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|  | **Level V Clarifying Objectives  for Alphabetic Language Exit Proficiency Expectations** |  |
| **K – 12 Modern Languages in the *NC World Language Essential Standards*** | **Courses & Course Codes:**  Arabic V Honors 12255X0  Cherokee V Honors 12655X0  French V Honors 11055X0  German V Honors 11655X0  Greek V Honors 13255X0 | **Courses & Course Codes:**  Hebrew V Honors 13455X0  Italian V Honors 13655X0  Russian V Honors 12055X0  Spanish V Honors 11455X0  Other Modern Language V Honors 13055X0 |

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| Essential Standard #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.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.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. |

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| Essential Standard #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.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.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. |

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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** |
| 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. | **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. |
| 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. | **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. |
| 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. | **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. |

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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. |
| 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. |
| 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. |
| 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. |

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.