

**Cumberland County Schools**  
**Curriculum Guide**  
**World Languages**



**Proficiency Level: Advanced Mid**

# World Languages – Advanced Mid

The Curriculum and Instruction department of the Cumberland County School System is pleased to provide the following curriculum guide, which consists of the Advanced-level standards contained within the North Carolina World Language Standard Course of Study. The World Language Essential Standards are organized by proficiency level rather than grade level or grade span. Assessment adheres to the ACTFL Proficiency Guidelines, which are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Advanced-level readers can understand the main idea and supporting details of authentic narrative and descriptive texts and are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Readers at this level are able to understand texts that have a clear and predictable structure.

## Connections to Language and Literacy

Use the language to engage in interpersonal communication.

1. Understand how to engage in extended, complex conversations about concrete, social, and professional topics with fluency and flexibility.

2. Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

Understand words and concepts presented in the language.

1. Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.

2. Understand the subtleties and stylistic features of texts on unfamiliar topics.

3. Understand how to interpret long, complex texts.

4. Compare literary and technical writing styles.

1. Create clearly articulated presentations on personal, academic, and professional topics.  
2. Produce clear, well-organized texts for a variety of audiences on concrete, social, and professional topics.

Use the language to present information to an audience.

3. Use accurate pronunciation and suitable stylistic elements in spoken presentations.  
4. Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

## Connections to Language and Literacy (Continued)

Compare the students' culture and the target culture.

1. Use dialectical differences to adapt and give presentations.

2. Produce media for distribution that is culturally responsible and sensitive.

## Connections to Other Disciplines

2. Understand how to engage in extended, complex conversations about concrete, social, and professional topics with fluency and flexibility.

Use the language to engage in interpersonal communication.

1. Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

Understand words and concepts presented in the language.

1. Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.  
2. Compare technical writing styles relevant to academic and professional topics.

Use the language to present information to an audience.

1. Use specialized and precise language to design presentations about academic or professional topics.

2. Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

3. Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

Compare the students' culture and the target culture.

1. Explain the influence of the target culture perspectives on products and practices.

2. Explain how social and political events affected the perspectives, practices, and products of the target culture.

# Communities

## Use the language to engage in interpersonal communication.

1. Use the language in a variety of situations with fluency and flexibility.
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.

## Understand words and concepts presented in the language.

1. Evaluate practices, products, and perspectives related to social and professional topics.

2. Understand the meaning of messages on social and professional topics used or displayed in the community.

## Use the language to present information to an audience.

1. Use the language to share information about concrete, social, and professional topics in a variety of settings.

2. Use specialized and precise language in school and community events.

## Compare the students' culture and the target culture.

1. Critique the influence of the target culture on global philosophy and professional discourse.
2. Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.