

## World Language Essential Standards Crosswalk

A Document to Assist with the Transition from the  
2004 *Standard Course of Study* to the 2010 *Essential Standards*

### I. World Language Essential Standards Overview

- The *North Carolina World Language Essential Standards* provide an articulated K-12 proficiency-based framework for each of the world language programs in the public schools: Classical Language Programs, Dual & Heritage Language Programs, and Modern Language Programs.
- Organizing the *North Carolina World Language Essential Standards* by proficiency level embeds multiple entry points, facilitating the placement of students with previous language study and/or established levels of proficiency in a language. This also resulted in the extension of high school credit courses, so there are now eight courses or levels, instead of just six.
- Proficiency exit expectations that are challenging, yet reasonable, have been established using the latest research on proficiency outcomes, combined with input and feedback from experienced educators. Proficiency exit expectations are explained and outlined within each type of program and differentiated based on unique features of the languages and formal instructional time associated with specific programs. Students have the possibility of building proficiency in different communication skill areas through the Advanced Mid level, using the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency and Performance Guideline descriptions.
- The *North Carolina World Language Essential Standards* focus on learning outcomes, rather than activities. There are four Essential Standards (ES), with 2-5 Clarifying Objectives (CO) for each ES within a proficiency level, which are arranged by Strands. Sample Assessment Prototypes (AP) are linked to the COs to provide additional clarification, illustrate ways that objectives *might* be assessed in the classroom, and provide information about the components of a comprehensive balanced assessment system. The APs are example student activities and prototypical performance assessments that are either applicable to world language programs in general or detailed for a specific program or language.
- Each ES and CO reflects a single learning outcome. Only one Revised Bloom's Taxonomy verb was used per ES and CO, and every verb is carefully defined so that its meaning remains constant, regardless of the content area in which it is being used.
- The *North Carolina World Language Essential Standards* are aligned to national and international standards, based on current second language acquisition research, and have 21<sup>st</sup> Century skills embedded throughout.
- Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

This information is also presented in a side-by-side comparison chart below.

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<b>2004 Standard Course of Study</b>	<b>2010 Essential Standards (Implementation starting in 2012-2013)</b>
<p>4 programs in different sections</p> <ul style="list-style-type: none"> <li>• K-12 Modern Languages</li> <li>• Grades 7-12 Latin</li> <li>• 2 levels of Spanish for Native Speakers (SNS)</li> <li>• 2 levels of American Sign Language (ASL)</li> </ul>	<p>3 types of programs articulated K-12 in a more inclusive way:</p> <ul style="list-style-type: none"> <li>▪ K-12 Classical Languages</li> <li>▪ K-12 Dual &amp; Heritage Languages</li> <li>Combines:               <ol style="list-style-type: none"> <li>1) K-5 Dual Language/Immersion curriculum developed thanks to a 2005-2008 FLAP grant and slated for incorporation in the next SCS revision, and</li> <li>2) SNS and other heritage languages to create a comprehensive K-12 approach to this type of language learning</li> </ol> </li> <li>▪ K-12 Modern Languages (now includes ASL and any language used as a native or first language for any population in the world)</li> </ul>
Organized grade-by-grade (K-8) and course-by-course (9-12); multiple entry points addressed in transition sections.	Articulated K-12 by proficiency levels with multiple entry points embedded.
Progression of courses at the high school level limited to levels I-VI.	Progression of courses at the high school level linked to proficiency expectations for each program and extended through Level VIII.
Proficiency levels defined in introductory materials.	<p>Proficiency exit expectations explained and outlined within each type of program and differentiated based on unique features of the languages and formal instructional time associated with specific programs:</p> <ul style="list-style-type: none"> <li>▪ Alphabetic Languages (those using an alphabet writing system)               <ul style="list-style-type: none"> <li>○ Classical: Latin (applicable to others like Ancient Greek that may be initiated)</li> <li>○ Dual &amp; Heritage: Cherokee, French, German, Greek, Spanish (applicable to others that may be initiated)</li> <li>○ Modern: Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Russian, Spanish (applicable to others that may be initiated)</li> </ul> </li> <li>▪ Logographic Languages (those using a character writing system)               <ul style="list-style-type: none"> <li>○ Dual &amp; Heritage: Chinese (Mandarin) and Japanese (applicable to others that may be initiated)</li> <li>○ Modern: Chinese (Mandarin) and Japanese (applicable to others that may be initiated)</li> </ul> </li> <li>▪ Visual Languages (those using a manual signing system)               <ul style="list-style-type: none"> <li>○ Modern: American Sign Language (ASL)</li> </ul> </li> </ul>
Does not include clear proficiency outcomes.	Proficiency outcomes delineated for each program, including assessment prototypes linked to different proficiency levels and program models, along with information about formative, benchmark and summative assessment.
Lack of differentiation for some objectives across K-12 spectrum.	Differentiates across K-12 continuum based on increasing proficiency through the Advanced Mid level, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency and Performance Guidelines.
Lack of specificity in learning outcomes.	High level of learning outcomes organized by proficiency level within 4 Essential Standards (ES), specified in 2-5 Clarifying Objectives (CO) per ES with a variety of Assessment Prototypes (AP), and arranged by 3 Strands.
Objectives reflect activities vs. learning outcomes.	Focuses on learning outcomes vs. activities. Activities reflected in APs, which are example student activities and/or prototypical performance assessments.
Multiple learning outcomes within one objective.	Each objective has a single learning outcome using one Revised Bloom's Taxonomy verb per ES and CO.
Aligned to national standards with references to research and some 21 <sup>st</sup> Century skills implicit.	Aligned to national and international standards and based on current second language acquisition research. 21 <sup>st</sup> Century skills embedded in COs and APs.
Support documents available online as PDFs and through professional development workshops.	Support materials, tools for implementation, and other resources will be provided in the Essential Standards Instructional Toolkit and through professional development in a variety of formats, including online.

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**II. Intent**

The intent of the *World Language Essential Standards* is to support the North Carolina State Board of Education (SBE) guiding mission:

*Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.*

The SBE’s first [Future-Ready Students for the 21st Century](#) goal states that, “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including **a mastery of languages**, an appreciation of the arts, and competencies in the use of technology.” The SBE incorporated 17 future-ready skills necessary for every graduate in these goals, including multilingualism and being a knowledgeable global citizen. Thus, all students need to build proficiency in languages other than English and have wide-ranging knowledge of cultures from around the world.

**III. Crosswalk Alignment of the 2004 *Standard Course of Study* to the 2010 *Essential Standards***

The following charts outline what students should know and be able to do as they progress through an articulated, proficiency-based world language program. The four Essential Standards are arranged by three Strands, which are crosswalked with the Competency Goals from the 2004 *Standard Course of Study*.

<u>2004 <i>Standard Course of Study</i></u>	→	<u>2010 <i>Essential Standards</i></u>	<u>Crosswalk Location</u>
Grades 7-12 Latin		K-12 Classical Languages Ancient Greek & Latin	Page 4
To be added: K-5 Dual Language/Immersion Curriculum		K-12 Dual & Heritage Languages Dual Language/Immersion Programs	Page 5
2 Levels of Spanish for Native Speakers (SNS)		K-12 Dual & Heritage Languages Heritage Language Programs	Page 6
K-12 Modern Languages		K-12 Modern Languages Alphabetic: Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Russian, Spanish Logographic: Chinese (Mandarin) & Japanese	Page 7 - 8
2 Levels of American Sign Language (ASL)		K-12 Modern Languages Visual: American Sign Language (ASL)	Page 9

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**K-12 Classical Languages**

<b>2004 Standard Course of Study</b>	<b>2010 Essential Standards (Implementation starting in 2012-2013)</b>	<b>Notes</b>
<p><b>Competency Goal 1 Communication</b>            The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.</p>	<p><b>Essential Standard #2</b>            Understand words and concepts presented in the language.</p> <p><b>Essential Standard #3</b>            Use the language to present information to an audience.</p>	<p>Classical Language Programs involve the study of Latin and Ancient Greek, languages that are no longer a native or first language for any population. The communication focus is on the development of Interpretive Reading skills, while Interpretive Listening and Presentational Speaking and Writing are ancillary skills that support language learning. The Essential Standard for Interpersonal Communication (Essential Standard #1) is not part of Classical Language programs, because these languages are not being used for conversation by any society.</p>
<p><b>Competency Goal 2 Cultures</b>            The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.</p>	<p><b>Essential Standard #4</b>            Compare the students' culture and the target culture.</p>	
<p><b>Competency Goal 3 Connections</b>            The student will relate Latin and the Greco- Roman world to other disciplines.</p>	<p><b>Connections to Other Disciplines (COD) Strand</b>            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.</p>	<p>Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 3-5 were difficult to implement, especially for new teachers, so the decision was made to organize Connections, Comparisons, and Communities as the strands. This approach links them to daily instruction throughout the four Essential Standards, and creates Clarifying Objectives for each strand within each standard, and resulting Assessment Prototypes, addressing the issue comprehensively.</p>
<p><b>Competency Goal 4 Comparisons</b>            The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.</p>	<p><b>Connections to Language &amp; Literacy (CLL) Strand</b>            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.</p>	
<p><b>Competency Goal 5 Communities</b>            The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.</p>	<p><b>Communities (CMT) Strand</b>            Students preparing for success in the 21<sup>st</sup> Century need to access knowledge and information from other communities and use that information to function well with people from diverse backgrounds.</p>	

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### K-12 Dual & Heritage Languages

Dual Language/Immersion Programs

2004 <i>Standard Course of Study</i>	2010 <i>Essential Standards</i> (Implementation starting in 2012-2013)	Notes
<p><b>Competency Goal 1</b> <b>Interpersonal Communication</b> The learner will engage in conversation and exchange information and opinions orally and in the target language.</p>	<p><b>Essential Standard #1</b> Use the language to engage in interpersonal communication.</p>	<p>Dual Language/Immersion Programs lead to students becoming proficient in a target language, in addition to English, as they master content from other disciplines and become bilingual, biliterate, and bicultural. State infrastructure for K-5 dual language/immersion programs was created thanks to a federal grant (2005-2008). The standards, curriculum, and other resources developed through the grant have been incorporated into the new Essential Standards. These materials have also been extended to incorporate the needs of these students as they continue on to high school graduation. The Instructional Toolkit and professional development will contain information and examples for all four types of dual language/immersion programs across the K-12 spectrum.</p>
<p><b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.</p>	<p><b>Essential Standard #2</b> Understand words and concepts presented in the language.</p>	
<p><b>Competency Goal 3</b> <b>Presentational Communication</b> The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.</p>	<p><b>Essential Standard #3</b> Use the language to present information to an audience.</p>	
<p><b>Competency Goal 4</b> <b>Cultures</b> The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.</p>	<p><b>Essential Standard #4</b> Compare the students' culture and the target culture.</p>	
<p><b>Competency Goal 5</b> <b>Comparisons</b> The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.</p>	<p><b>Connections to Language &amp; Literacy (CLL) Strand</b> 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.</p>	
<p><b>Competency Goal 6</b> <b>Connections</b> The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms and concepts in English.</p>	<p><b>Connections to Other Disciplines (COD) Strand</b> 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.</p>	<p>Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 5-7 were difficult to implement, especially for new teachers, so the decision was made to organize Connections, Comparisons, and Communities as the strands. This approach links them to daily instruction throughout the four Essential Standards, and creates Clarifying Objectives for each strand within each standard, and resulting Assessment Prototypes, addressing the issue comprehensively.</p>
<p><b>Competency Goal 7</b> <b>Communities</b> The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.</p>	<p><b>Communities (CMT) Strand</b> Students preparing for success in the 21<sup>st</sup> Century need to access knowledge and information from other communities and use that information to function well with people from diverse backgrounds.</p>	

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**K-12 Dual & Heritage Languages**  
 Heritage Language Programs

<b>2004 Standard Course of Study</b>	<b>2010 Essential Standards (Implementation starting in 2012-2013)</b>	<b>Notes</b>
<b>Competency Goal 1</b> <b>Interpersonal Communication</b> The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.	<b>Essential Standard #1</b> Use the language to engage in interpersonal communication.	Heritage Language Programs serve students who have home backgrounds in a language other than English or who come from other immersion experiences, formal or informal. In the <i>2004 Standard Course of Study</i> , this programming was referred to as Spanish for Native Speakers (SNS). The SNS standards were adapted to other languages, resulting in Chinese for Native Speakers (CNS) and French for Native Speaker (FNS) courses, as well as dual language/immersion literacy courses at the secondary level, such as Spanish Language Arts, Japanese Language Arts, etc.  The North Carolina heritage language programs were designed as a two-course sequence that bridges into advanced modern language courses. These courses focus on literacy skills (Interpretive Reading and Presentational Writing) and the blending of cultures.  Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 5-7 were difficult to implement, especially for new teachers, so the decision was made to organize Connections, Comparisons, and Communities as the strands. This approach links them to daily instruction throughout the four Essential Standards, and creates Clarifying Objectives for each strand within each standard, and resulting Assessment Prototypes, addressing the issue comprehensively.
<b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will understand and interpret written and spoken language on a variety of topics in Spanish.	<b>Essential Standard #2</b> Understand words and concepts presented in the language.	
<b>Competency Goal 3</b> <b>Presentational Communication</b> The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.	<b>Essential Standard #3</b> Use the language to present information to an audience.	
<b>Competency Goal 4</b> <b>Cultures</b> The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).	<b>Essential Standard #4</b> Compare the students' culture and the target culture.	
<b>Competency Goal 5</b> <b>Comparisons</b> The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.	<b>Connections to Language &amp; Literacy (CLL) Strand</b> 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.	
<b>Competency Goal 6</b> <b>Connections</b> The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.	<b>Connections to Other Disciplines (COD) Strand</b> 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.	
<b>Competency Goal 7</b> <b>Communities</b> The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.	<b>Communities (CMT) Strand</b> Students preparing for success in the 21 <sup>st</sup> Century need to access knowledge and information from other communities and use that information to function well with people from diverse backgrounds.	

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### K-12 Modern Languages - Alphabetic & Logographic

[See Modern Language list on page 3](#)

2004 <i>Standard Course of Study</i>	2010 <i>Essential Standards</i> (Implementation starting in 2012-2013)	Notes
<p><b>Competency Goal 1</b> <b>Interpersonal Communication</b> The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.</p>	<p><b>Essential Standard #1</b> Use the language to engage in interpersonal communication.</p>	<p>Modern Language Programs are the study of languages that are a first or native language in use today somewhere in the world, and are commonly referenced as traditional foreign language instruction. These programs build communicative proficiency in the language and include the study of culture(s) that use that language. Instruction can begin at any level, which results in multiple entry points for students.</p> <p>Foreign Language in the Elementary School or FLES programs can be either language-focused and/or content-enriched, which is similar to a partial immersion program. FLES programs are also called Early Start Programs, and are defined by students receiving a minimum of 90 minutes of instruction per week. Elementary programs that meet less than 90 minutes per week are foreign language exploratory or FLEX programs, which do not build proficiency, but are designed to introduce basic vocabulary for one or more languages and teach students about different cultures. FLEX programs may also lay the foundation for future proficiency-based language programs.</p> <p>At the secondary level, beginning and continuing programs exist in grades 6-8, along with FLEX options. In North Carolina, middle school students can also take courses for high school credit. High school students can begin study in a Level I course or be placed in a Level II course or higher, depending on their proficiency level in the language.</p>
<p><b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will understand and interpret written and spoken language on a variety of topics in the target language.</p>	<p><b>Essential Standard #2</b> Understand words and concepts presented in the language.</p>	
<p><b>Competency Goal 3</b> <b>Presentational Communication</b> The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.</p>	<p><b>Essential Standard #3</b> Use the language to present information to an audience.</p>	
<p><b>Competency Goal 4</b> <b>Cultures</b> The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.</p>	<p><b>Essential Standard #4</b> Compare the students' culture and the target culture.</p>	

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**K-12 Modern Languages (continued)**

[See Modern Language list on page 3](#)

<b>2004 Standard Course of Study</b>	<b>2010 Essential Standards (Implementation starting in 2012-2013)</b>	<b>Notes</b>
<p><b>Competency Goal 5</b>  <b>Comparisons</b>            The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.</p>	<p><b>Connections to Language &amp; Literacy (CLL) Strand</b>            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.</p>	<p>Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 5-7 were difficult to implement, especially for new teachers, so the decision was made to organize Connections, Comparisons, and Communities as the strands. This approach links them to daily instruction throughout the four Essential Standards, and creates Clarifying Objectives for each strand within each standard, and resulting Assessment Prototypes, addressing the issue comprehensively.</p>
<p><b>Competency Goal 6</b>  <b>Connections</b>            The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.</p>	<p><b>Connections to Other Disciplines (COD) Strand</b>            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.</p>	
<p><b>Competency Goal 7</b>  <b>Communities</b>            The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.</p>	<p><b>Communities (CMT) Strand</b>            Students preparing for success in the 21<sup>st</sup> Century need to access knowledge and information from other communities and use that information to function well with people from diverse backgrounds.</p>	



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**K-12 Modern Languages – Visual (ASL)**

<b>2004 Standard Course of Study</b>	<b>2010 Essential Standards (Implementation starting in 2012-2013)</b>	<b>Notes</b>
<b>Competency Goal 1</b> <b>Interpersonal Communication</b> The learner will engage in 1:1 and group conversation and exchange information and opinions on a variety of topics.	<b>Essential Standard #1</b> Use the language to engage in interpersonal communication.	For visual languages, the communication modes involve different skills, which are noted on the exit proficiency expectation charts and other sections of the <i>World Language Essential Standards</i> and <i>Essential Standards Instructional Toolkit</i> . <ul style="list-style-type: none"> <li>• Interpersonal Communication is called Interactive.</li> <li>• Interpretive Listening is labeled Interpretive Receptive.</li> <li>• Interpretive Reading is understanding fingerspelling and signs/handshapes.</li> <li>• Presentational Speaking is Presentational Expressive, or producing fingerspelling and signs/handshapes.</li> <li>• Presentational Writing is Presentational Glossing.</li> </ul>
<b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will comprehend signed information on a variety of topics in ASL.	<b>Essential Standard #2</b> Understand words and concepts presented in the language.	
<b>Competency Goal 3</b> <b>Presentational Communication</b> (Expressive Skills) The learner will present information, concepts, and ideas to an audience on a variety of topics.	<b>Essential Standard #3</b> Use the language to present information to an audience.	
<b>Competency Goal 4</b> <b>Cultures</b> The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.	<b>Essential Standard #4</b> Compare the students' culture and the target culture.	
<b>Competency Goal 5</b> <b>Comparisons</b> The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.	<b>Connections to Language &amp; Literacy (CLL) Strand</b> 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.	Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 5-7 were difficult to implement, especially for new teachers, so the decision was made to organize Connections, Comparisons, and Communities as the strands. This approach links them to daily instruction throughout the four Essential Standards, and creates Clarifying Objectives for each strand within each standard, and resulting Assessment Prototypes, addressing the issue comprehensively.
<b>Competency Goal 6</b> <b>Connections</b> The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.	<b>Connections to Other Disciplines (COD) Strand</b> 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.	
<b>Competency Goal 7</b> <b>Communities</b> The learner will use ASL and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.	<b>Communities (CMT) Strand</b> Students preparing for success in the 21 <sup>st</sup> Century need to access knowledge and information from other communities and use that information to function well with people from diverse backgrounds.	

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### IV. Alignment of the new *Essential Standards* (2010) with existing National Standards

The *World Language Essential Standards* are aligned to the national standards from the American Council on the Teaching of Foreign Languages (ACTFL), as well as the American Classical League (ACL) and the American Philological Association (APA). An executive summary of the ACTFL standards, or 5 C's, is available online at [http://www.actfl.org/files/public/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf) and the ACL and APA standards are located at <http://www.aclclassics.org/pdf/standards.pdf> . Both are organized using the "5 C's" and encompass all languages referenced on pages 4-9.

<b>2010 Essential Standards (Implementation starting in 2012-2013)</b>	<b>ACL &amp; APA Standards Classical Language Programs</b>	<b>ACTFL Standards Dual &amp; Heritage Programs Modern Language Programs</b>
<p><b>Essential Standard #1</b> Use the language to engage in interpersonal communication.</p> <p><b>Essential Standard #2</b> Understand words and concepts presented in the language.</p> <p><b>Essential Standard #3</b> Use the language to present information to an audience.</p>	<p><b>Communication</b></p> <p>1.1 Students read, understand, and interpret Latin or Greek. 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.</p>	<p><b>Communication</b></p> <p>1.1 Engage in conversations, provide and obtain info, express feelings and emotions, and exchange opinions. 1.2 Understand and interpret written and spoken language on a variety of topics. 1.3 Present information, concepts, and ideas to an audience on a variety of topics.</p>
<p><b>Essential Standard #4</b> Compare the students' culture and the target culture.</p>	<p><b>Culture</b></p> <p>2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans. 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.</p>	<p><b>Cultures</b></p> <p>2.1 Demonstrate understanding of relationship between practices and perspectives of culture studied. 2.2 Demonstrate understanding of relationship between products and perspectives of culture studied.</p>
<p><b>Connections to Language &amp; Literacy (CLL) Strand</b> 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.</p>	<p><b>Comparisons</b></p> <p>4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language. 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.</p>	<p><b>Comparisons</b></p> <p>4.1 Demonstrate understanding of nature of language through comparisons of language studied and own. 4.2 Demonstrate understanding of concept of culture through comparisons of cultures studied and own.</p>
<p><b>Connections to Other Disciplines (COD) Strand</b> 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.</p>	<p><b>Connections</b></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages. 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.</p>	<p><b>Connections</b></p> <p>3.1 Reinforce and further knowledge of other disciplines through language. 3.2 Acquire info and recognize viewpoints only available through language and its culture.</p>
<p><b>Communities (CMT) Strand</b> Students preparing for success in the 21<sup>st</sup> Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.</p>	<p><b>Communities</b></p> <p>5.1 Students use their knowledge of Latin or Greek in a multilingual world. 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.</p>	<p><b>Communities</b></p> <p>5.1 Use language within and beyond school setting. 5.2 Show evidence of becoming life-long learners by using language for personal enjoyment and enrichment.</p>

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### V. 21<sup>st</sup> Century Skills Framework

The *Essential Standards* (2010) were filtered through *The Framework for 21<sup>st</sup> Century Skills* (<http://p21.org/>). Components of the Framework are embedded throughout the Essential Standards, Clarifying Objectives, and Assessment Prototypes of the *World Language Essential Standards*.

The tables that follow highlight this alignment, with a series of example Clarifying Objectives to show how these skills are combined with increasing proficiency in the target language. The **Novice proficiency level samples are featured for Core Subjects and 21<sup>st</sup> Century Themes**, and the Intermediate and Advanced proficiency levels are spotlighted in the 21<sup>st</sup> Century Skills section.

<i>The Framework for 21<sup>st</sup> Century Skills Core Subjects &amp; 21<sup>st</sup> Century Themes</i>	<i>World Language Essential Standards</i>
<p><b>Core Subjects</b></p> <ul style="list-style-type: none"> <li>• Arts : Dance, Music, Theatre Arts, Visual Arts</li> <li>• Economics</li> <li>• English, Reading or Language Arts</li> <li>• Geography</li> <li>• Government &amp; Civics</li> <li>• History</li> <li>• Mathematics</li> <li>• Science</li> </ul>	<p><i>Note: Novice proficiency level samples are featured for Core Subjects and 21<sup>st</sup> Century Themes.</i></p> <p>Strand: Connections to Other Disciplines (COD) Essential Standard #2: Understand words and concepts presented in the language.</p> <p>NL.COD.2.1: Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.</p> <p>NM.COD.2.3: Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p> <p>NH.COD.2.3: Interpret simple processes from other disciplines using the target language.</p>
<p><b>21<sup>st</sup> Century Theme: Global Awareness</b></p> <ul style="list-style-type: none"> <li>• Using 21st century skills to understand and address global issues</li> <li>• Working collaboratively with individuals representing diverse cultures, religions and lifestyles</li> <li>• Understanding other nations and cultures, including the use of non-English languages</li> </ul>	<p>Strand: Communities (CMT) Essential Standard #1: Use the language to engage in interpersonal communication.</p> <p>NL.CMT.1.1: Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.</p> <p>NM.CMT.1.1: Use memorized words and phrases to ask and answer simple questions on familiar topics.</p> <p>NH.CMT.1.1: Use simple phrases and short sentences in short social interactions.</p>
<p><b>21<sup>st</sup> Century Theme: Financial, Economic, Business, and Entrepreneurial Literacy</b></p> <ul style="list-style-type: none"> <li>• Knowing how to make appropriate personal economic choices</li> <li>• Understanding the role of the economy in society</li> <li>• Using entrepreneurial skills to enhance workplace productivity and career options</li> </ul>	<p>Strand: Communities (CMT) Essential Standard #4: Compare the students' culture and the target culture.</p> <p>NL.CMT.4.4: Identify products from the target cultures that are used globally.</p> <p>NM.CMT.4.4: Identify how knowledge of the target language is useful in a global economy.</p> <p>NH.CMT.4.2: Identify examples of products, practices, and perspectives in the community related to the target culture.</p>

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<b>The Framework for 21<sup>st</sup> Century Skills Core Subjects &amp; 21<sup>st</sup> Century Themes (continued)</b>	<b>World Language Essential Standards</b>
<p><b>21<sup>st</sup> Century Theme: Civic Literacy</b></p> <ul style="list-style-type: none"> <li>• Participating effectively in civic life by staying informed and understanding governmental processes</li> <li>• Exercising the rights and obligations of citizenship at local, state, national and global levels</li> <li>• Understanding the local and global implications of civic decisions</li> </ul>	<p><i>Note: Novice proficiency level samples are featured for Core Subjects and 21<sup>st</sup> Century Themes.</i></p> <p>Strand: Communities (CMT)            Essential Standard #3: Use the language to present information to an audience.</p> <p>NL.CMT.3.2: Understand roles in school or community traditions related to the target culture.</p> <p>NM.CMT.3.2: Use memorized words and phrases to participate in school or community events related to 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><b>21<sup>st</sup> Century Theme: Health Literacy</b></p> <ul style="list-style-type: none"> <li>• Obtaining, interpreting and understanding basic health information and services</li> <li>• Understanding preventive physical and mental health measures</li> <li>• Using available information to make appropriate health-related decisions</li> <li>• Establishing and monitoring personal and family health goals</li> <li>• Understanding national and international public health and safety issues</li> </ul>	<p>Strand: Connections to Language &amp; Literacy (CLL)            Essential Standard #1: Use the language to engage in interpersonal communication.</p> <p>NL.CLL.1.1: Use single words and simple, memorized phrases to express needs, preferences, and feelings.</p> <p>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.</p> <p>NH.CLL.1.4: Use simple questions about familiar topics to acquire needed information.</p>
<p><b>21<sup>st</sup> Century Theme: Environmental Literacy</b></p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and understanding of the environment and the circumstances and conditions affecting it</li> <li>• Demonstrating knowledge and understanding of society's impact on the natural world</li> <li>• Investigating and analyzing environmental issues, making accurate conclusions about effective solutions</li> <li>• Taking individual and collective action towards addressing environmental challenges</li> </ul>	<p>Strand: Connections to Other Disciplines (COD)            Essential Standard #3: Use the language to present information to an audience.</p> <p>NL.COD.3.1: Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.</p> <p>NM.COD.3.2: Use memorized words and phrases to describe common objects and actions related to 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>

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## The Framework for 21<sup>st</sup> Century Skills: Learning & Innovation Skills

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#### Creativity & Innovation Skills

- Demonstrating originality and inventiveness in work
- Developing, implementing and communicating new ideas to others
- Being open and responsive to new and diverse perspectives
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

#### Critical Thinking & Problem Solving Skills

- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections among systems
- Questioning to clarify various points of view and lead to better solutions
- Framing, analyzing and synthesizing information in order to solve problems and answer questions

#### Communication & Collaboration

- Articulating thoughts and ideas clearly and effectively
- Demonstrating ability to work effectively with diverse teams
- Exercising flexibility and willingness to accomplish a common goal
- Assuming shared responsibility for collaborative work

*Note: Intermediate and Advanced proficiency level samples are featured for in the 21<sup>st</sup> Century Skills.*

Strand: Connections to Language & Literacy (CLL)

Essential Standard #3: Use the language to present information to an audience.

#### Intermediate Proficiency Levels

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.

IM.CLL.3.3: Summarize familiar topics with many details in order to describe and/or explain.

IH.CLL.3.2: Use the language to provide and support personal viewpoints and opinions.

#### Advanced Proficiency Levels

AL.CLL.3.1: Create presentations on a variety of topics that are comprehensible to specified audiences.

AM.CLL.3.2: Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

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**The Framework for 21<sup>st</sup> Century Skills: Information Media & Technology Skills**

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<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> <li>• Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively</li> <li>• Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information</li> </ul>	<p><u>Media Literacy</u></p> <ul style="list-style-type: none"> <li>• Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions</li> <li>• Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors</li> <li>• Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information</li> </ul>	<p><u>Information, Communications, and Technology (ICT) Literacy</u></p> <ul style="list-style-type: none"> <li>• Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy</li> <li>• Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information</li> </ul>
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*Note: Intermediate and Advanced proficiency level samples are featured for in the 21<sup>st</sup> Century Skills.*

Strand: Connections to Other Disciplines (COD)

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

Intermediate Proficiency Levels

IL.COD.2.3: Understand main ideas and a few details in class discussions and some forms of media.

IM.COD.2.2: Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.

IH.COD.2.1: Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

Advanced Proficiency Levels

AL.COD.2.3: Understand how to interpret texts on unfamiliar academic topics.

AM.COD.2.1: Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

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**The Framework for 21<sup>st</sup> Century Skills: Life & Career Skills**

***World Language Essential Standards***

<p><u>Flexibility &amp; Adaptability</u></p> <ul style="list-style-type: none"> <li>Adapting to varied roles and responsibilities</li> <li>Working effectively in a climate of ambiguity and changing priorities</li> </ul>	<p><u>Initiative &amp; Self-Direction</u></p> <ul style="list-style-type: none"> <li>Monitoring one's own understanding and learning needs</li> <li>Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise</li> <li>Demonstrating initiative to advance skill levels towards a professional level</li> <li>Defining, prioritizing and completing tasks without direct oversight</li> <li>Utilizing time efficiently and managing workload</li> <li>Demonstrating commitment to learning as a lifelong process</li> </ul>	<p><u>Social &amp; Cross-Cultural Skills</u></p> <ul style="list-style-type: none"> <li>Working appropriately and productively with others</li> <li>Leveraging the collective intelligence of groups when appropriate</li> <li>Bridging cultural differences and using differing perspectives to increase innovation and the quality of work</li> </ul>	<p><u>Productivity &amp; Accountability</u></p> <ul style="list-style-type: none"> <li>Setting and meeting high standards and goals for delivering quality work on time</li> <li>Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)</li> </ul>	<p><u>Leadership &amp; Responsibility</u></p> <ul style="list-style-type: none"> <li>Using interpersonal and problem-solving skills</li> <li>Leveraging strengths of others to accomplish a common goal</li> <li>Demonstrating integrity and ethical behavior</li> <li>Acting responsibly with the interests of the larger community in mind</li> </ul>
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*Note: Intermediate and Advanced proficiency level samples are featured for in the 21<sup>st</sup> Century Skills.*

Strand: Communities (CMT)

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

Intermediate Proficiency Levels

IL.CMT.4.3: Coordinate events or presentations that share the target language and culture with the community.

IM.CMT.4.1: Understand 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 Proficiency Levels

AL.CMT.4.2: Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

AM.CMT.4.1: Critique the influence of the target culture on global philosophy and professional discourse.

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**VI. Revised Bloom’s Taxonomy Verbs**

The new *Essential Standards* (2010) use Revised Bloom’s Taxonomy (RBT) verbs that are consistent across all content areas and which assist the teacher and learner with understanding the specific standards-based outcomes identified for each of the Essential Standards and Clarifying Objectives. The chart that follows shows the categories and processes of the Cognitive Process Dimension of Revised Bloom’s Taxonomy. These are the verbs used in the Essential Standards and the Clarifying Objectives.

<b>The Cognitive Process Dimension Categories of Revised Bloom’s Taxonomy (RBT)</b>					
<p><b>Remember</b> – Retrieve relevant knowledge from long-term memory</p>	<p><b>Understand</b> – Construct meaning from instructional messages, including oral, written, and graphic communication</p>	<p><b>Apply</b> – Carry out or use a procedure in a given situation</p>	<p><b>Analyze</b> – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</p>	<p><b>Evaluate</b> – Make judgments based on criteria and standards</p>	<p><b>Create</b> – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</p>
<p><b>Recognize</b></p> <ul style="list-style-type: none"> <li>• Identify</li> </ul> <p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• Retrieve</li> </ul>	<p><b>Interpret</b></p> <ul style="list-style-type: none"> <li>• Clarify</li> <li>• Paraphrase</li> <li>• Represent</li> <li>• Translate</li> </ul> <p><b>Exemplify</b></p> <ul style="list-style-type: none"> <li>• Illustrate</li> <li>• Instantiate</li> </ul> <p><b>Classify</b></p> <ul style="list-style-type: none"> <li>• Categorize</li> <li>• Subsume</li> </ul> <p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>• Abstract</li> <li>• Generalize</li> </ul> <p><b>Infer</b></p> <ul style="list-style-type: none"> <li>• Conclude</li> <li>• Extrapolate</li> <li>• Interpolate</li> <li>• Predict</li> </ul> <p><b>Compare</b></p> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Map</li> <li>• Match</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• Construct (models)</li> </ul>	<p><b>Execute</b></p> <ul style="list-style-type: none"> <li>• Carry Out</li> </ul> <p><b>Implement</b></p> <ul style="list-style-type: none"> <li>• Use</li> </ul>	<p><b>Differentiate</b></p> <ul style="list-style-type: none"> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Focus</li> <li>• Select</li> </ul> <p><b>Organize</b></p> <ul style="list-style-type: none"> <li>• Find coherence</li> <li>• Integrate</li> <li>• Outline</li> <li>• Parse</li> <li>• Structure</li> </ul> <p><b>Attribute</b></p> <ul style="list-style-type: none"> <li>• Deconstruct</li> </ul>	<p><b>Check</b></p> <ul style="list-style-type: none"> <li>• Coordinate</li> <li>• Detect</li> <li>• Monitor</li> <li>• Test</li> </ul> <p><b>Critique</b></p> <ul style="list-style-type: none"> <li>• Judge</li> </ul>	<p><b>Generate</b></p> <ul style="list-style-type: none"> <li>• Hypothesize</li> </ul> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Design</li> </ul> <p><b>Produce</b></p> <ul style="list-style-type: none"> <li>• Construct</li> </ul>



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### **VII. Essential Standards, Clarifying Objectives, and Assessment Prototypes**

The guiding question for the Essential Standards work was: What do students need to know, understand, and be able to do to ensure their success in the future, whether it be the next class, post-secondary, or the world of work? Each Essential Standard is an indicator that is critical for student success and the knowledge and skills it represents have been evaluated for:

- Endurance, or value beyond one test;
- Leverage, or value in multiple disciplines; and
- Readiness, or necessity for success at the next level of instruction.

Essential Standards (ES) are the “need to know” standards that have been prioritized because they provide curricular focus to enable teachers to utilize instructional time most effectively, assuring a new depth to classroom learning and student competency. Essential Standards focus on big, conceptual ideas and enduring understandings to be learned, as well as the levels of cognitive processing needed to ensure student success throughout the K-12 learning process and on into higher education and the world of work. ES can be assessed in the classroom as part of a comprehensive, balanced assessment system that uses formative, benchmark, and summative assessments.

Clarifying Objectives (CO) elaborate further on the ES and provide details about the learning that will take place for that ES. The COs are still objectives, not activities, and they serve as the basis for assessment. The Assessment Prototypes (AP) are sample activities, or prototypical performance assessments, that increase the specificity of the CO. APs provide evidence of the learning taking place, and can be thought of as assignments or tasks that could be given to students to show their mastery. AP examples can be formative, benchmark or summative in nature, and need to include evaluation criteria.

The following chart breaks down an Intermediate Low proficiency level example of an Essential Standard, its Clarifying Objectives, and Assessment Prototypes for one of the COs, which illustrates a sample learning activity for each program and different age groups aligned with the CO and ES.

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**Essential Standards (2010)**

Strand: Connections to Language & Literacy (CLL)

Essential Standard #3: Use the language to present information to an audience.

Clarifying Objectives for Intermediate Low Proficiency Level

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.

The APs below are aligned to **IL.CLL.3.2: Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.**

<b>Classical Language Programs AP</b>	<b>Dual &amp; Heritage Language Programs APs</b>	<b>Modern Language Programs APs</b>
<p>Students read an adapted passage and act out the story with some dialogue and/or narration.</p> <p>Evaluate the accuracy of students' pronunciation, inflection, and recreation of the story from the passage.</p>	<p>Elementary students in a dual language/immersion program read a chapter book aloud as a class and act out the story using a script.</p> <p>Evaluate students' recreation of the story, incorporation of original dialogue for the characters, and effective communication.</p>	<p>Elementary students in a FLES program read a children's book aloud as a class and act out the story.</p> <p>Evaluate students' recreation of the story and incorporation of some original dialogue for the characters.</p>
	<p>Secondary students in a heritage language program read poetry in the target language from the various cultures represented in class, and then create videos presenting the poetry in one of the following formats: poetry reading, music video, or rap.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> <li>• the main ideas from the original work are communicated,</li> <li>• props and gestures support the meaning of the text, and</li> <li>• the oral component of the video is clear, concise, and accurate in regards to pronunciation, word choice, grammar, etc.</li> </ul>	<p>Secondary students study the lyrics of songs from different genres (rock, country, rap, etc.) and create music videos of their favorite song.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> <li>• the main ideas from the original work are communicated,</li> <li>• props and gestures support the meaning of the text, and</li> <li>• the oral component of the video is clear, concise, and accurate in regards to pronunciation, word choice, grammar, etc.</li> </ul>

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### VIII. Proficiency-Based Organization

The *World Language Essential Standards* are organized by proficiency level, rather than grade level, so that language acquisition, or what a student should know and be able to do when they hear, speak, read, or write the language, is clear. A proficiency-based approach to teaching a language ensures that students will be able to use the language, in combination with cultural knowledge, to effectively communicate. In the 21<sup>st</sup> century, it is evident on a daily basis that employers in all sectors (agriculture, business, commerce, defense, education, engineering, government, medical, technical, etc.) and communities of every size need multilingual people who are knowledgeable, global citizens – a fact that has led the North Carolina State Board of Education to adopt the [Future-Ready Students for the 21<sup>st</sup> Century](#) goals and has driven many other state and federal initiatives, such as the Critical Languages legislation and the National Security Language Initiative (NSLI), to put language proficiency at the forefront of educational programs.

The *World Language Essential Standards* include exit proficiency expectations, which are proficiency outcome expectations, for every program based on the *K-12 Performance and Proficiency Guidelines* from the American Council on the Teaching of Foreign Languages (ACTFL), which provides the proficiency scale used nationally by education entities and is involved in proficiency testing for teacher licensing and other types of certification where language proficiency is a necessary component.

The ACTFL scale currently has 10 levels of proficiency (see below) with descriptions of what learners can do with the language at that point. Two higher levels may be added to the ACTFL scale in the near future, so they are included here with an asterisk \* at the upper end of the scale but they do not currently have accompanying descriptions.

1. Novice Low (NL)	2. Novice Mid (NM)	3. Novice High (NH)
4. Intermediate Low (IL)	5. Intermediate Mid (IM)	6. Intermediate High (IH)
7. Advanced Low (AL)	8. Advanced Mid (AM)	9. Advanced High (AH)
10. Superior (S)	* Distinguished	* Native

There are also other proficiency scales used nationally and internationally for a variety of purposes: assessment, education, government, military, and professional. The list that follows defines the organizations that have published proficiency scales, along with their main purposes, and the chart shows how those scales align to the ACTFL scale.

SLPI (Sign Language Proficiency Interview) – National assessment use for American Sign Language (ASL)

TESOL (Teachers of English to Speakers of Other Languages) – National educational use for English as a Second Language (ESL)

ILR (Interagency Language Roundtable) – United States government and military use

CEFR (Common European Framework of Reference) – European professional, educational, and assessment use

Note: The current representations are approximations pending final results of ongoing alignment studies by ACTFL and the Council of Europe with the two proficiency scales.

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ACTFL	SLPI	TESOL	ILR		CEFR
Novice Low (NL)	NFS/Novice	Entering – Level 1 Emerging – Level 2	0 – 0+	Basic User	A1 - Breakthrough
Novice Mid (NM)	Novice Plus				
Novice High (NH)	Survival				
Intermediate Low (IL)	Survival Plus	Developing – Level 3	1 – 1+	Independent User	A2 - Waystage
Intermediate Mid (IM)	Intermediate	Expanding – Level 4			B1 - Threshold
Intermediate High (IH)	Intermediate Plus				
Advanced Low (AL)	Intermediate Plus/Advanced	Bridging – Level 5	2 – 2+	Proficient User	B2 - Vantage
Advanced Mid (AM)	Advanced Plus				
Advanced High	Advanced Plus				
Superior	Superior	Reaching – Level 6 Exit program	3 – 3+		C1 - Effective Operational Proficiency
Distinguished	Superior Plus		4		C2 - Mastery
Native			S/R - 5		

For each program outlined in the *World Language Essential Standards*, the exit proficiency expectations, which are proficiency outcome expectations or student outcomes, were designed to be challenging, yet reasonable, taking into account the many variables that impact the time devoted to language learning such as the age of the learners, previous language acquisition, exposure to the target language outside of the classroom, etc. Because enrolling in a language program or taking a course for credit means that time is measured in clock hours and directed by a teacher, the proficiency level outcomes are also calculated with cumulative hours of instruction (See North Carolina State Board of Education Policy GCS-M-001).

For example:

Student A takes a French I course in a block schedule that meets for 90 minutes each day throughout a semester, accumulating 135 hours of formal instructional time: 90 minutes per day X 90 school days in a semester = 8,100 minutes in a school year or 135 hours total.

Student B takes a Latin I course that meets for 50 minutes each day throughout the school year, accumulating 150 hours of formal instructional time: 50 minutes per day X 180 school days in two semesters = 9,000 minutes in a school year or 150 hours total for the school year.

As students progress through an articulated language study sequence and accumulate 135 or 150 hours for each course, this instructional time adds up:

Level I	135-150 total hours for a block schedule or a traditional schedule	Level V	675-750 total hours including Levels I-IV
Level II	270-300 total hours including Level I time	Level VI	810-900 total hours including Levels I-V
Level III	405-450 total hours including Levels I and II	Level VII	945-1,050 total hours including Levels I-VI
Level IV	540-600 total hours including Levels I-III	Level VIII	1,080-1,200 total hours including Levels I-VII

## **World Language Essential Standards Crosswalk**

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The previous examples focus on world language programs at the secondary level, but students can begin to study a world language at any point, K-12. Elementary school programs allow students to start the study of a language as early as kindergarten, though formal instructional time is somewhat harder to gauge because of the variety of programs and the students' developmental level. Middle school programs also vary widely, from exploratory programs that do not build proficiency in communication skills to proficiency-based programs that earn students high school graduation credit.

In addition, the type of writing system used by a language impacts the amount of time needed to reach different levels of proficiency. Learning an alphabetic language, or one that uses a system in which each letter is linked to a particular sound, is different than learning a logographic language that uses a character writing system. For native English speaking students, a logographic language will require more time to master the writing system, which also impacts reading skills. There are also languages like Cherokee and Japanese that use a syllabary system, where each letter or character represents a syllable or sound combination. Based on advice from national experts, Cherokee has been grouped with alphabetic languages and Japanese with logographic ones.

The program introductions in the *World Language Essential Standards* describe each type of program and outline proficiency expectations for the different variations, including alphabetic and logographic languages, as well as American Sign Language (ASL) which is a visual language. In working toward a clear and concise way to show the increasing proficiency levels or learning trajectories, or "spiraling up," a series of descriptors was used with the Clarifying Objectives, which helped with vertical and horizontal alignment:

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<b>Learning Trajectories</b> Descriptors used in Clarifying Objectives to Show Increasing Proficiency Levels		
<b>1. Novice Low (NL)</b>	<b>2. Novice Mid (NM)</b>	<b>3. Novice High (NH)</b>
<ul style="list-style-type: none"> <li>• Single words and simple memorized phrases</li> <li>• Simple exchanges</li> <li>• Memorized, content-related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Memorized words and phrases</li> <li>• Familiar topics/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Simple phrases and short sentences</li> <li>• Familiar topics without visuals</li> <li>• Short interactions/messages</li> <li>• Simple texts/descriptions/questions</li> </ul>
<b>4. Intermediate Low (IL)</b>	<b>5. Intermediate Mid (IM)</b>	<b>6. Intermediate High (IH)</b>
<ul style="list-style-type: none"> <li>• Series of phrases and sentences</li> <li>• Unrehearsed situations</li> <li>• Limited discourse</li> <li>• Familiar situations with some details</li> <li>• Familiar topics and experiences</li> <li>• Questions</li> <li>• Short conversations</li> <li>• Main ideas and a few details</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of familiar topics with many details</li> <li>• Unfamiliar topics with some details</li> <li>• Personal opinions</li> <li>• Uncomplicated settings where communication is straightforward</li> <li>• Series of connected sentences</li> <li>• Simple factual presentations</li> <li>• Unfamiliar academic vocabulary</li> <li>• Spontaneous conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Personal views (state and support)</li> <li>• Variety of familiar and some unfamiliar (new) topics</li> <li>• Familiar topics in complicated settings, where communication is more demanding because of competition or lack of directness</li> <li>• Detailed, factual information/narratives/descriptions</li> <li>• Many different types of texts that contain unfamiliar vocabulary</li> <li>• Extended conversations/speech</li> <li>• Take an active part in discussions</li> <li>• Clear and detailed descriptions</li> <li>• Academic pursuits and career interests</li> </ul>
<b>7. Advanced Low (AL)</b>	<b>8. Advanced Mid (AM)</b>	
<ul style="list-style-type: none"> <li>• Variety of familiar and unfamiliar topics</li> <li>• Lengthy conversations/discussions</li> <li>• Texts on unfamiliar topics</li> <li>• Clear, organized texts</li> <li>• Discipline-specific ideas with unfamiliar academic topics</li> <li>• Modify for some specific audiences</li> <li>• Subtleties of text on familiar topics and information from texts on unfamiliar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete, social and professional topics</li> <li>• With fluency and flexibility</li> <li>• Extended, complex speeches/lectures</li> <li>• Long, complex texts</li> <li>• Personal, academic, and professional topics</li> <li>• Multiple viewpoints and opinions</li> <li>• Specialized and precise language</li> <li>• Clearly articulated presentations</li> <li>• Clear, well-organized texts</li> <li>• Variety of audiences</li> </ul>	<p>In the <i>ACTFL K-12 Performance and Proficiency Guidelines</i>, there are two levels beyond Advanced Mid: Advanced High and Superior.</p> <p>However, the writers and reviewers of the World Language Essential Standards, as well as the stakeholders who provided feedback on the drafts, agreed that K-12 World Language program proficiency expectations should go through Advanced Mid.</p> <p>There may be students who reach the Advanced High or Superior proficiency levels, but the program proficiency expectations, or student outcomes, for the programs and courses are designed to be challenging, yet reasonable, goals for the K-12 group of language learners.</p>

## World Language Essential Standards Crosswalk

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Setting student outcome, or exit proficiency expectations, for each program was a demanding, but highly engaging task. The most current research from academic journals and reports, national conferences, government and non-profit publications, and books was synthesized with feedback from renowned experts and, literally, hundreds of experienced North Carolina K-12 language educators to draft, review, revise, and finalize the proficiency expectations. Here is a sampling of the sources that informed this work:

### 2009 ACTFL Convention & World Languages Expo presentations

- Dai, D. (2009, November 21). *Vocabulary Level and Quantity for Language Proficiency*. San Diego, CA: 2009 ACTFL Convention.
- Forrest, L. (2009, November 22). *Proficiency-Oriented Programs: How Much Proficiency? How Many Years?* San Diego, CA: 2009 ACTFL Convention.
- Fortune, T. & Tedick, D. (2009, November 21). *Oral Proficiency Development of K-8 Spanish Immersion Students*. San Diego, CA: 2009 ACTFL Convention.

### Publications

- Avant Assessment. (2009). STAMP Data National Averages 2008 (2007-2008). Retrieved from [http://www.avantassessment.com/resources/doc/stamp\\_natlavgs2008.pdf](http://www.avantassessment.com/resources/doc/stamp_natlavgs2008.pdf)
- Avant Assessment. (2010). STAMP Data National Averages 2009 (2008-2009). Retrieved from [http://www.avantassessment.com/resources/doc/STAMPdata\\_NatlAvgs\\_2009.pdf](http://www.avantassessment.com/resources/doc/STAMPdata_NatlAvgs_2009.pdf)
- Center for Applied Linguistics. (2009). *Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework*. Washington, DC: Jackson, F. & Malone, M.
- Curtain, H. & Dahlberg, C. (2010). *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

### Professors/Researchers in North Carolina

- Dr. Yin Han, Queens University
- Dr. Audrey Heining-Boynton, UNC Chapel Hill
- Dr. Fran Hoch, retired from NCDPI
- Dr. Beverly Moser, Appalachian State University
- Dr. Mary Pendergraft, Wake Forest University
- Dr. Cathy Pons, UNC Asheville
- Dr. Mary Lynn Redmond, Wake Forest University
- Dr. Robert Reimer, UNC Charlotte
- Dr. Susan Shelmerdine, UNC Greensboro
- Dr. Sandra Watts, UNC Charlotte

### Professors/Researchers in Other States & Organizations

- Dr. Glenna Ashton, Valdosta State University
- Dr. Carol Ann Dahlberg, Concordia College
- Dr. Carl Falsgraf, Center for Applied Second Language Studies
- Dr. Terri Hammatt, Louisiana Department of Education
- Dr. Meg Malone, Center for Applied Linguistics (CAL)
- Dr. Myriam Met, retired from the National Foreign Language Center
- Dr. Aleidine Moeller, University of Nebraska - Lincoln
- Dr. Nancy Rhodes, Center for Applied Linguistics (CAL)
- Dr. Shuhan Wang, National Foreign Language Center
- Dr. Jason Zinza, University of Maryland-College Park

Thus, the program proficiency expectations were compiled based on the best information available at this time in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system, students, teachers, administrators, parents, and other stakeholders can use this information to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.