

**North Carolina Essential Standards  
World Languages**

Note on Numbering:

**IH** – Intermediate High Proficiency Level

Note on Strands:

**CLL** - Connections to Language & Literacy

**COD** – Connections to Other Disciplines

**CMT** – Communities

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

**CLL: Connections to Language & Literacy**

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>IH.CLL.1</b>	<b>Use the language to engage in interpersonal communication.</b>	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.
<b>IH.CLL.2</b>	<b>Understand words and concepts presented in the language.</b>	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.
<b>IH.CLL.3</b>	<b>Use the language to present information to an audience.</b>	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.
<b>IH.CLL.4</b>	<b>Compare the students' culture and the target culture.</b>	IH.CLL.4.1	Identify dialectical differences in media from various cultures.

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

### COD: Connections to Other Disciplines

	Essential Standard	Clarifying Objectives	
<b>IH.COD.1</b>	<b>Use the language to engage in interpersonal communication.</b>	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.
<b>IH.COD.2</b>	<b>Understand words and concepts presented in the language.</b>	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.
<b>IH.COD.3</b>	<b>Use the language to present information to an audience.</b>	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.
<b>IH.COD.4</b>	<b>Compare the students' culture and the target culture.</b>	IH.COD.4.1	Understand how geography and history impact the development of global culture and civilization.
		IH.COD.4.2	Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

**CMT: Communities**

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>IH.CMT.1</b>	<b>Use the language to engage in interpersonal communication.</b>	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.
<b>IH.CMT.2</b>	<b>Understand words and concepts presented in the language.</b>	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.
<b>IH.CMT.3</b>	<b>Use the language to present information to an audience.</b>	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.
<b>IH.CMT.4</b>	<b>Compare the students' culture and the target culture.</b>	IH.CMT.4.1	Explain the influence of the target culture on literature, media, and global concerns.
		IH.CMT.4.2	Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.