

2. FLES program variations that do not meet the 90 minutes per week minimum are actually foreign language exploratory or FLEX programs, which are not designed to build proficiency. K-8 FLEX programs, sometimes referred to as part of the “wheel,” potentially lay the foundation for future interest in proficiency-based language study. Exploratory programs are focused on goals, such as introducing basic vocabulary for one or more languages and teaching students about different cultures.
3. Middle School grades 6-8 have language-focused beginning and continuing programs. These programs are designed to develop all the skills necessary to articulate fully to a high school modern language program.

In June 2007, the State Board of Education took action on a policy that affected middle school language study. Middle school students in grades 6-8, beginning with the 2007-2008 school year, may earn high school graduation credit for world language courses, if the course meets the high school level standards and consists of 150 clock hours of instruction in a traditional schedule or a minimum of 135 clock hours of instruction in a block schedule. While the course(s) will count toward graduation requirements, the student GPA will be computed with courses taken during high school years. Middle schools have flexibility to offer one level over two academic years, so that students receive 0.5 credit for Part I and 0.5 credit for Part II to receive the full credit.

4. High school grades 9-12 have language-focused programs. These are intended to develop proficiency in the modern language, to articulate to college-level language courses, and to provide the credits students need to meet and exceed college entrance requirements, like the University of North Carolina system’s Minimum Admissions Requirement of two credits in the same second language or demonstration of proficiency in a language other than English.

**Modern Language Exit Proficiency Expectations for Alphabetic Languages,
such as Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Russian, Spanish, etc.**

Level and → total hours	I or *135- 150 hours	II or *270- 300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810- 900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
↓MODE & Skill								
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPERSONAL Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Adv. Mid
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.