

**Level III Clarifying Objectives
for Alphabetic Language
Exit Proficiency Expectations**

**K – 12 Modern Languages in the NC
World Language Essential Standards**

**Courses & Course Codes for
High School students:
Spanish III Honors 11435X0**

Essential Standard #1: Use the language to engage in interpersonal communication.

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.
IL.CLL.1.2 Use questions to exchange information in familiar situations.
IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.
IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

Essential Standard #2: Understand words and concepts presented in the language.

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.
IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.
IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.
IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.
IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.
IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

Note: Proficiency outcomes reflect skill development based on program, language type, student developmental stage, etc. For alphabetic languages, Presentational Writing skills build at a slightly faster rate than Presentational Speaking skills, so the Clarifying Objectives for speaking and writing are sometimes at different proficiency levels.

Presentational Speaking	Presentational Writing
<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>	<p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.</p> <p>IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.</p> <p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.</p>

<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p>
<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>	<p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.</p> <p>IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.</p>

Essential Standard #4: Compare the students' culture and the target culture.

Note: The Culture Essential Standard is somewhat different from the Essential Standards based on communication modes (Interpersonal, Interpretive, and Presentational) but its Clarifying Objectives are also organized by proficiency outcomes in the target language in order to support the development of intercultural competence and the understanding of practices, perspectives, and products.

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.