarks and Performance Indicators, were used as a guide to combine and/or clarify past objectives, so that they are more concise statements of what students should know and be able to do at the Advanced Mid proficiency level, as well as the Advanced range for Intercultural Communication.</p>
<i>Proficiency Level: Advanced High (AH)</i>		Notes
Not applicable	<p>AH.ICC.3.1 Deliver cohesive, detailed presentations that explain how perspectives shape a variety of products and practices in the target cultures and/or communities of language learners while demonstrating control of the language.</p> <p>AH.ICC.3.2 Present with cohesion and elaboration about both concrete and abstract topics from the target cultures and/or communities of language learners</p>	<p>The 2010 World Language Essential Standards did not include the Advanced High proficiency level. The feedback collected during the review phase led to the Data Review Committee (DRC) recommendation to increase the rigor of student outcomes by raising the proficiency exit expectations, so the Standards Writing Team (SWT) added objectives at the Advanced High</p>

	while demonstrating control of the language.	proficiency level.
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