

North Carolina Essential Standards World Languages

Note on Numbering:

AM – Advanced 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

| | Essential Standard | Clarifying Objectives | |
|----------|-------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| AM.CLL.1 | Use the language to engage in interpersonal communication. | AM.CLL.1.1 | Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility. |
| | | AM.CLL.1.2 | Understand how to ask and answer questions to solve an unexpected or unfamiliar complication. |
| AM.CLL.2 | Understand words and concepts presented in the language. | AM.CLL.2.1 | Analyze extended, complex speeches and lectures for multiple viewpoints and opinions. |
| | | AM.CLL.2.2 | Understand the subtleties and stylistic features of texts on unfamiliar topics. |
| | | AM.CLL.2.3 | Understand how to interpret long, complex texts. |
| | | AM.CLL.2.4 | Compare literary and technical writing styles. |
| AM.CLL.3 | Use the language to present information to an audience. | AM.CLL.3.1 | Create clearly articulated presentations on personal, academic, and professional topics. |
| | | AM.CLL.3.2 | Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics. |
| | | AM.CLL.3.3 | Use accurate pronunciation and suitable stylistic elements in spoken presentations. |
| | | AM.CLL.3.4 | Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions. |
| AM.CLL.4 | Compare the students' culture and the target culture. | AM.CLL.4.1 | Use dialectical differences to adapt and give presentations. |
| | | AM.CLL.4.2 | Produce media for distribution that is culturally responsible and sensitive. |