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| **Level IV Clarifying Objectives  for Alphabetic Languages Exit Proficiency Expectations** | | |
| **K – 12 Modern Languages in the *NC World Language Essential Standards*** | **Courses & Course Codes for**  **Middle School students:**  Cherokee IV 12642Y0  French IV 11042Y0  German IV 11642Y0  Greek IV 13242Y0  Spanish IV 11442Y0 | **Courses & Course Codes for**  **High School students:**  Arabic IV Honors 12245X0  Cherokee IV Honors 12645X0  French IV Honors 11045X0  German IV Honors 11645X0  Greek IV Honors 13245X0  Hebrew IV Honors 13445X0  Italian IV Honors 13645X0  Russian IV Honors 12045X0  Spanish IV Honors 11445X0  Other Modern Language IV Honors 13045X0 |

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| Essential Standard #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.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.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. |

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| Essential Standard #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.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.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. |

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| Essential Standard #3: Use the language to present information to an audience. | |
| Note: Proficiency outcomes reflect skill development based on program, language type, student developmental stage, etc. For alphabetic languages, Presentational Writing skills build at a slightly faster rate than Presentational Speaking skills, so the Clarifying Objectives for speaking and writing are sometimes at different proficiency levels. | |
| Presentational Speaking | **Presentational Writing** |
| 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. | **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. |
| 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. | **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. |
| 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. | **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. |

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| Essential Standard #4: Compare the students’ culture and the target culture. |
| Note: The Culture Essential Standard is somewhat different from the Essential Standards based on communication modes (Interpersonal, Interpretive, and Presentational) but its Clarifying Objectives are also organized by proficiency outcomes in the target language in order to support the development of intercultural competence and the understanding of practices, perspectives, and products. |
| IL.CLL.4.1 Classify cultural practices of people in the target culture and the students’ culture using familiar topics, situations, and experiences.  IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.  IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts. |
| 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. |
| 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. |

Please go to the **World Languages Wiki at** [**http://wlnces.ncdpi.wikispaces.net/**](http://wlnces.ncdpi.wikispaces.net/) under **NCSCS World Language Essential Standards & Instructional Tools** and click on the link for these materials called Clarifying Objectives by Course Outcomes (<http://wlnces.ncdpi.wikispaces.net/COsbyCourseOutcomes>) to navigate to other sets organized by language.