

**North Carolina Essential Standards  
World Languages**

Note on Numbering:

**IM** – Intermediate Mid Proficiency Level

Note on Strands:

**CLL** - Connections to Language & Literacy

**COD** – Connections to Other Disciplines

**CMT** – Communities

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>IM.CLL.1</b>	<b>Use the language to engage in interpersonal communication.</b>	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.
<b>IM.CLL.2</b>	<b>Understand words and concepts presented in the language.</b>	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.
<b>IM.CLL.3</b>	<b>Use the language to present information to an audience.</b>	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.
<b>IM.CLL.4</b>	<b>Compare the students' culture and the target culture.</b>	IM.CLL.4.1	Use cultural practices to analyze familiar topics, situations, and experiences.
		IM.CLL.4.2	Analyze media and identify idiomatic expressions that add cultural relevancy.
		IM.CLL.4.3	Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

**COD: Connections to Other Disciplines**

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

**CMT: Communities**

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>IM.CMT.1</b>	<b>Use the language to engage in interpersonal communication.</b>	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.
<b>IM.CMT.2</b>	<b>Understand words and concepts presented in the language.</b>	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.
<b>IM.CMT.3</b>	<b>Use the language to present information to an audience.</b>	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.
<b>IM.CMT.4</b>	<b>Compare the students' culture and the target culture.</b>	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.