**Introduction to Dual & Heritage Language Programs – Heritage Language Programs**

The national *ACTFL* Standards for Foreign Language Learning address the issue of heritage language students or those students who have home backgrounds in a language other than English or come from other immersion experiences, formal or informal.

These students need instruction that allows them to maintain strengths in their heritage language, while developing new ones, particularly in academic vocabulary and literacy skills or the areas of reading and writing. With such support, they will become knowledgeable global citizens with the skills to be multilingual and multi-literate in a way that honors their need to simultaneously identify and communicate with:

* their heritage, home, or immersion culture(s) and;
* the mainstream culture(s) in which they live and work.

The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but that also understands the nuances of the many cultures. The educated heritage speaker is an authentic resource who will have expanded career opportunities in the 21st Century.

Heritage Language courses are designed to serve as a bridge into advanced modern language courses.

Using Spanish as an example for alphabetic languages, heritage language students can enroll in Spanish for Native Speakers I and Spanish for Native Speakers II, which is an honors course, because it is equivalent to a Level III course in proficiency expectations. Upon completion of these two courses, students can proceed to Spanish IV and/or Advanced Placement (AP) Spanish, where they will be joined by fourth- and/or fifth-year students who are studying Spanish as a modern language.

**Heritage Language Exit Proficiency Expectations for Alphabetic Languages or Programs,**

**such as French for Native Speakers, German for Native Speakers, Spanish for Native Speakers, etc.**

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| Level and →total hours | Level I or 135-150 hours | Level II or 270-300 hours |
| ↓MODE & Skill |
| INTERPRETIVEListening | Intermediate Low | Intermediate Mid |
| INTERPRETIVEReading | Novice Mid-High | Intermediate Low |
| INTERPERSONALPerson-to-Person | Intermediate Low | Intermediate Mid |
| PRESENTATIONALSpeaking | Novice Mid-High | Intermediate Low |
| PRESENTATIONALWriting | Novice Mid | Novice High |

**North Carolina Essential Standards**

**World Languages**

Note on Numbering:

**NM** – Novice 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.

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| **CLL: Connections to Language & Literacy** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **NM.CLL.1**  | **Use the language to engage in interpersonal communication.** | NM.CLL.1.1 | Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. |
| NM.CLL.1.2 | Use memorized responses to simple questions, statements, commands, or other stimuli. |
| **NM.CLL.2** | **Understand words and concepts presented in the language.** | NM.CLL.2.1 | Understand the meaning of memorized phrases and questions about familiar topics and surroundings. |
| NM.CLL.2.2 | Understand the meaning of memorized words and phrases in sentences. |
| NM.CLL.2.3 | Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.). |
| NM.CLL.2.4 | Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates. |
| NM.CLL.2.5 | Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language. |
| **NM.CLL.3** | **Use the language to present information to an audience.** | NM.CLL.3.1 | Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. |
| NM.CLL.3.2 | Use the language to recite and act out simple poetry and songs from the target culture. |
| NM.CLL.3.3 | Use appropriate pronunciation and voice inflection in spoken presentations. |
| **NM.CLL.4** | **Compare the students’ culture and the target culture.** | NM.CLL.4.1 | Compare basic cultural practices of people in the target culture and the students’ culture. |
| NM.CLL.4.2 | Exemplify instances of cognates and loan words. |
| NM.CLL.4.3 | Compare the language conventions of the students’ language and the target language. |

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| **COD: Connections to Other Disciplines** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **NM.COD.1**  | **Use the language to engage in interpersonal communication.** | NM.COD.1.1 | Use memorized words and phrases to exchange information about the classroom and school environment. |
| NM.COD.1.2 | Use memorized responses to simple academic questions, statements, commands, or other stimuli. |
| **NM.COD.2** | **Understand words and concepts presented in the language.** | NM.COD.2.1 | Classify memorized words and phrases in the target language by key academic concepts. |
| NM.COD.2.2 | Understand how the basic terms from other content areas may be different from the students’ language. |
| NM.COD.2.3 | Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.). |
| **NM.COD.3** | **Use the language to present information to an audience.** | NM.COD.3.1 | Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation. |
| NM.COD.3.2 | Use memorized words and phrases to describe common objects and actions related to other disciplines. |
| NM.COD.3.3 | Use readily available technology tools and digital literacy skills to present academic information in the target language. |
| **NM.COD.4** | **Compare the students’ culture and the target culture.** | NM.COD.4.1 | Compare tangible products related to the home and the classroom from the students’ and the target cultures. |
| NM.COD.4.2 | Identify information about target culture perspectives and practices. |

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| **CMT: Communities** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **NM.CMT.1**  | **Use the language to engage in interpersonal communication.** | NM.CMT.1.1 | Use memorized words and phrases to ask and answer simple questions on familiar topics. |
| NM.CMT.1.2 | Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language. |
| **NM.CMT.2** | **Understand words and concepts presented in the language.** | NM.CMT.2.1 | Understand the meaning of memorized words and phrases used in the community. |
| NM.CMT.2.2 | Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture. |
| NM.CMT.2.3 | Recall common expressions and phrases about familiar topics used in target language communities. |
| **NM.CMT.3** | **Use the language to present information to an audience.** | NM.CMT.3.1 | Use memorized words and phrases to describe arts, sports, games, and media from the target culture. |
| NM.CMT.3.2 | Use memorized words and phrases to participate in school or community events related to the target culture. |
| **NM.CMT.4** | **Compare the students’ culture and the target culture.** | NM.CMT.4.1 | Recognize aspects of the target culture and language in the students’ culture and language. |
| NM.CMT.4.2 | Identify products made and used by members of the target culture and the students’ culture. |
| NM.CMT.4.3 | Differentiate gestures for appropriateness in the target culture. |
| NM.CMT.4.4 | Identify how knowledge of the target language is useful in a global economy. |

**North Carolina Essential Standards**

**World Languages**

Note on Numbering:

**NH** – Novice High 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.

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| **CLL: Connections to Language & Literacy** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **NH.CLL.1**  | **Use the language to engage in interpersonal communication.** | NH.CLL.1.1 | Use simple phrases and short sentences to exchange information about familiar topics.  |
| NH.CLL.1.2 | Generate conversations using familiar vocabulary and structures in short social interactions. |
| NH.CLL.1.3 | Generate responses to familiar questions, statements, commands, or other stimuli. |
| NH.CLL.1.4 | Use simple questions about familiar topics to acquire needed information.  |
| **NH.CLL.2** | **Understand words and concepts presented in the language.** | NH.CLL.2.1 | Understand ideas on familiar topics expressed in short sentences and frequently used expressions. |
| NH.CLL.2.2 | Summarize spoken messages and announcements about familiar topics. |
| NH.CLL.2.3 | Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. |
| NH.CLL.2.4 | Compare simple fiction texts with non-fiction texts about familiar topics. |
| **NH.CLL.3** | **Use the language to present information to an audience.** | NH.CLL.3.1 | Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics. |
| NH.CLL.3.2 | Use the language to recite and act out poetry, songs, and simple stories from the target culture. |
| NH.CLL.3.3 | Produce simple dialogues and short skits using familiar structures and vocabulary. |
| **NH.CLL.4** | **Compare the students’ culture and the target culture.** | 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. |

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| **COD: Connections to Other Disciplines** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **NH.COD.1**  | **Use the language to engage in interpersonal communication.** | NH.COD.1.1 | Use simple phrases and short sentences to exchange information about topics in other disciplines. |
| NH.COD.1.2 | Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines. |
| NH.COD.1.3 | Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines. |
| **NH.COD.2** | **Understand words and concepts presented in the language.** | NH.COD.2.1 | Understand spoken and written commands about other disciplines in the target language. |
| NH.COD.2.2 | Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details. |
| NH.COD.2.3 | Interpret simple processes from other disciplines using the target language. |
| **NH.COD.3** | **Use the language to present information to an audience.** | NH.COD.3.1 | Use the target language to give short spoken or written presentations about familiar academic topics. |
| NH.COD.3.2 | Produce a sequence of simple phrases and short sentences relating common themes in other disciplines. |
| NH.COD.3.3 | Use readily available technology tools and digital literacy skills to present academic information in the target language. |
| **NH.COD.4** | **Compare the students’ culture and the target culture.** | NH.COD.4.1 | Understand cultural practices and perspectives from the target culture. |
| NH.COD.4.2 | Identify the products of the target culture. |

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| **CMT: Communities** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **NH.CMT.1**  | **Use the language to engage in interpersonal communication.** | NH.CMT.1.1 | Use simple phrases and short sentences in short social interactions. |
| NH.CMT.1.2 | Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language. |
| **NH.CMT.2** | **Understand words and concepts presented in the language.** | NH.CMT.2.1 | Understand practices, products, and perspectives on familiar topics from simple texts. |
| NH.CMT.2.2 | Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.  |
| **NH.CMT.3** | **Use the language to present information to an audience.** | NH.CMT.3.1 | Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture. |
| NH.CMT.3.2 | Use simple phrases and short sentences to present information in school or community events related to the target culture. |
| **NH.CMT.4** | **Compare the students’ culture and 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. |

**North Carolina Essential Standards**

**World Languages**

Note on Numbering:

**IL** – Intermediate Low 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.

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| **CLL: Connections to Language & Literacy** |

|  | **Essential Standard** | **Clarifying Objectives** |
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| **IL.CLL.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.CLL.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.CLL.3** | **Use the language to present information to an audience.** | IL.CLL.3.1 | Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences. |
| IL.CLL.3.2 | Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture. |
| 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. |
| IL.CLL.3.4 | Create dialogues and skits to present with some details about familiar topics. |
| **IL.CLL.4** | **Compare the students’ culture and the target culture.** | IL.CLL.4.1 | Classify cultural practices of people in the target culture and the students’ culture using familiar topics, situations, and experiences. |
| IL.CLL.4.2 | Use cognates, loan words, and some idiomatic expressions to express information about familiar topics. |
| IL.CLL.4.3 | Analyze the language conventions in authentic written and spoken texts.  |

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| **COD: Connections to Other Disciplines** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **IL.COD.1**  | **Use the language to engage in interpersonal communication.** | 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.COD.2** | **Understand words and concepts presented in the language.** | 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.COD.3** | **Use the language to present information to an audience.** | 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. |
| IL.COD.3.2 | Produce a series of phrases and sentences about familiar themes related to other disciplines. |
| IL.COD.3.3 | Use readily available technology tools and digital literacy skills to present in the target language about other disciplines. |
| **IL.COD.4** | **Compare the students’ culture and the target culture.** | IL.COD.4.1 | Analyze cultural practices and perspectives from the target culture with the students’ culture. |
| IL.COD.4.2 | Understand how prominent citizens and events impact(ed) the target culture and the students’ culture.  |

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| **CMT: Communities** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **IL.CMT.1**  | **Use the language to engage in interpersonal communication.** | 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. |
| **IL.CMT.2** | **Understand words and concepts presented in the language.** | 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. |
| **IL.CMT.3** | **Use the language to present information to an audience.** | IL.CMT.3.1 | Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture. |
| IL.CMT.3.2 | Use limited dialogue to participate in school or community activities related to the target culture. |
| **IL.CMT.4** | **Compare the students’ culture and the target culture.** | IL.CMT.4.1 | Integrate traditions and activities of the target culture and the students’ culture. |
| IL.CMT.4.2 | Create resources in the target language for use in the community.  |
| IL.CMT.4.3 | Coordinate events or presentations that share the target language and culture with the community.  |

**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

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| **CLL: Connections to Language & Literacy** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **IM.CLL.1**  | **Use the language to engage in interpersonal communication.** | 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. |
| **IM.CLL.2** | **Understand words and concepts presented in the language.** | 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. |
| **IM.CLL.3** | **Use the language to present information to an audience.** | 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. |
| **IM.CLL.4** | **Compare the students’ culture and the target culture.** | 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. |

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| **COD: Connections to Other Disciplines** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **IM.COD.1**  | **Use the language to engage in interpersonal communication.** | 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.  |
| **IM.COD.2** | **Understand words and concepts presented in the language.** | 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.  |
| **IM.COD.3** | **Use the language to present information to an audience.** | 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. |
| **IM.COD.4** | **Compare the students’ culture and the target culture.** | 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. |

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| **CMT: Communities** |

|  | **Essential Standard** | **Clarifying Objectives** |
| --- | --- | --- |
| **IM.CMT.1**  | **Use the language to engage in interpersonal communication.** | 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. |
| **IM.CMT.2** | **Understand words and concepts presented in the language.** | 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. |
| **IM.CMT.3** | **Use the language to present information to an audience.** | 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. |
| **IM.CMT.4** | **Compare the students’ culture and the target culture.** | 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. |