World Languages	

Global in Standards	The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and, thus, have influenced others by their actions and their words. In recent years, technology tools have brought the world closer and have erased many of the existing borders. As boundaries between countries are dissolving, the need for learning world languages has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's global marketplace.
	
	The *North Carolina World Language Essential Standards* are based on a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:
	• All students can learn and experience success in a second or world language.
	• Any language can be used to teach academic content at any level or within any program.
	• Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long, articulated sequence of study.
	• Language skills increase in the four areas (listening, speaking, reading, writing) as students build mastery or acquire proficiency in the world language.
	• Students learn in various ways and acquire proficiency in a language at different rates based on:
	    ○ time devoted to language learning - both formal instructional hours and informal opportunities;
	    ○ access to language programs that offer an extended sequence of courses;
	    ○ intensity of language study - continuous and articulated, rather than interrupted;
	    ○ type of writing system (alphabet vs. character) used in the language being learned;
	    ○ their age, developmental level, motivation, etc.
	• Students augment needed skills to be citizens of a global society by learning another language.
	• Students develop insights into other cultures, as well as their own, when learning another language.
	• Students make interdisciplinary connections when learning another language, because all other content areas can be incorporated into language lessons, reinforcing skills such as reading, writing, problem solving, hypothesizing, and so on.
	• Proficiency reflects the students' ability to communicate in a functional way with the new language and can be measured formatively, as with LinguaFolio, and summatively with tests designed for that purpose.
	
	The *North Carolina Basic Education Program* (BEP) presents world languages as a core subject that every student

should learn as part of a balanced curriculum. Internationally, most countries require all of their students to study one or more world languages, which parallels the North Carolina State Board of Education's vision:
Every public school student will graduate ready for post secondary education and work, prepared to be a globally engaged and productive citizen.

The intent of the *North Carolina World Language Essential Standards*, along with the American Council for the Teaching of Foreign Language (ACTFL)'s *Standards for Foreign Language Learning in the 21st Century*, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C's or Communication, Culture, Connections, Comparisons, and Communities.

Within the *North Carolina World Language Essential Standards*, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, Presentational) and, with Culture, comprise the four Essential Standards for World Languages.   The other three national standards are encompassed in the strands:
- Connections to Language & Literacy (CLL)
- Connections to Other Disciplines (COD)
- Communities (CMT)

Here is a brief summary of the Culture Essential Standard and the three strands that include aspects of global education:

Essential Standard #4:
Compare the students' culture and the target culture.
(Culture)
Learning about **culture** means building an understanding of the **practices, perspectives and products of a society**. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

Connections to Language & Literacy – CLL (Comparisons)
The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines-COD (Connections)
Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.

Communities – CMT (Communities)
Students preparing for success in the 21st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.

WORLD LANGUAGE PROGRAMS:
CLASSICAL LANGUAGES, DUAL & HERITAGE LANGUAGES, MODERN LANGUAGES
Learning any world language involves the development of the skills discussed above, but language programs vary, based on the type of learning environment and the unique aspects of the languages themselves. There is value in studying any of the world languages, and the decision of which language to study is made by the student, based on interest and available offerings.

Classical Language programs involve the study of languages like Latin and Ancient Greek, which are sometimes called "dead" or "immortal" languages, since they are no longer a native or first language for any population. The study of Classical Languages builds skills in reading, writing, reciting, and translating. There is no conversation component to Classical Languages, because they are not being used in an everyday way by a society, so Interpersonal Communication is not a focus of study. In North Carolina, two languages are studied as classical languages: Ancient Greek and Latin. Additional classical languages could be added at any time using the *North Carolina World Language Essential Standards*. Classical languages are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on.

Dual & Heritage Language programs include dual language/immersion programs where students are taught academic content in two languages, English and the target language, as well as Spanish for Native Speaker or other heritage languages taught to native speakers.

In dual language/immersion programs, students are learning math, science, social studies, etc., in two languages and

become bilingual and biliterate as a result. In North Carolina, seven languages are used in dual language/immersion programs: Cherokee, French, German, Greek, Japanese, Mandarin Chinese, and Spanish. Additional modern languages could be added to this list at any time using the *North Carolina World Language Essential Standards*. Research shows that, regardless of background or ability, students in dual language/immersion programs have higher academic achievement than their monolingual peers and demonstrate positive cross-cultural attitudes and behaviors.

For heritage language speakers, such as those who speak Spanish or some other language besides English at home, heritage language programs help build literacy skills in reading and writing, so that they can bridge into advanced language courses.

Heritage language 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.

Modern Language programs involve the study of languages that are a first or native language for a population somewhere in the world. These programs are the most common and are often what comes to mind when world language or foreign language classes are mentioned. In North Carolina, the following languages are studied as modern languages: American Sign Language (ASL), Arabic, Cherokee, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Mandarin Chinese, Russian and Spanish. Additional modern languages could be added to this list at any time using the *North Carolina World Language Essential Standards*.

Modern language instruction is a vital part of a global-ready curriculum. Proficiency-based instruction is aligned with the characteristics of a 21st Century learner, in that it acknowledges that the student may progress from one level to another, independent of the course in which he or she is enrolled, and that proficiency may vary in each of the four skill areas: listening, speaking, reading, and writing.

The Clarifying Objectives in the *North Carolina World Language Essential Standards* are broad enough to allow each World Languages program to address the universal content and skills that are inherent to all language programs in ways that are unique to Classical Language, Dual & Heritage Language and Modern Language programs.

Here is a sampling of Clarifying Objectives, organized by proficiency level, from the *North Carolina World Language Essential Standards* that encompass global concepts and cultural competency:

Novice Low (NL)
NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.
NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.
NL.CMT.4.4 Identify products from the target cultures that are used globally.

Novice Mid (NM)
NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
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.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

Novice High (NH)
NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' 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.
NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from 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.

Intermediate Low (IL)
IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.
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.
IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

Intermediate Mid (IM)
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.
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.3.1 Use a series of connected sentences to describe arts, sports, games, and media from 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.

Intermediate High (IH)
IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.
IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.
IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.
IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

Advanced Low (AL)
AL.CLL.4.1 Compare dialectical differences in media from various target cultures.
AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.
AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.
AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.
AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

Advanced Mid (AM)
AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

	AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture. AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse. AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.
Resources § Classroom exemplars § Problem-Based Learning § Technology Incorporation § Formative assessment	Here are some examples of Global Education resources provided through the *Essential Standards Instructional Toolkit*. Classroom exemplars: • Graphic Organizers at http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers The World Language Graphic Organizer booklet has packets for each of the eight proficiency levels in the *North Carolina World Language Essential Standards* (WLES). The packets are comprised of information about the graphic organizers, a mini-lesson with several components including one or more Assessment Examples (AE), and the graphic organizer to be used in and/or modified for the classroom. • Proficiency 101 Lessons at http://wlnces.ncdpi.wikispaces.net/P101BackwardsDesignLPtemplate Information about the backwards design process with applications in the World Language classroom are posted as part of the Proficiency 101 materials, which includes a lesson plan template, example classroom video clips, and an explanation of how to incorporate the components of an Integrated Performance Assessment (IPA). Problem-Based Learning: • Assessment Examples (AEs) at http://wlnces.ncdpi.wikispaces.net/AEs+for+World+Languages The Assessment Examples were developed to support standards implementation and serve as examples of some ways that standards (or parts of the standards) might be assessed in the classroom. Teachers can combine and/or modify the AEs for problem-based learning in ways that make sense for their teaching situations and best fit the needs of their students. • The 21st Century Skills Map for World Languages and other 21st Century Skills publications at http://wlnces.ncdpi.wikispaces.net/21stcenturyskills include a variety of ideas, activities and resources. Technology incorporation: The *North Carolina World Language Essential Standards* incorporates technology throughout due to the feedback from educators across the state who viewed it as a necessity. Here is an example that shows how students at each proficiency level in the standards incorporate technology into the development of presentational communication skills:

- NL.COD.3.3. Use readily available technology tools and digital literacy skills to present in the target language.
- NM.COD.3.3. Use readily available technology tools and digital literacy skills to present academic information in the target language.
- NH.COD.3.3. Use readily available technology tools and digital literacy skills to present academic information in the target language.
- IL.COD.3.3. Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.
- IM.COD.3.3. Use readily available technology tools and digital literacy skills to present academic information in the target language.
- IH.COD.3.4. Use readily available technology tools and digital literacy skills to present academic information in the target language.
- AL.COD.3.2. Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.
- AM.COD.3.3. Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

Technology incorporation is modeled during professional development sessions to help teachers and trainers reflect on how to utilize different online technology tools. The Professional Development page on the World Language wiki is at http://wlnces.ncdpi.wikispaces.net/Professional+Development

Technology is also incorporated into the *North Carolina World Language Essential Standards* Graphic Organizers (http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers) and shown in 21st century documents like the Rosen publication showing ACTFL and technology tools (http://wlnces.ncdpi.wikispaces.net/21stcenturyskills).

Formative assessment:
LinguaFolio, a formative assessment tool for language learning, is available for North Carolina educators to access for free. The online version of LinguaFolio is at https://elinguafolio.ncpublicschools.gov/ . LinguaFolio is also available for free from the National Council of State Supervisors for Languages (NCSSFL) and North Carolina registers every year to utilize the materials statewide in training and in K-20 classrooms. The North Carolina Folios wiki (http://ncfolios.ncdpi.wikispaces.net/) houses all LinguaFolio materials and training resources for North Carolina educators, including the ArtsFolio and CivicsFolio that are under development for those content areas. The LinguaFolio section of the NC Folios wiki is also linked from the World Languages wiki under the Teacher Resources tab: http://wlnces.ncdpi.wikispaces.net/Materials .

Interculturality, or cultural competence, is the interaction between the use of language skills and cultural knowledge. Interculturality can-do statements are written in a similar way as the materials in LinguaFolio for the

	three communication modes, and these materials have also been shared nationally by NCSSFL and are made available to North Carolina educators on the sites noted above.
Professional Development	A number of professional development presentations and activities that include global education have been created and are posted on or linked from the World Languages wiki's Professional Development page at http://wlnces.ncdpi.wikispaces.net/Professional+Development , including: ● A series of webinars focused on the implementation of the *World Language Essential Standards*, with a webinar dedicated to each standard, plus an overview; ● An overview of the *North Carolina World Language Essential Standards* (WLES) at http://wlnces.ncdpi.wikispaces.net/P101OverviewNCSCS ; ● Links to the WLES communication modes and assessment practices at http://wlnces.ncdpi.wikispaces.net/P101ESLinkstoAssessment ; and ● How to spiral proficiency levels with research from ACTFL compiled in a document showing the proficiency needed be globally competitive in the workplace for different careers at http://wlnces.ncdpi.wikispaces.net/P101SpiralingProfLevelsFA . Additional work is underway on WLES Essential Standard #4 – Culture that will yield professional development relevant to global education.